



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

December 16, 2013

Arkansas Department of Education

ADE Auditorium

9:00 AM

 [← Back](#)  [Print](#)

Reports

Report-1 Chair's Report

Presenter: Brenda Gullett

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 Update on Common Core State Standards, PARCC and School Improvement

Information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness and school improvement.

Presenter: Dr. Megan Witonski

Report-4 Settlement Report

Presenter: Jeremy Lasiter

Report-5 Recognition of the National Distinguished Educator for 2013-2014 - Michelle Hayward

Presenter: Dr. Tom Kimbrell

Report-6 Recognition of 2014 Teacher of the Year - Jonathan Crossley

Presenter: Dr. Tom Kimbrell

Report-7 Recognition of Jim Boardman, Assistant Commissioner

Presenter: Dr. Tom Kimbrell

Consent Agenda

C-1 Minutes - November 4, 2013

Presenter: Deborah Coffman

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

By the Court Order of December 1, 1993, the Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. The December report summarizes the PMT for November.

Presenter: John Hoy and Willie Morris

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: Dr. Karen Walters and Clemetta Hood

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309.

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 30 school districts covering a total of 139 waivers. There were also requests for long-term substitutes from 16 school districts requesting a total of 16 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, and either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Dr. Karen Walters

C-5 Review of Loan and Bond Applications

Pursuant to Arkansas Code Annotated §6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refunding of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following:

Revolving Loans – 1 School Bus;

Commercial Bonds – 3 - 2ndLien – Recommend Approval;

2 Voted – Recommend Approval

Presenter: Cindy Hollowell and Amy Woody

C-6 Review of QZAB Allocation Application

The Qualified Zone Academy Bond (QZAB) program is a funding instrument, created in 1997, to assist school districts in implementing school renovations and repairs and in developing new programs to enhance technology and better prepare students for the rigors of the workplace. An important feature is that QZABs, as a tax-credit debt instrument, may be issued at a reduced or zero interest rate. A total of \$13,391,000 in authorization is available for allocation in this cycle. This total represents the full amount of 2011, 2012 and 2013 Arkansas allocations. The 2011 allocation of \$4,637,000 will expire December 31, 2013 if not authorized and issued prior to the deadline. The total allocation

requested in this cycle is \$2,100,000 and is valid only if the State Board approves the recommendation of the QZAB Committee as stated herein. It is requested that the State Board of Education review the following recommendation of the QZAB Committee concerning the application for QZAB allocation:

Newport - Recommended Approval - \$2,100,000

Presenter: Cindy Hollowell

C-7 Adoption of State Board of Education Meeting Dates for Calendar Year 2014

Arkansas statute requires that each constitutional board and commission set proposed dates for the next calendar year at the last regular meeting of each calendar year. Department staff propose to change the regular meeting dates to the second Thursday and Friday of each month.

Presenter: Deborah Coffman

C-8 Annual Reports for Academics Plus Charter School, Arkansas Virtual Academy, and Benton County School of the Arts

On April 9, 2012, the State Board of Education renewed the charters for Academics Plus Charter School, Arkansas Virtual Academy, and Benton County School of the Arts for three years. During the renewal process, annual reviews were requested. The reports include demographic data and progress toward meeting the academic goals approved during renewal. The reports were presented and approved in the consent agenda by the Charter Authorizing Panel on November 13, 2013.

Presenter: Mary Perry

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #12-148 – LaKenya Takako Riley

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Recommendation: The Professional Licensure Standards Board's Ethics Subcommittee is recommending that LaKenya Takako Riley be issued a Written Warning. Ms. Riley was notified by letter dated, September 19, 2013, of the recommendation of the Ethics Subcommittee. She accepted the recommendation on October 15, 2013.

Presenter: Michael Smith

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T13-006 – Angela Mynette Drennan

Violation of Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. Recommendation: The Professional Licensure Standards Board's Ethics Subcommittee is recommending that Angela Mynette Drennan be issued a Written Warning. Ms. Drennan was notified by letter, dated October 18, 2013, of the recommendation of the Ethics Subcommittee. She accepted the recommendation on October 28, 2013.

Presenter: Michael Smith

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-146 – Jeremy Rondal Wortham

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Recommendation: The Professional Licensure Standards Board's Ethics Subcommittee is recommending that Jeremy Rondal Wortham be issued a Written Warning. Mr. Wortham was notified by letter, dated September 19, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was delivered and signed for on September 23, 2013. Mr. Wortham did not respond within the required time period.

Presenter: Michael Smith

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-151 – Edward Lynn Jones

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Recommendation: The Professional Licensure Standards Board's Ethics Subcommittee is recommending that Edward Lynn Jones be issued a Written Reprimand, a fine of \$50, and mandatory training on suicide/mental health awareness by a licensed professional within six (6) months of the State Board's Order. Mr. Jones was notified by letter, dated September 19, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was delivered and signed for on September 23, 2013. He accepted the recommendation on November 12, 2013.

Presenter: Michael Smith

C-13 Consideration of Voluntary Surrender of Arkansas Educator's License – Case #14-006 – Harold William Cotton

Harold William Cotton surrendered his teaching license as evidenced by his signed consent form dated October 28, 2013. Arkansas law does not provide for the mere surrender of a license. As a result, the Board's acceptance of the surrender of his license will result in its permanent revocation.

Presenter: Michael Smith and Cheryl Reinhart

C-14 Consideration of Voluntary Surrender of Arkansas Educator's License – Case #13-034 – Courtney Elizabeth Speer

Courtney Elizabeth Speer surrendered her teaching license as evidenced by her signed consent form dated October 30, 2013. Arkansas law does not provide for the mere surrender of a license. As a result, the Board's acceptance of the surrender of her license will result in its permanent revocation.

Presenter: Michael Smith and Cheryl Reinhart

Action Agenda

A-1 Consideration for Removal of Alpena School District from Fiscal Distress Classification effective December 9, 2013.

The Alpena School District was classified in Fiscal Distress for the 2012-13 school year. The Department has conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Alpena School District. The Department is reporting that the Alpena School District has currently corrected all criteria for being removed from Fiscal Distress. Attached is a letter from the Alpena School District petitioning the State Board for removal of Fiscal Distress status. The Department recommends that the Alpena School District be removed from Fiscal Distress effective December 9, 2013. The Board is requested to accept and approve this petition in compliance with Ark. Code Ann. §6-20-1908(c), which requires a District in Fiscal Distress to petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified as in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.

Presenter: Hazel Burnett

A-2 Consideration for Removal of Brinkley School District from Fiscal Distress Classification Effective December 9, 2013.

The Brinkley School District was classified in Fiscal Distress for the 2012-13 school year. The Department has conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Brinkley School District. The Department is reporting that the Brinkley School District has currently corrected all criteria

for being removed from Fiscal Distress. Attached is a letter from the Brinkley School District petitioning the State Board for removal of Fiscal Distress status. The Department recommends that the Brinkley School District be removed from Fiscal Distress effective December 9, 2013. The Board is requested to accept and approve this petition in compliance with Ark. Code Ann. §6-20-1908(c), which requires a District in Fiscal Distress to petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified as in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.

Presenter: Hazel Burnett

A-3 Consideration for Removal of Hartford School District from Fiscal Distress Classification Effective December 9, 2013

The Hartford School District was classified in Fiscal Distress for the 2012-13 school year. The Department has conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Hartford School District. The Department is reporting that the Hartford School District has currently corrected all criteria for being removed from Fiscal Distress. Attached is a letter from the Hartford School District petitioning the State Board for removal of Fiscal Distress status. The Department recommends that the Hartford School District be removed from Fiscal Distress effective December 9, 2013. The Board is requested to accept and approve this petition in compliance with Ark. Code Ann. §6-20-1908(c), which requires a District in Fiscal Distress to petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified as in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.

Presenter: Hazel Burnett

A-4 Consideration for Removal of Hermitage School District from Fiscal Distress Classification Effective December 9, 2013

The Hermitage School District was classified in Fiscal Distress for the 2012-13 school year. The Department has conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Hermitage School District. The Department is reporting that the Hermitage School District has currently corrected all criteria for being removed from Fiscal Distress. Attached is a letter from the Hermitage School District petitioning the State Board for removal of Fiscal Distress status. The Department recommends that the Hermitage School District be removed from Fiscal Distress effective December 9, 2013. The Board is requested to accept and approve this petition in compliance with Ark. Code Ann. §6-20-1908(c), which requires a District in Fiscal Distress to petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified as in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.

Presenter: Hazel Burnett

A-5 Consideration for Adoption of the Revised Foreign Language Frameworks

Arkansas Law and ADE rules require the periodic revision of all curriculum frameworks. Content areas are due for revision every six years. The Arkansas frameworks for foreign languages were last revised in 2007; therefore, the ADE convened a revision committee during the summer of 2013 to develop recommendations to revise the frameworks. In accordance with Arkansas law and ADE rules, the committee consisted of representatives of urban, suburban, and rural districts and all five ACTAAP regions. The group included instructors of seven foreign languages ranging from kindergarten through the university level. The Curriculum and Instruction Unit recommends the adoption of the following revised frameworks: Modern Languages I-IV, to replace the group of twenty separate frameworks that currently guide the instruction of modern languages at the secondary school level; Spanish for Heritage and Native

Speakers I-III, to replace the group of three frameworks that currently guide Spanish instruction at the secondary school level for students whose native or home language is Spanish; Latin I-II, to replace the pair of frameworks that currently guide the instruction of Latin at the secondary school level; K-8 Foreign Languages Acquisition; and K-8 Foreign Language Experiences. Contingent upon approval, these curriculum frameworks will be used in instruction in the 2014-2015 school year.

Presenter: Dr. Tracy Tucker, Director of Curriculum and Instruction

A-6 Consideration for Public Comment: Arkansas Department of Education Rules Governing How to Meet the Needs of Children With Dyslexia

Act 1294 of 2013 created an additional subchapter in Ark. Code Ann. Title 6, Chapter 40, to add §§ 6-40-101, et seq., an Act to ensure that children with dyslexia have their needs met by the public school system. The promulgation of these rules are based on legislative action. This is the first time this rule has been presented to the Board.

Accordingly, Department staff respectfully requests the State Board approve the proposed rules for a public comment period.

Presenter: Valerie Bailey

A-7 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering From Diabetes

Act 1232 of 2013 amended Ark. Code Ann. § 17-87-103 regarding the administration of glucagon by volunteer trained school personnel. The revisions to these rules are based on the legislative changes. The State Board released these rules for public comment on October 14, 2013. A public hearing was held on October 31, 2013. Written comments were received during the public comment period. No changes were made based on the comments. Department staff respectfully requests that the State Board give final approval to these rules.

Presenter: Kendra Clay

A-8 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Application: Capitol City Lighthouse Charter School, North Little Rock, Arkansas

On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Capitol City Lighthouse Charter School appeared before the panel on November 13 (See 04:07 of the video recording of the meeting.) and requested that Lighthouse Academies of Central Arkansas, Inc., the sponsoring entity, be allowed to open a charter in North Little Rock to serve students in grades K-12 with a maximum enrollment of 750. Representatives of the North Little Rock School District and the Little Rock School District spoke in opposition to the charter. By a 5-1 vote, the panel denied the application for Capitol City Lighthouse Charter School. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Mary Perry

A-9 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Young Adult Magic Johnson Bridgescape Academy of Crittenden County, Sunset, Arkansas

On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Young Adult Magic Johnson Bridgescape Academy of

Crittenden County appeared before the panel on November 14 (See 04:28 of the video recording of the meeting.) and requested that Osceola Communication, Business and Arts, Inc., the sponsoring entity, be allowed to open a charter in Sunset to serve students in grades 9-12 with a maximum enrollment of 250. A representative of the South Mississippi County School District spoke to the panel. By unanimous vote, the panel tabled the application for Young Adult Magic Johnson Bridgescape Academy of Crittenden County. The hearing for the Young Adult Magic Johnson Bridgescape Academy of Crittenden County charter application continued on November 21, 2013. Representatives from the Marion School District and the West Memphis School District responded to inquiries from Charter Authorizing Panel members. With a vote of 5-1, the panel denied the application for the Young Adult Magic Johnson Bridgescape Academy of Crittenden County. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Mary Perry

A-10 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Young Adult Magic Johnson Bridgescape Academy of Mississippi County, Osceola, Arkansas

On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Young Adult Magic Johnson Bridgescape Academy of Mississippi County appeared before the panel on November 14 (See 06:48 of the video recording of the meeting.) and requested that Osceola Communication, Business and Arts, Inc., the sponsoring entity, be allowed to open a charter in Osceola to serve students in grades 9-12 with a maximum enrollment of 250. A representative of the South Mississippi County School District spoke to the panel. By a vote of 3-2 with one panel member absent for the vote, the panel tabled the application for Young Adult Magic Johnson Bridgescape Academy of Mississippi County. The hearing for the Young Adult Magic Johnson Bridgescape Academy of Mississippi County charter application continued on November 21, 2013. By unanimous vote, the panel denied the application for Young Adult Magic Johnson Bridgescape Academy of Mississippi County. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Mary Perry

A-11 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: Arkansas Virtual Academy (ARVA)

The State Board of Education approved the application for ARVA on October 13, 2004. The charter is approved to serve students in grades K-12 with a maximum enrollment of 3,000. Representatives of ARVA appeared before the Charter Authorizing Panel on November 13, 2013, and the panel approved the requested amendments to the current charter. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Mary Perry

A-12 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: KIPP Delta Public Schools

The State Board of Education approved the application for KIPP Delta Public Schools on March 11, 2002. The charter is approved to serve students in grades K-12 with a maximum enrollment of 1,550. Representatives of KIPP appeared before the Charter Authorizing Panel on November 13, 2013, and the panel approved the requested amendments to

the current charter. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Mary Perry

A-13 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: Northwest Arkansas Classical Academy

The State Board of Education approved the application for Northwest Arkansas Classical Academy on November 1, 2012. The charter is approved to serve students in grades K-12 with a maximum enrollment of 685. Representatives of Northwest Arkansas Classical Academy appeared before the Charter Authorizing Panel on November 13, 2013, and requested multiple waivers of laws and rules via the charter amendment request process. The panel approved some of the requested waivers and denied some of the requested waivers. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Mary Perry

A-14 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: Premier High School of Little Rock

The State Board of Education approved the application for Premier High School of Little Rock on November 1, 2012. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 240. Representatives of Premier High School of Little Rock appeared before the Charter Authorizing Panel on November 13, 2013, and requested multiple waivers of laws and rules via the charter amendment request process. The panel granted approval for Premier High School of Little Rock to withdraw some of the requested waivers and approved all of the waiver requests that were not withdrawn. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Mary Perry

A-15 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: Quest Middle School of Pine Bluff

The State Board of Education approved the application for Quest Middle School of Pine Bluff on November 1, 2012. The charter is approved to serve students in grades 5-12 with a maximum enrollment of 460. Representatives of Quest Middle School of Pine Bluff appeared before the Charter Authorizing Panel on November 13, 2013, and requested multiple waivers of laws and rules via the charter amendment request process. The panel granted approval for Quest Middle School of Pine Bluff to withdraw some of the requested waivers and approved all of the waiver requests that were not withdrawn. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Mary Perry

A-16 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendment: Arkansas School for Integrated Academics and Technologies (SIATech)

The State Board of Education approved the application for SIATech on January 14, 2011. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 275. Representatives of SIATech appeared before the Charter Authorizing Panel on November 13, 2013, and the panel approved the requested amendment to the current charter. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Mary Perry

A-17 Charter Authorizing Panel Action on Requested District Conversion Public Charter School Amendments: Washington Academy in the Texarkana School District

The State Board of Education approved the application for Washington Academy on January 14, 2013. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 160. Representatives of Washington Academy appeared before the Charter Authorizing Panel on November 13, 2013, and the panel approved the requested amendments to the current charter. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Mary Perry

A-18 Little Rock School District Request for Review: Exalt Academy of Southwest Little Rock, Little Rock, Arkansas

On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Exalt Academy of Southwest Little Rock appeared before the panel on November 13 (See 6:15 of the video recording of the meeting.) and requested that Exalt Education, Inc., the sponsoring entity, be allowed to open a charter in Little Rock to serve students in grades K-8 with a maximum enrollment of 540. A representative of the Little Rock School District spoke in opposition to the charter. By unanimous vote, the panel approved the application for Exalt Academy of Southwest Little Rock. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the Little Rock School District requests that the State Board of Education conduct a hearing at its January 2014 meeting to review the decision made by the Charter Authorizing Panel.

Presenter: Mary Perry

A-19 Little Rock School District Request for Review: Quest Middle School of West Little Rock, Little Rock, Arkansas

On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Quest Middle School of West Little Rock appeared before the panel on November 14 (See 11:20 of the video recording of the meeting.) and requested that Responsive Education Solutions, the sponsoring entity, be allowed to open a charter in Little Rock to serve students in grades 6-12 with a maximum enrollment of 490. A representative of the Little Rock School District spoke in opposition to the charter. By unanimous vote, the panel approved the application for Quest Middle School of West Little Rock. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the Little Rock School District requests that the State Board of Education conduct a hearing at its January 2014 meeting to review the decision made by the Charter Authorizing Panel.

Presenter: Mary Perry

A-20 Applicant Request for Review: Ozark College and Career Academy, Springdale, Arkansas

On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants

wanting to open schools in 2014-2015. A representative of the Ozark College and Career Academy appeared before the panel on November 13 (See 7:46 of the video recording of the meeting.) and requested that Ozark, Inc., the sponsoring entity, be allowed to open a charter in Springdale to serve students in grades K-12 with a maximum enrollment of 250. A representative of the Springdale School District spoke in opposition to the charter. With a vote of 5-1, the panel denied the application for the Ozark College and Career Academy. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the applicant requests that the State Board of Education conduct a hearing at its January 2014 meeting to review the decision made by the Charter Authorizing Panel.

Presenter: Mary Perry

A-21 Applicant Request for Review: Redfield Tri-County Charter School, Redfield, Arkansas

On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. A representative of the Redfield Tri-County Charter School appeared before the panel on November 14 (See 02:28 of the video recording of the meeting.) and requested that Redfield Tri-County Charter School, the sponsoring entity, be allowed to open a charter in Redfield to serve students in grades 5-12 with a maximum enrollment of 375. By unanimous vote, the panel denied the application for Redfield Tri-County Charter School. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the applicant requests that the State Board of Education conduct a hearing at its January 2014 meeting to review the decision made by the Charter Authorizing Panel.

Presenter: Mary Perry

A-22 Hearing on Waiver Request for Teaching License – Steven Trulock

Steven Trulock is a licensed educator who has requested a waiver of the grounds for nonrenewal of his standard teaching license. In 2005, Mr. Trulock was found guilty of a disqualifying offense under Ark. Code Ann. § 6-17-410(c). Mr. Trulock represents himself.

Presenter: Cheryl Reinhart

A-23 Hearing on Recommendation for Revocation of Teaching License – Cody Martin

Cody Martin is a licensed educator who has a report of a “true finding” of child maltreatment on the Child Maltreatment Central Registry. On August 27, 2013, the Department of Human Services Office of Appeals and Hearings upheld the true finding. No further appeals have been filed. No request for a waiver has been received. The Department recommends revocation of Mr. Martin’s teaching license.

Presenter: Cheryl Reinhart

Reports

Report-1 Public Comment: Karen Lamoreaux

Presenter: Karen Lamoreaux

Minutes
State Board of Education Meeting
Monday, November 4, 2013

The State Board of Education met Monday, November 4, 2013, in the auditorium of the Department of Education building. Chair Brenda Gullett called the meeting to order at 9 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Diane Zook; Joe Black; Alexia Weimer, Teacher of the Year; and Dr. Tom Kimbrell, Commissioner

Present by Phone: Mireya Reith

Reports

Chair's Report

Ms. Gullett recently attended the opening of the Lakeside Junior High School in Springdale.

Ms. Mahony traveled to Monticello and Camden to meet with counselors and share information regarding the military compact.

Commissioner's Report

Commissioner Kimbrell reported the recent Special Session allocated resources for public school employee health insurance. Facilities and professional development funds were utilized. Rules for professional development will need to be revised for 2014-2015. A task force was identified to study public school employee health insurance. Commissioner Kimbrell recognized Mr. Tony Wood, Deputy Commissioner, for his work during the Special Session.

Commissioner Kimbrell recognized Mr. Andrew Tolbert, State Superintendent of the Office of Intensive Support. Mr. Tolbert introduced Jeff Martello, Director of Fiscal Services, and Janice Streeter, Director of Learning Services. Mr. Tolbert outlined the goals of the Office of Intensive Support. The team will be working with schools in distress and state takeover. The Office of Intensive Support is funded from an ADE grant but will become self-sustaining in the future.

Update on Common Core State Standards, PARCC and School Improvement

Dr. Megan Witonski, Assistant Commissioner for the Division of Learning Services, reported a team is working on a communication plan. In partnership

with Arkansas IDEAS, a new STEM website is available to show videos of STEM classrooms. The division continues to work on content standards and next generation assessments. Staff will be attending a conference on Universal Design for Learning (UDL).

Recognition of the 2014 Arkansas Superintendent of the Year - Dr. Kim Wilbanks

Dr. Kimbrell recognized Dr. Richard Abernathy, Executive Director of AAEA. Dr. Abernathy reported the American Association of School Administrators (AASA) National Superintendent of the Year program, sponsored by ARAMARK Education, ING and AASA, pays tribute to the talent and vision of the men and women who lead the nation's public schools. Candidates are judged on the following criteria: leadership for learning, communication, professionalism, and community involvement. Each state association of school administrators selects a State Superintendent of the Year. These superintendents are then in the running for National Superintendent of the Year and will be recognized and honored at the AASA National Conference on Education.

Dr. Kimbrell recognized Dr. Kim Wilbanks, 2014 Arkansas Superintendent of the Year and outlined the many contributions Dr. Wilbanks has made to education. Dr. Wilbanks thanked the State Board members for their continued support of educators.

Representative Harold Copenhaver, D-58, presented a plaque to Dr. Wilbanks.

PCSSD Fiscal Distress and Facilities Plan Report

Ms. Mahony stated that PCSSD did a fabulous job recently with the bus incident and caring for the students and staff. The cameras did a great job of recording the incident. Dr. Guess recognized the bus driver for her role in keeping students safe.

Dr. Guess reported the district is working hard to become unitary. The district is concerned about facilities in its efforts to become unitary. PCSSD supports Jacksonville becoming its own district. Many updates have been made to facilities including roofing, paving parking lots, renovation of bathrooms, and updated heating and cooling systems. Dr. Guess outlined a proposed facilities plan for PCSSD.

Priority Schools Report

Mr. John Hoy, Assistant Commissioner for the Division of Public School Accountability, presented a list of the schools identified as priority schools. Mr. Elbert Harvey, School Improvement Coordinator, reported each priority school was assigned a school improvement specialist (SIS) that was on-site at least one

day per week. The SIS worked with building leadership to understand the ESEA Flexibility document and to design the priority improvement plan (PIP). The SIS worked with the leadership team and external providers to identify root causes of issues and design an improvement plan for success.

Dr. Kimbrell reported the ADE would have updated information regarding ESEA Flexibility in December.

Consent Agenda

Progress Report on Status of Districts Classified in Fiscal Distress

Mr. Mike Hernandez, Assistant Commissioner for Fiscal and Administrative Services, and Ms. Hazel Burnett, Director of Fiscal Distress, reported currently nine districts are classified as being in Fiscal Distress. Department staff conducts on-site visits, reviews district financial improvement plans and financial reports, and works with Fiscal Distress districts on issues specific to the individual districts. The nine districts in Fiscal Distress are Alpena, Brinkley, Hartford, Helena-West Helena, Hermitage, Hughes, Mineral Springs, Pulaski County Special, and Western Yell County.

Minutes – October 14, 2013 Amendment

Ms. Zook requested the Minutes for October 14, 2013 be amended referencing action item #4, **Consideration for Final Approval: Proposed Rules Governing Background Checks and Licensure Revocation**, to include substitutes in the statement: **Ms. Zook encouraged superintendents to require contracted food workers, substitutes and bus drivers to meet background checks.**

Dr. Barth moved, seconded by Ms. Mahony, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - October 14, 2013
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Progress Report on Status of Districts Classified in Fiscal Distress
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-141—Michelle Dawn Harper
- Consideration of Voluntary Surrender of Arkansas Educator's License—Case #12-061—Brittany Lynn Burns

Action Agenda

Proposed School Board Resolution

The Arkansas School Boards Association requested the Board acknowledge local school boards with a resolution. Horace Smith reported January is School Board month recognizing the contributions of school board members.

Ms. Saviers moved, seconded by Ms. Zook, to approve a Board resolution recognizing Arkansas School Board members. The motion carried unanimously.

The Board considered A-2 and A-3 together.

A-2 Consideration of New Rule for Public Comment: Proposed Rules Governing the Leader Excellence and Development System

The Department recommended the promulgation of a new rule to be known as the Rules Governing the Leader Excellence and Development System (LEADS) to implement an administrator evaluation system for school districts to evaluate administrators that weights an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System, pursuant to Ark. Code Ann. § 6-17-2809 and Act 709 of 2013.

A-3 Consideration for Public Comment: Rules Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members, and Other Parties

Act 608 of 2013 amended Ark. Code Ann. § 6-24-101 et seq. relating to ethical prohibitions for administrators, board members, and employees. Revisions to these rules include the necessary changes based on Act 608 of 2013. The State Board approved these revisions for public comment on September 9, 2013. Public comments were received and additional revisions were made to the rules as a result of the comments. Department staff requested the State Board approve the proposed rules for a second public comment period.

Ms. Mahony moved, seconded by Mr. Ledbetter, to approve for public comment the Proposed Rules Governing the Leader Excellence and Development System and the Rules Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members, and Other Parties. The motion carried unanimously.

Consideration for Final Approval: Rules Governing the School District Educational Excellence Trust Funds

Acts 1138 and 1278 of 2013 amended Arkansas law related to Educational Excellence Trust Funds. Additionally, the current version of the Arkansas Department of Education Rules Governing School District Educational Excellence Trust Funds has not been revised since 1996. The State Board approved these revisions for a second public comment period on September 9, 2013. No public comments were received. Department staff requested the State Board give final approval to these rules.

Ms. Saviers moved, seconded by Ms. Newton, to approve the Rules Governing the School District Educational Excellence Trust Funds. The motion carried unanimously.

Hearing on Waiver Request for Teaching License – Melvin T. Ewart

Melvin T. Ewart holds a lifetime teaching license. The Department notified Mr. Ewart that a background check conducted for the purpose of his employment at an Arkansas school district revealed a disqualifying offense under Ark. Code Ann. § 6-17-410(c). On October 15, 2013, Mr. Ewart requested a hearing before the State Board to seek a waiver of the offense. Mr. Ewart represented himself. Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said the Department had insufficient information to make a recommendation.

Mr. Ledbetter asked Ms. Reinhart to work with Mr. Ewart to gather the requested official records regarding the disqualifying offense. Mr. Ewart said he would comply with the Board request. The action item will be placed on the agenda for a future board meeting.

Ms. Newton moved, seconded by Ms. Saviers, to take no action on the Waiver Request for Teaching License – Melvin T. Ewart. The motion carried unanimously.

Request to Speak – Public Comment

Dr. Barth moved, seconded by Ms. Saviers, to allow five minutes for the Campaign to End Aids spokesperson, Kari Coffman, to speak to the Board. The motion carried unanimously.

Kari Coffman, spokesperson for Campaign to End Aids, read a letter about the September event at Pea Ridge School District when three students were denied attendance.

Request to Speak – Public Comment

Ms. Newton moved, seconded by Ms. Mahony, to deny Kevin Baer a request to

speak before the Board. The motion carried unanimously.

Adjournment

The meeting adjourned at 12:38 p.m.

Minutes recorded by Deborah Coffman.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
NOVEMBER 30, 2013

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of November 2013.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

- A. As of October 31, 2013, State Foundation Funding payments paid for FY 13/14 totaled \$16,814,823 to LRSD, \$10,042,182 to NLRSD, and \$12,201,070 to PCSSD.
- B. As of October 31, 2013, the Magnet Operational Charge paid for FY 13/14 totaled \$14,296,899. The allotment for FY 13/14 was \$14,296,899.
- C. As of October 31, 2013, the M-to-M incentive checks paid for FY 13/14 totaled \$1,211,127 to LRSD, \$1,235,469 to NLRSD, and \$3,182,085 to PCSSD.
- D. ADE pays districts three equal installments each year for their transportation budgets.
 - 1. In November 2012, General Finance made the last one-third payment to the Districts for their FY 11/12 transportation budgets. As of December 31, 2012, transportation payments for FY 11/12 totaled \$4,623,452.01 to LRSD, \$1,161,173.60 to NLRSD, and \$2,878,275.70 to PCSSD.
 - 2. In November 2012, General Finance made the first one-third payment to the Districts for their FY 12/13 transportation budgets. As of December 31, 2012, transportation payments for FY 12/13 totaled \$1,530,000.00 to LRSD, \$401,121.35 to NLRSD, and \$1,151,841.67 to PCSSD.
 - 3. In March 2013, General Finance made the second one-third payment to the Districts for their FY 12/13 transportation budgets. As of March 31, 2013, transportation payments for FY 12/13 totaled \$1,530,000.00 to LRSD, \$401,121.35 to NLRSD, and \$1,151,841.67 to PCSSD.
- E. The Office of State Procurement have received the final expenditures and estimated expenditures for the Little Rock School District and PCSSD. The Office of State Procurement is still waiting on expenditure information from the North Little Rock School District. As soon as the North Little Rock School District's expenditures are received, the Office of State Procurement will proceed with the final payment for 2012-2013 and the first payment for 2013-2014.
- F. In July 2012, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY12/13.
- G. In July 2012, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 12/13.

II. *Monitoring Compensatory Education*

On October 3, 2013, the ADE Implementation Phase Working Group met to review the Implementation Phase activities from the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Mr. Scott Richardson, Assistant Attorney General, stated the depositions are over and approximately 40,000 pages of documentation have been submitted to the parties through the discovery process. Some parties asked for a continuance in the December trial but were denied. Trial is set for December 9, 2013 regarding the state's motion to be relieved from the 1989 settlement agreement. ADE will continue to provide assistance to PCSSD regarding desegregation issues in becoming unitary in all areas. The next Implementation Phase Working Group Meeting is scheduled for January 9, 2014 at 1:30 p.m. in the ADE Auditorium.

III. *A Petition for Election for LRSD will be Supported Should a Millage be Required*

Ongoing. All court pleadings are monitored monthly.

IV. *Repeal Statutes and Regulations that Impede Desegregation*

On July 1, 2013, the ADE sent a letter to Little Rock School District, North Little Rock School District, Pulaski County Special School District, Knight and Joshua Intervenors referencing Inquiry Regarding Statutes and Regulations Affecting Desegregation. On July 29, 2013, Pulaski County Special School District responded stating that Act 1227 of 2013 (Ark. Code Ann. 6-18-1901, et seq.) impedes desegregation. This statute permits students to leave their resident district for another district without regard to the racial composition of either district. Act 1227 replaced the School Choice Act of 1989 (Ark. Code Ann. 6-18-206).

V. *Commitment to Principles*

On November 4, 2013, the Arkansas State Board of Education reviewed and approved the PMT and its Executive Summary for the month of October.

VI. *Remediation - Evaluate the impact of the use of resources for technical assistance*

On September 30 and October 1-2, 2013, Charlotte Marvell, ADE Math Specialist; Cathy Mackey, ADE Science Assessment Specialist; Jimmy Blevins, ADE Public School Program Advisor; Brian Ayers, Easter Seals; and staff from Questar Assessment, Inc. conducted Alternate Portfolio Training. The training was for all school districts on how to develop the alternate portfolio for students with disabilities. The following sessions included: Multimedia in Portfolios, Using Evidence for Science Portfolios, Activities for Grade 9th Math, iScore Grade 9th Math and Grade 10th Science, Math Madness for Grades 3rd – 8th, iScore Grades 3rd – 8th and Grade 11th. The training took place at the Holiday Inn Airport in Little Rock, Arkansas. North Little Rock School District, Pulaski County Special School District and Little Rock School District attended the training.

On October 1, 2013, ADE and McKinsey Consulting Group conducted a technical assistance meeting regarding Partnership for Assessment of Readiness for College and Careers (PARCC) Sustainability Focus Group Study. They gathered PARCC assessment implementation data from district stakeholders. It was held at the Arkansas Association of Educational Administrators (AAEA) Building in Little Rock, Arkansas. Little Rock School District attended the meeting.

VII. Test Validation

The Arkansas Department of Education (ADE) has, for over fifteen (15) years, implemented a rigorous, statistically sound and nationally recognized process for developing questions for its state standardized assessments. This process continues on an ongoing basis.

Before a question appears on a state standardized exam to measure student achievement, the question must survive a strict review process that lasts at least two (2) years. The process includes a review of each draft question by an internal team of ADE content specialists, a Content Committee, a Bias Review Committee and a Committee of Practitioners. The ADE also relies upon trained psychometricians, a Technical Advisory Committee (TAC), and the federal peer review process to conduct ongoing evaluations of the ADE's standardized testing procedures to ensure that those procedures are reliable, valid and controlled for bias.

Part of the two-year review process includes a review of each draft test question by the Bias Review Committee. The committee specifically reviews each draft test question for bias or lack of cultural sensitivity. The Bias Review Committee consists of approximately ten (10) educators, program specialists and administrators from throughout Arkansas. This committee is responsible for reviewing all reading passages, test questions, and writing prompts to make certain that the questions are controlled for bias and are not insensitive to specific groups or individuals. Once each draft question is field tested, the Bias Review Committee meets again to review the results using student data disaggregated by demographic group to review indications of possible bias with regard to a particular question. The Bias Review Committee has the power to reject a draft question altogether or require the draft question to be revised. If the Bias Review Committee orders a draft question to be revised, the entire two-year review process begins anew.

Only a draft question that has been found acceptable at every stage of the bias review process may be placed on an operational test to measure student achievement.

VIII. In-Service Training

On September 5, 12, 19, and 26, 2013, ADE provided professional development at the University of Arkansas at Little Rock. Stephanie Copes assisted in providing Reading Recovery Training for the Reading Recovery Teachers in training. The presenters were Dr. Janet Behrend, Reading Recovery Trainer and Stephanie Copes, ADE Professional Development Specialist/Reading Recovery Teacher Leader. The audience consisted of Cotinna Johnson and Elaine Burton, Reading Recovery Teachers in training.

On October 15, 2013, ADE made a site visit to Bale Elementary School in the Little Rock School District regarding Focus School Monitoring. A meeting was held with the principal to discuss the Targeted Improvement Plan (TIP). Classroom observations were conducted and debriefed. The presenters were Dr. Ericka McCarroll, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Harriet Harris, Math Coach.

On October 17, 2013, ADE made a site visit to Franklin Elementary School in the Little Rock School District regarding Focus School Monitoring. A meeting was held with the principal to discuss the Targeted Improvement Plan (TIP). Classroom observations were conducted and debriefed. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Cynthia Collins, Principal; Barry Anderson, Math Coach; and Pat Halk, Literacy Coach.

VIII. *In-Service Training (Continued)*

On October 18, 2013, ADE made a site visit to Central High School in the Little Rock School District regarding Focus School Monitoring. A meeting was held with the literacy coach to clarify how to set up a training schedule for English teachers for the Literacy Design Collaborative (LDC). A meeting was held with the principal to discuss the Targeted Improvement Plan (TIP). The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Nancy Rousseau, Principal and Brenda Bankston, Literacy Coach.

On October 22, 2013, ADE conducted a meeting at the Pulaski County Special School District Administration Building. Karyl Bearden met with the PCSSD Federal Programs Coordinator and the PCSSD Program Administrators to review PCSSD Focus School's progress towards meeting their Interim Measurable Objectives (IMO) for the 2012-13 school year as identified in their Targeted Improvement Plan (TIP). The presenter was Karyl Bearden, ADE Professional Development Specialist. The audience consisted of Kathy Goff, Federal Programs Coordinator; Djuna Dudeck, Ellie Sullivan and Susan Fletcher, PCSSD Program Administrators.

On October 22, 2013, ADE made a site visit to Romine Elementary School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli, ADE Professional Development Specialist met with the principal to discuss the Targeted Improvement Plan (TIP). Classroom observations were conducted and debriefed. The presenters were Beverly Jones, Principal and Dr. Karen James, District Literacy Specialist. The audience consisted of Dr. Algie Davis, Executive Director of Pearson Learning, Inc.; Aleta Posey, Literacy Coach; Terri Evans, Math Coach; Sabrina Stout, District Literacy Specialist; and Karl Romaine, District Math Specialist.

On October 24, 2013, ADE made a site visit to Wakefield Elementary School in the Little Rock School District regarding Focus School Monitoring. A meeting was held with the principal to discuss the Targeted Improvement Plan (TIP). Classroom observations were conducted and debriefed. The leadership team meeting was also attended. The presenters were Les Taylor, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Dr. Phil Clark, District School Improvement Specialist; Constance Hansen, Math Coach; Juanita Scroggins, 5th Grade Teacher; and Kelli Collins, Kindergarten Teacher.

On October 25, 2013, ADE made a site visit to Stephens Elementary School in the Little Rock School District regarding Focus School Monitoring. A meeting was held with the principal to discuss the Targeted Improvement Plan (TIP). Classroom observations were conducted and debriefed. The leadership team meeting was also attended. The presenters were Sharon Brooks, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Sabrine Al-Ugdah, Literacy Coach; Larry Wood, Gifted and Talented Teacher; Margaret Williamson, Counselor; Sylvia Kelley, 3rd Grade Teacher; Jeff Small, community member; Lula Turner, 1st Grade Teacher; and Pam Hopson, parent.

VIII. *In-Service Training (Continued)*

On October 25, 2013, ADE made a site visit to the Pulaski County Special School District Administration Building. Karyl Bearden met with the PCSSD Learning Services Team. The discussion included Program Administrators' reports on assigned schools, curriculum, calendar clarifications, and updates from members of the Learning Services Team. The presenters were Dr. Laura Bednar, Deputy Superintendent and Renee Dawson, Director of Curriculum. The audience consisted of Dr. Janice Warren, Director of Elementary Education; Dr. John Tackett, Director of Secondary Education; Sam Altschul, Director of Professional Development; LaJuana Green, Assessment Coordinator; Laura Shirley, Talented and Gifted Coordinator; Kathy Goff, Director of Federal Programs; Paula Rawls, Special Education Coordinator; Djuana Dudeck, Susan Fletcher, Lance LeVar, Yolaundra Williams, Jennifer Beasley and Kiffany Davis, Program Administrators; Richard Wilde, ADE School Improvement Specialist; and Karyl Bearden, ADE Professional Development Specialist.

On October 25, 2013, ADE made a site visit to Maumelle Middle School in the Pulaski County Special School District. Karyl Bearden met with the principal, PCSSD Program Administrator, and the Arkansas Leadership Academy (ALA) Capacity Builder to review and discuss support needed and progress of the Targeted Improvement Plan (TIP). The presenters and the audience consisted of Karyl Bearden, ADE Professional Development Specialist; Joe Fisher, Arkansas Leadership Academy (ALA); Ryan Burgess, Principal; and Djuana Dudeck, PCSSD Program Administrator.

On October 31, 2013, ADE provided professional development at the State House Convention Center in Little Rock, Arkansas regarding Next Generation Science Standards (NGSS) are here: Now what? This was a one (1) hour presentation at the Arkansas Curriculum Conference 2013 about the Next Generation Science Standards (NGSS) in Arkansas. The presenters were Michele Snyder, ADE Science Curriculum Specialist; Cathy Mackey and Jimmy Blevins, ADE Science Assessment Specialists; and Courtney Sexton, North Little Rock School District Teacher. The audience consisted of other teachers and pre-service teachers from around the state of Arkansas.

On November 5, 2013, ADE made a site visit to Central High School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli monitored the Targeted Improvement Plan (TIP) and conducted classroom observations in Special Education. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Nancy Rousseau, Principal; Barbara Stafford, High Schools That Work Director and Spanish III Teacher; and Lori Davenport, Special Education Compliance.

On November 6, 2013, ADE made a site visit to Martin Luther King Elementary School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli monitored the Targeted Improvement Plan (TIP) and met with some members of the leadership team to complete the 2012-2013 Interim Measurable Objectives (IMO) report. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Karen Carter, Principal; Barbara Griggs, Asst. Principal; Dee Ann Morgan, Literacy Coach; and Suzy Diamond, Math Coach.

VIII. *In-Service Training (Continued)*

On November 7, 2013, ADE made a site visit to Romine Elementary School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli, ADE Professional Development Specialist monitored the Targeted Improvement Plan (TIP) and met with some members of the leadership team to complete the 2012-2013 Interim Measurable Objectives (IMO) report. A second grade classroom observation was conducted to observe the Reading Recovery Teacher conduct a small group reading. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Beverly Jones, Principal; Betsy Kaye, District Reading Specialist; Karl Romaine, District Elementary Math Specialist; Terri Evans, Math Coach; and Aleta Posey, Literacy Coach.

On November 11, 2013, ADE made a site visit to Bale Elementary School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli monitored the Targeted Improvement Plan (TIP) and met with the principal to complete the 2012-2013 Interim Measurable Objectives (IMO) report. A leadership team meeting was held and the discussion centered on the work that the external provider, Pearson, Inc. is doing in Bale Elementary School. The presenters were Dr. Ericka McCarroll, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Harriet Harris, Math Coach; Nita Gray, Literacy Coach; Julia Cartwright, Kindergarten Teacher; Amanda Price, 2nd Grade Teacher; Malorie Carr, 3rd Grade Teacher; Jennifer Thomas, Gifted and Talented Teacher; Sheryl Jackson, 1st Grade Teacher; and Teresa Boatwright, Reading Recovery Teacher.

On November 13, 2013, ADE made a site visit to Franklin Elementary School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli monitored the Targeted Improvement Plan (TIP) and met with the principal to complete the 2012-2013 Interim Measurable Objectives (IMO) report and update the 2013-2014 Interim Measurable Objectives (IMO) report. A leadership team meeting was held to discuss updates from the math and literacy coaches. The presenters were Cynthia Collins, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Barry Anderson, Math Coach; Pat Halk, Literacy Coach; Ora Crenshaw, Counselor; Paula Smith, Reading Recovery Teacher; Jennifer Bulloch, 1st Grade Teacher; Tanneshia Beverly, Kindergarten Teacher; Shawn Williamson, Special Education Teacher; Khaleelah Muhammed, 2nd Grade Teacher; Lou Ann Gray, 2nd Grade Teacher; and Melvin Campbell, 5th Grade Teacher.

IX. *Recruitment of Minority Teachers*

During the months of October and November, the Office of Educator Licensure along with the Office of Educator Effectiveness has been attending community and job fairs as well as university career fairs at the following locations:

| | |
|------------------|---|
| October 16, 2013 | Henderson State University - Arkadelphia |
| October 16, 2013 | Arkansas State University - Jonesboro |
| October 30, 2013 | Arkansas Tech University - Russellville |
| November 2, 2013 | Arkansas Department of Education – Becoming an Arkansas Teacher Fall Conference 2013 – Holiday Inn Airport Little Rock, Arkansas |
| November 6, 2013 | University of Central Arkansas - Conway |
| November 8, 2013 | Grambling University – Ruston, Louisiana (2 nd out-of-state) |

X. Financial Assistance to Minority Teacher Candidates

Ms. Lisa Smith of the Arkansas Department of Higher Education reported Minority Scholarships for Fiscal Year 2011-2012 on April 9, 2013. These included the State Teacher Education Program (STEP) and the Teacher Opportunity Program (TOP). The scholarship awards are as follows:

| <u>2011-12 STEP</u> | | | Male | Male | Female | Female | Total | Total |
|----------------------------|-------|-------|-------|-------|--------|--------|------------|---------------------|
| Race | Count | Award | Count | Award | Count | Award | Count | Award |
| Blank | 91 | 3,000 | 6 | 3,000 | 15 | 3,000 | 112 | 9,000 |
| Native Amer | | | | | 4 | 4,000 | 4 | 4,000 |
| Asian | | | | | 4 | 4,000 | 4 | 4,000 |
| Black | 4 | 4,000 | 14 | 4,000 | 74 | 4,000 | 92 | 12,000 |
| Hispanic | | | 2 | 4,000 | 13 | 4,000 | 15 | 8,000 |
| Other | 2 | 4,000 | | 4,000 | 1 | 4,000 | 3 | 12,000 |
| Unknown | 1 | 3,000 | | | | | 1 | 3,000 |
| White | 1 | 3,000 | 123 | | 415 | | 539 | 3,000 |
| | | | | | | | 770 | 115 Minority |

| <u>2011-12 TOP</u> | | | Male | Male | Female | Female | Total | Total |
|---------------------------|-------|-------|-------|-------|--------|--------|-------------|---------------------|
| Race | Count | Award | Count | Award | Count | Award | Count | Award |
| Blank | 122 | | 6 | | 28 | | 156 | |
| Native Amer | | | 1 | | 10 | | 11 | |
| Asian | | | | | 4 | | 4 | |
| Black | 5 | | 29 | | 130 | | 164 | |
| Hispanic | | | 2 | | 15 | | 17 | |
| Other | 2 | | 1 | | 2 | | 5 | |
| Unknown | 1 | | | | 2 | | 3 | |
| White | 2 | | 171 | | 648 | | 821 | |
| | | | | | | | 1181 | 196 Minority |

Teacher Opportunity Program (TOP) – the amount awarded will be based on the tuition, mandatory fees, books, and required supplies paid by the applicant for up to six (6) credit hours completed.

XI. Minority Recruitment of ADE Staff

The Minority Recruitment Committee met on October 3, 2013 at the ADE. The committee reviewed data related to the number of minority staff employed by the Arkansas Department of Education. The committee discussed the need to continue its review of previous ADE Minority Recruitment Plans and gather additional data to inform the committee’s work. Specifically, the committee will review data related to the statewide population as a whole, the population of students served, and the population of licensed teachers.

XII. School Construction

This goal is completed. No additional reporting is required.

XIII. Assist PCSSD by communicating with local colleges and universities to facilitate lowering the cost of Black History course offerings to its certified staff

Goal completed as of June 1995.

XIV. *Scattered Site Housing*

This goal is completed. No additional reporting is required.

XV. *Standardized Test Selection to Determine Loan Forgiveness*

Goal completed as of March 2001.

XVI. *Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives*

On August 25, 2011, ADE staff held an ACSIP meeting at NLRSD. The meeting was held in Kristie Ratliff's office to discuss ACSIP requirements. Diane Gross discussed priorities, interventions, and actions and stressed that actions in the ACSIP plan must be very focused and clear. It was suggested that NLRSD put the budget codes in the action for the Bookkeeper's reference when paying out. The Peer Review Process for approving building plans was discussed.

In addition to the ACSIP, discussions were held about Title III and State ELL expenditures and making sure monies are being spent in a way the ELL students are being served. The need for spending the dollars in the buildings where the students are located was also pointed out.

XVII. *Data Collection*

The ADE Office of Public School Academic Accountability has released the 2010 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually produces a school performance report for each individual public school in the state.

XVIII. *Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations*

On October 23, 2013, the ADE participated in a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Aleta Fletcher, John Hoy, Dr. Laura Bednar, Dr. Robert Clowers, Sherman Whitfield, Terri Rogers and Dr. Janice Warren. The following items were discussed during the meeting:

Dr. Laura Bednar presented Section M. Student Achievement of Plan 2000, Data Director, Formative Evaluation Process for School Improvement (FEPSI), Arkansas Comprehensive School Improvement Plan (ACSIP) and closing the Achievement Gap.

Our next meeting has been scheduled for **Wednesday, November 13, 2013 at 2:30 p.m.** to review and discuss the status of compliance in Section F. Discipline of Plan 2000.

XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations (Continued)

“The Pulaski County Special School District (hereafter, PCSSD) remains non-unitary in nine (9) sections of the PCSSD's Plan 2000 (hereafter, Plan). Accordingly, the Arkansas Department of Education (hereafter, ADE) intends to provide monitoring and assistance to PCSSD with regard to the non-unitary sections of the Plan. We plan to monitor three (3) of the nine (9) sections every four months.”

ADE's Desegregation Monitoring Unit has conducted monitoring in the following sections:

June 10, 2013 – Section L. Staffing

June 11, 2013 – Section D. Advanced Placement (AP), Talented and Gifted (TAG), Honors

June 12, 2013 – Section K. Special Education

September 10, 2013 – Section C. Assignment of Students, and Section M. Student Achievement

September 11, 2013 – Section H. School Facilities

ADE's next monitoring visit will be scheduled for January 7-8, 2014. The following sections will be monitored:

January 7, 2014- Section F. Discipline, and Section I. Scholarships

January 8, 2014 – Section N. Monitoring

NEWLY EMPLOYED FOR THE PERIOD OF October 19, 2013 – November 15, 2013

Johanna Henderson – Public School Program Advisor, Grade C122, Division of Public School Accountability, Federal and State Monitoring, effective 11/12/13.

Joan Luneau – Public School Program Advisor, Grade C122, Division of Human Resources/Licensure, Educator Licensure, effective 10/28/13.

Paula Thurmond – Administrative Specialist II, Grade C109, Division of Human Resources/Licensure, Professional Licensure Standards Board, effective 11/12/13.

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF October 19, 2013 – November 15, 2013

Pamela Butler from an Administrative Specialist II, Grade C109, Division of Learning Services, Coordinated School Health, to an Administrative Specialist III, Grade C112, Division of Public School Accountability, Standard Assurance, effective 10/28/13. Promotion

Jane Dearworth from a Public School Program Advisor, Grade C122, Division of Learning Services, Professional Development, to ADE Program Administrator, Grade C124, Division of Learning Services, Professional Development, effective 10/28/13. Promotion

SEPARATIONS FOR THE PERIOD OF October 19, 2013 – November 15, 2013

Jonathan Edwards – Systems Analyst, Grade C122, Division of Research and Technology, Data Reporting and Systems, effective 11/01/13. 0 Years, 5 months, 3 days. 01

*LaTanya Fanion – Public School Program Advisor, Grade C122, Division of Learning Services, Federal Programs, effective 11/04/13. 1 Year, 1 month, 3 days. 01

Jason Kratz – Network Support Specialist, Grade C123, Division of Research and Technology, Data Reporting and Systems, effective 11/14/13. 1 Year, 9 months, 21 days. 01

*Lanesia Lee – Administrative Specialist III, Grade C112, Division of Research and Technology, Data Reporting and Systems, effective 11/01/13. 1 Year, 2 months, 12 days. 01

Codie Malloy – Public School Program Coordinator, Grade C123, Division of Learning Services, Coordinated School Health, effective 10/31/13. 1 Year, 9 months, 14 days. 23

*LaDonna Middleton – Administrative Specialist II, Grade C109, Division of Learning Services, Migrant Education, effective 11/08/13. 5 Years, 10 months, 28 days. 01

Wendy Reed – Public School Program Advisor, Grade C122, Division of Public School Accountability, Federal and State Monitoring, effective 11/15/13. 2 Years, 4 months, 14 days. 01

*Minority

AASIS Codes:

01 - Voluntary

23 - Reorganization

000000Additional Licensure Waiver Requests

2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|------|-------------------------------------|---------------------|-----------------------|-------------------------------------|----------|--|------------|-----------------|
| 6092 | Ark. School For The Deaf | 1 | Sherman, Bryan | Social Studies 7-12 | 106 | Grade 5-6 End (Soc. Stud) | 12-13 | Granted |
| | | | Long, Amy | Guidance/Counseling; English | 302 | Building Level Administrator 5-12 | 13-14 | |
| 7302 | Arkansas Division of Youth Services | 2 | Wollard, Debra | Middle Childhood Education; ECE P-4 | 230 | Sp Education Instructional Specialist 4-12 | 11-12 | Granted |
| | | | Benton, Martie | ECE P-4 | 254 | Mch Math | 12-13 | |
| | | | Moore, Remona | ECE P-4 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | |
| 4702 | Blytheville School District | 1 | Underwood, Stephen | Social Studies 7-12, Coaching | 256 | Mch Soc. Studies | 13-14 | Granted |
| | | | Blankenship, Jennifer | Bldg. Level 5-12 | 312 | Building Administrator P-8 | 13-14 | |
| 4801 | Brinkley School District | 2 | Baker, Ethan | Health/PE K-12 | 002 | English/Language/Social Studies 4-8 | 12-13 | Granted |
| | | | Butler, Ethel | Social Studies 7-12 | 296 | Library Media Science 7-12 | 13-14 | |
| 5707 | Conway Human Development Center | 2 | Beard, Daniel | Life/Earth Science | 231 | Sp Ed Ech Inst Specialist P-4 | 12-13 | Granted |
| | | | Beard, Daniel | Life/Earth Science | 230 | Instructional Specialist 4-12 | 13-14 | |
| 6201 | Cossatot River School District | 1 | Alexander, Freddie | English 7-12, FACS | 202 | Art 7-12 | 13-14 | Granted |
| | | | Johnson, Becky | Elementary | 231 | Sp Ed Ech Inst Specialist P-4 | 13-14 | |

000000Additional Licensure Waiver Requests

2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|------|------------------------------|---------------------|-------------------|---|----------|--|----------------|-----------------|
| 2807 | Greene Co. Tech School Dist. | 1 | Brown, Natasha | ECE P-4 | 231 | Sp Ed Ech Inst Specialist P-4 | 13-14 | Granted |
| 0203 | Hamburg School District | 4 | Cox, Robert Dean | PE/Wellness/Leisure P-12; Coaching | 002 | English/Language/Social Studies 4-8 | 12-13 13-14 | Granted |
| | | | Cox, Robert Dean | PE/Wellness/Leisure P-12; Coaching | 168 | Science/Mathematics 4-8 | 12-13 13-14 | Granted |
| | | | Keith, Troy | PE/Wellness/Leisure P-12 | 002 | English/Language/Social Studies 4-8 | 12-13 13-14 | Granted |
| | | | Keith, Troy | PE/Wellness/Leisure P-12 | 168 | Science/Mathematics 4-8 | 12-13 13-14 | Granted |
| 0506 | Lead Hill School District | 4 | Busch, Darren | Agriculture 7-12; Bldg. Level Adm. P-12 | 299 | Guidance & Counseling | 13-14 | Granted |
| | | | Busch, Darren | Agriculture 7-12; Bldg. Level Adm. P-12 | 300 | Guidance & Counseling | 13-14 | Granted |
| | | | Paty, Greta | Life/Earth Science | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | Taylor, Rhonda | Middle Childhood Education | 256 | Mch Soc. Studies | 13-14 | Granted |
| 3904 | Lee County School District | 1 | Southerland, Kara | ECE P-4 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | Birkes, Deon | Secondary PE/Coaching, General Science | 302 | Building Level Administrator 5-12 | 13-14 | Granted |

000000Additional Licensure Waiver Requests

2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|----------------------------------|----------|---------------------|---------------------|--|----------|--|-------------------------|-----------------|
| LISA Academy | | 2 | Dean, Matthew | Social Studies 7-12 | 305 | Gifted & Talented P-8 | 11-12 12-13 13-14 | Granted |
| | | | Dean, Matthew | Social Studies 7-12 | 306 | Gifted & Talented 7-12 | 11-12 12-13 13-14 | Granted |
| 6001 Little Rock School District | | 84 | Achorn, Brigitte | ECE P-4 | 253 | Elementary | 13-14 | Granted |
| | | | Ahne, David | Physical/Earth Science; Life/Earth Science | 236 | Pe/Wellness/Leisure (7-12) | 13-14 | Granted |
| | | | Allen (Bell), Kelli | Middle Childhood Education | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | | | Allison, Michael | ECE P-4; Middle Childhood Education | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | Alonzo, Michael | PE/Wellness/Leisure P-12; Coaching | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | Andrews, Carrie | ECE P-4, ESL P-8 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | Bailey, Krystie | Elem 1-6 | 305 | Gifted & Talented P-8 | 12-13 13-14 | Granted |
| | | | Baker, Lisa | Art P-12; Social Studies 7-12 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | Barrow, Anngelica | ECE P-4, 5th/6th Endorsement | 230 | Sp Education Instructional Specialist 4-12 | 11-12 12-13 13-14 | Granted |
| | | | | | | | | |

000000Additional Licensure Waiver Requests
2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|---------------------------------------|----------|---------------------|---------------------------|--|----------|-------------------------------|-------------------------|-----------------|
| Little Rock School District Continued | | | Barrow, Anngelica | ECE P-4, 5th/6th Endorsement | 231 | Sp Ed Ech Inst Specialist P-4 | 11-12 12-13 13-14 | Granted |
| | | | Becker, Bettina | German 7-12 | 166 | English | 13-14 | Granted |
| | | | Brady, LaTonya | ECE P-4; 5th/6th Endorsement; ESL P-12 | 231 | Sp Ed Ech Inst Specialist P-4 | 13-14 | Granted |
| | | | Braswell (Green), Crystal | Middle Childhood Education, Special Ed P-12; Speech | 305 | Gifted & Talented P-8 | 11-12 12-13 13-14 | Denied |
| | | | Bright, Trina | Elem K-6, MS English, English 7-12, Reading P-12, Business Tech 4-12, Oral Communications 7-12 | 293 | Coaching 7-12 | 13-14 | Granted |
| | | | Brown, Crystal | English 7-12 | 255 | Mch English | 13-14 | Granted |
| | | | Bullard, Renita | Business Technology 7-12; Career Orientation 7-12 | 222 | Marketing | 13-14 | Granted |
| | | | Campbell, Heidi | Elem 1-6, MS Social Studies, General Science 7-12, Life/Earth Science 7-12 | 305 | Gifted & Talented P-8 | 12-13 13-14 | Granted |

000000Additional Licensure Waiver Requests

2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|-----|---------------------------------------|---------------------|---------------------------|--|----------|--|-------------------------|-----------------|
| | | | Campbell, Heidi | Elem 1-6, MS Social Studies, General Science 7-12, Life/Earth Science 7-12 | 306 | Gifted & Talented 7-12 | 12-13 13-14 | Granted |
| | | | Cooper, Amy | ECE P-4, Counseling P-12, ESL P-12 | 312 | Building Administrator P-8 | 13-14 | Granted |
| | | | Davis (Williams), Chandra | ECE P-4; Middle Childhood Education | 230 | Sp Education Instructional Specialist 4-12 | 12-13 13-14 | Granted |
| | | | Davis, Kristy | ECE P-4, ESL P-12 | 254 | Mch Math | 13-14 | Granted |
| | | | Delsa, William | Middle Childhood Education | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | | | Dokoutchaef, Cynthia | French P-12 | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | | | Dokoutchaef, Cynthia | French P-12 | 306 | Gifted & Talented 7-12 | 13-14 | Granted |
| | | | Fletcher, Shannon | Guidance/Counseling P-12 | 305 | Gifted & Talented P-8 | 11-12 12-13 13-14 | Granted |
| | | | Fletcher, Shannon | Guidance/Counseling P-12 | 306 | Gifted & Talented 7-12 | 11-12 12-13 13-14 | Granted |
| | | | Ford, Wanda | English 7-12; French 7-12, ESL P-12 | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | | | Ford, Wanda | English 7-12; French 7-12, ESL P-12 | 306 | Gifted & Talented 7-12 | 13-14 | Granted |
| | | | Gent, Pamela | ECE P-4 | 305 | Gifted & Talented P-8 | 12-13 13-14 | Granted |
| | Little Rock School District Continued | | | | | | | |

000000Additional Licensure Waiver Requests
2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|---------------------------------------|----------|---------------------|-------------------|--|----------|--|------------|-----------------|
| Little Rock School District Continued | | | Geter, Jasmine | English 7-12 | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | | | Geter, Jasmine | English 7-12 | 306 | Gifted & Talented 7-12 | 13-14 | Granted |
| | | | Grinage, Kimberly | Elem 1-6, ESL P-12 | 235 | Pe/Wellness/Leisure (P-8) | 13-14 | Granted |
| | | | Halford, Charles | Middle Childhood Education | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | | | Halford, Charles | Middle Childhood Education | 306 | Gifted & Talented 7-12 | 13-14 | Granted |
| | | | Harris, Vivian D. | ECE P-4, Special Ed P-12 | 166 | English | 13-14 | Denied |
| | | | Hawk, Sharon | Middle Childhood Education, Counseling P-12, Instrumental Music P-12 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | Hawkins, Adrienne | Guidance/Counseling P-12; ECE P-4 | 305 | Gifted & Talented P-8 | 12-13 | Granted |
| | | | Hawkins, Adrienne | Guidance/Counseling P-12; ECE P-4 | 306 | Gifted & Talented 7-12 | 12-13 | Granted |
| | | | Hess, Misti | ECE P-4 | 231 | Sp Ed Ech Inst Specialist P-4 | 13-14 | Granted |
| | | | Holmes, Melanie | English 7-12 | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | | | Holmes, Melanie | English 7-12 | 306 | Gifted & Talented 7-12 | 13-14 | Granted |
| | | | Howard, Lloyd | Middle Childhood Education, ESL P-12 | 305 | Gifted & Talented P-8 | 13-14 | Granted |

000000Additional Licensure Waiver Requests
2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|-----|---------------------------------------|---------------------|--------------------------------|--|----------|-------------------------------|----------------|-----------------|
| | | | Howard, Lloyd | Middle Childhood Education, ESL P-12 | 306 | Gifted & Talented 7-12 | 13-14 | Granted |
| | | | Hunter, Broderick | Middle Childhood Education | 305 | Gifted & Talented P-8 | 12-13 13-14 | Granted |
| | | | Hunter, Broderick | Middle Childhood Education | 306 | Gifted & Talented 7-12 | 12-13 13-14 | Granted |
| | | | Jenkins, Holly | Elem 1-6 | 305 | Gifted & Talented P-8 | 12-13 13-14 | Granted |
| | | | Johnson, Daniel | Life/Earth Science; Chemistry 9-12 | 203 | Vocal Music P-8 | 12-13 13-14 | Granted |
| | | | Johnson, Daniel | Life/Earth Science; Chemistry 9-12 | 205 | Instrumental Music P-8 | 12-13 13-14 | Granted |
| | | | Jones-Taylor, Sharolyn | English 7-12 | 306 | Gifted & Talented 7-12 | 12-13 13-14 | Granted |
| | | | Kegley, Kim | Life/Earth Science; Applied Math I & II 7-12 | 305 | Gifted & Talented P-8 | 13-14 | Denied |
| | | | Kegley, Kim | Life/Earth Science; Applied Math I & II 7-12 | 306 | Gifted & Talented 7-12 | 13-14 | Denied |
| | | | Larry, Willie | Social Studies 7-12; Business Tech 4-12 | 257 | Mch Science | 13-14 | Granted |
| | | | Luttrell (Whitehead), Jennifer | Middle Childhood Education | 001 | Early Childhood Education P-4 | 12-13 13-14 | Granted |
| | | | Merry, Susan | English 7-12, Social Studies 7-12, PE 7-12 | 105 | Grade 5-6 End (English) | 13-14 | Granted |
| | | | Miller, Erma | Elem 1-6 | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | Little Rock School District Continued | | | | | | | |

000000Additional Licensure Waiver Requests

2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|-----|---------------------------------------|---------------------|-----------------------|--|----------|--|-------------------------|-----------------|
| | | | Miller, Erma | Elem 1-6 | 306 | Gifted & Talented 7-12 | 13-14 | Granted |
| | | | Miller, Gloria | ECE P-4, ESL P-12, Elem K-6 | 201 | Art P-8 | 13-14 | Granted |
| | | | Mixon, Jan | Middle Childhood Education | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | | | Mixon, Jan | Middle Childhood Education | 306 | Gifted & Talented 7-12 | 13-14 | Granted |
| | | | Nelson, Damien | Elem 1-6, MS Social Studies, ESL P-12 | 114 | Speech | 13-14 | Denied |
| | | | Nichols, John Brandon | PE/Wellness/Leisure P-12, Special Ed 4-12 | 254 | Mch Math | 13-14 | Granted |
| | | | Nichols, John Brandon | PE/Wellness/Leisure P-12, Special Ed 4-12 | 257 | Mch Science | 13-14 | Granted |
| | | | Porter, Donterio | Middle Childhood Education | 305 | Gifted & Talented P-8 | 13-14 | Denied |
| | | | Porter, Donterio | Middle Childhood Education | 306 | Gifted & Talented 7-12 | 13-14 | Denied |
| | | | Powell, Sharon | Life/Earth Science; Physical/Earth Science; Chemistry and Physics 9-12 | 230 | Sp Education Instructional Specialist 4-12 | 11-12 12-13 13-14 | Granted |
| | | | Racop, Rachel | ECE P-4 | 107 | Grade 5/6 Endorsement (P-4) | 12-13 13-14 | Granted |
| | | | Redmon, Eric | PE/Wellness/Leisure P-12 | 250 | Business Tech | 13-14 | Granted |
| | Little Rock School District Continued | | | | | | | |

000000Additional Licensure Waiver Requests
2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|---------------------------------------|----------|---------------------|---------------------------|---|----------|--|-------------------------|-----------------|
| Little Rock School District Continued | | | Scott, Edward | ECE P-4, Elem K-6, MS Science/Social Studies, Business Technology | 305 | Gifted & Talented P-8 | 12-13 13-14 | Granted |
| | | | Sessions, Anthony Raymond | English 7-12, Journalism 7-12, Coaching K-12 | 114 | Speech | 13-14 | Granted |
| | | | Shannon, Shawna | English 7-12 | 105 | Grade 5-6 End (English) | 13-14 | Granted |
| | | | Shepherd, Alison | Social Studies 7-12 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | Shepherd, Debbie | Elem 1-6, MS Social Studies | 305 | Gifted & Talented P-8 | 11-12 12-13 13-14 | Granted |
| | | | Simpson, Rebecca | Life/Earth Science 7-12, Social Studies 7-12, ESL 7-12 | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | | | Simpson, Rebecca | Life/Earth Science 7-12, Social Studies 7-12, ESL 7-12 | 306 | Gifted & Talented 7-12 | 13-14 | Granted |
| | | | Starks, Jameka | English 7-12 | 255 | Mch English | 13-14 | Granted |
| | | | Trantham, Michael Doug | PE/Wellness/Leisure P-12 | 169 | Physical /Earth Science 7-12 | 13-14 | Granted |
| | | | Walker, Amy | Middle Childhood Education | 305 | Gifted & Talented P-8 | 11-12 12-13 13-14 | Granted |
| | | | Walker, Amy | Middle Childhood Education | 306 | Gifted & Talented 7-12 | 11-12 12-13 13-14 | Granted |

000000Additional Licensure Waiver Requests
2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|---------------|------------------|---------------------|---------------------|---|----------|--|----------------|-----------------|
| | | | Walker, Sharon Dee | Business Technology 4-12, Industrial Technology 7-12 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | White, Tremayne | Business Technology 4-12, Marketing 7-12 | 411 | Career Orientation Endorsement | 13-14 | Granted |
| | | | Wortsmith, Karyn | ECE P-4, Elem K-6, MS Social Studies, PE/Wellness/Leisure P-8 | 305 | Gifted & Talented P-8 | 12-13 13-14 | Granted |
| | | | Wortsmith, Karyn | ECE P-4, Elem K-6, MS Social Studies, PE/Wellness/Leisure P-8 | 306 | Gifted & Talented 7-12 | 12-13 13-14 | Granted |
| | | | Wright, Jill | ECE P-4; Elem K-6 | 305 | Gifted & Talented P-8 | 13-14 | Granted |
| | | | Wright, Jill | ECE P-4; Elem K-6 | 306 | Gifted & Talented 7-12 | 13-14 | Granted |
| 4202 District | Magazine School | 1 | Chastain, Aaron | English 7-12; Career Preparation | 108 | Journalism | 13-14 | Granted |
| 6606 District | Mansfield School | 1 | Hunt, Eryn | Speech; Journalism; English/Language Arts 7-12 | 113 | Drama | 12-13 13-14 | Denied |
| | | | Coates, Dawn | Social Studies 7-12 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | Easter, Clifton Sr. | Reading K-12, Middle Childhood Education, ECE P-4 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |

000000Additional Licensure Waiver Requests

2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|------|---|---------------------|--|--|-------------------|---|-------------------------|-------------------------------|
| | | | Forsythe, Faith | ECE P-4, Elem K-6 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| | | | Oliver, Cecilie | ECE P-4; Elem K-6 | 231 | Sp Ed Ech Inst Specialist P-4 | 13-14 | Granted |
| 3104 | Mineral Springs School District | 2 | Humphries, Dana | ECE P-4, Special Ed P-4 | 230 | Sp Education Instructional Specialist 4-12 | 12-13 13-14 | Granted |
| 6002 | Mineral Springs School District Continued N. Little Rock School District | 1 | LaGrone, Terah Bray, Sondra | ECE P-4, 5th/6th Endorsement Middle Childhood Education | 230 200 | Sp Education Instructional Specialist 4-12 Mathematics | 12-13 13-14 13-14 | Granted Granted |
| 3403 | Newport School District | 3 | Wewers, Chelsea Wewers, Chelsea Williams, Alisha | ECE P-4 ECE P-4 Speech | 295 296 113 | Library Media Science P-8 Library Media Science 7-12 Drama | 13-14 13-14 13-14 | Granted Granted Granted |
| 0407 | Pea Ridge School District | 2 | Enix, Trixie Sennett, Aurelian | English/Language Arts 7-12 Life/Earth Science | 108 169 | Journalism Physical /Earth Science 7-12 | 13-14 13-14 | Granted Granted |
| 3505 | Pine Bluff School District | 3 | Townsend, Margie Neal, Antonette Neal, Antonette | Speech ECE P-4, Elem 1-6 ECE P-4, Elem 1-6 | 169 299 300 | Physical /Earth Science 7-12 Guidance & Counseling Guidance & Counseling | 13-14 13-14 13-14 | Granted Granted Granted |

000000Additional Licensure Waiver Requests

2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|------|--|---------------------|---------------------|--|----------|--|------------|-----------------|
| | Pinnacle Pointe | 1 | Nix, Angelia | ECE P-4, Special Ed P-4 | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |
| 6003 | Pulaski Co. Spec. School Dist. | 3 | Harper, Dawn | ECE P-4 | 231 | Sp Ed Ech Inst Specialist P-4 | 13-14 | Granted |
| | Pulaski Co. Spec. School Dist. Continued | | Jones, Gregory | Elem 1-6, Bldg. Adm. P-8 | 256 | Mch Soc. Studies | 13-14 | Granted |
| 7307 | Riverview School District | 2 | Jones, Gregory | Elem 1-6, Bldg. Adm. P-8 | 257 | Mch Science | 13-14 | Granted |
| | | | Beason, Loren | Mathematics 7-12 | 299 | Guidance & Counseling | 13-14 | Granted |
| | | | Beason, Loren | Mathematics 7-12 | 300 | Guidance & Counseling | 13-14 | Granted |
| 0405 | Rogers School District | 1 | Lewandowski, Karine | ECE P-4, MS English, 5th/6th Endorsement | 307 | English As A Second Language P-8 | 13-14 | Granted |
| 2705 | Sheridan School District | 3 | Goodwin, Christy | ECE P-4 | 201 | Art P-8 | 13-14 | Granted |
| | | | Goodwin, Christy | ECE P-4 | 203 | Vocal Music P-8 | 13-14 | Granted |
| | | | Goodwin, Christy | ECE P-4 | 205 | Instrumental Music P-8 | 13-14 | Granted |
| 1705 | Van Buren School District | 1 | Bryant, Amber | ECE P-4, MS English, MS Social Studies, Elem K-6 | 166 | English | 13-14 | Granted |
| 7208 | West Fork School District | 1 | Faulkner, Lisa | ECE P-4, Elem K-6, MS Social Studies/Science | 230 | Sp Education Instructional Specialist 4-12 | 13-14 | Granted |

000000Additional Licensure Waiver Requests
2013-2014

December State Board

| LEA | District | # Waivers Requested | Teacher | Licensure Area | ALP Code | Out of Area | Yrs on ALP | Granted /Denied |
|-----|--|---------------------|--------------------------------------|----------------|----------|-------------|------------|-----------------|
| 30 | School Districts Requesting Waivers This Month | 139 | Total # Waivers Requested This Month | | | | | 130 |
| | | | | | | | | 9 |
| | | | | | | | | 139 |

000000Requests for Long-Term Substitutes
 December 2013
 State Board Agenda

| LEA | District | # Substitute Waivers Requested | Substitute Name | Subject | Teacher of Record | Granted/ Denied |
|------|--------------------------------|--------------------------------------|--------------------|------------------------|---------------------|--------------------|
| 0401 | Bentonville School District | 1 | Hanson, Tim | Special Education | Ross, Holly | Granted |
| 5707 | Cossatot River School District | 1 | Tomblin, Tonja | FACS/Art | Alexander, Waymon | Granted |
| 2202 | Drew Central School District | 1 | Jones, Deborah | Special Education | Greenwood, Rebecca | Granted |
| 7203 | Fayetteville School District | 1 | King, Joshua | ESL | Dodds, Yesenia | Granted |
| 6601 | Fort Smith School District | 1 | Morgan, Gary L | Marketing Education | Craig, Jennifer | Granted |
| 2602 | Fountain Lake School District | 1 | Bryant, Tonya | Special Education | Gray, Tandy | Granted |
| 7204 | Greenland School District | 1 | Cochran, Katherine | Art | Pulliam, Jenny | Granted |
| 4301 | Lonoke School District | 1 | Bevis, April | 4th Grade | Landers, Lauren | Granted |
| 3004 | Malvern School District | 1 | Stanfield, Regina | Spanish 9-12 | Valencia, Lori | Granted |
| 1703 | Mountainburg School District | 1 | Sikes, Beau | Vocational Agriculture | Tvrdik, Frankie | Granted |
| 3105 | Nashville School District | 1 | Dunham, Kimberly | ESL | Milum, Gail | Granted |
| 0406 | Siloam Springs School District | 1 | Pennick, Bradley | Health | Cheek, Rose | Granted |
| 5605 | Trumann School District | 1 | Jones, Sherrie | Special Education P-4 | None | Granted |
| 0602 | Warren School District | 1 | Wright, Jeanette | English 9th/10th | Dailey, Gelinda | Granted |
| 3510 | White Hall School District | 1 | Spencer, Daryl | Chemistry/Physics | Whitehurst, Stephen | Granted |

000000Requests for Long-Term Substitutes
 December 2013
 State Board Agenda

| LEA | District | # Substitute Waivers Requested | Substitute Name | Subject | Teacher of Record | Granted/ Denied |
|-----------|--|--------------------------------------|---|-----------------------|---|--------------------|
| | Woodridge Behavioral Care Center | 1 | Golatt, Maurice | Special Education P-4 | Parnell, Amanda | Granted |
| 16 | Total Districts Requesting Long Term Substitutes This Month | 16 | Total Substitutes Requested This Month | | Total Substitute Requests Granted This Month | 16 |

Section 1

Revolving Loans to School Districts

Pursuant to Arkansas Code Annotated (A. C. A.) § 6-20-802, school districts may borrow from the Revolving Loan Program for any of the following purposes:

- (1) Funding of its legally issued and outstanding postdated warrants;
- (2) Purchase of new or used school buses or refurbishing school buses;
- (3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer;
- (4) Replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by §§ 26-26-601 et seq. [repealed] or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
- (5) Making major repairs and constructing additions to existing school buildings and facilities;
- (6) Purchase of surplus buildings and equipment;
- (7) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
- (8) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
- (9) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
- (10) Purchase of equipment;
- (11) Payment of loans secured for settlement resulting from litigation against a school district;
- (12) Purchase of energy conservation measures as defined in § 6-20-401; and
- (13) (A)(i) Maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers.
(ii) Loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.
(B) For purposes of this subdivision (13), the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

The maximum amount a school district may borrow is \$500,000 (A. C. A. § 6-20-803). Revolving loans are limited to a term of ten (10) years (A. C. A. § 6-20-806).

**STATE BOARD OF EDUCATION MEETING
DECEMBER 9, 2013
APPLICATIONS FOR REVOLVING LOANS**

REVOLVING LOAN APPLICATIONS:

| | | | |
|----------|-------------------|-----------|------------------|
| 1 | School Bus | \$ | 70,000.00 |
| — | | | ————— |
| 1 | | \$ | 70,000.00 |

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
 REVOLVING LOANS
 SCHOOL BUS
 RECOMMEND APPROVAL**

| DISTRICT | COUNTY | ADM | AMOUNT OF APPLICATION | DEBT RATIO | TOTAL DEBT W/THIS APPLICATION | PURPOSE |
|---------------------------|---------------|------------|------------------------------|-------------------|--------------------------------------|----------------------------------|
| Izard County Consolidated | Izard | 498.36 | \$70,000.00 | 7.61% | \$4,004,749.00 | Purchasing two used school buses |
| | | | | | | |

Section 2 Second Lien Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING
DECEMBER 9, 2013
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

| | | |
|-------------------|-----------|---------------------|
| 3 2nd Lien | \$ | 5,800,000.00 |
| <hr/> | | <hr/> |
| 3 | \$ | 5,800,000.00 |

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

| DISTRICT | COUNTY | ADM | AMOUNT OF APPLICATION | DEBT RATIO | TOTAL DEBT W/THIS APPLICATION | PURPOSE |
|-----------------|---------------|------------|------------------------------|-------------------|--------------------------------------|--|
| Monticello | Drew | 2,101.16 | \$3,100,000.00 | 10.06% | \$12,225,000.00 | Funding the District's portion of the following Partnership Program projects: roofing projects at the middle school (1314-2203-005) (\$130,000) and upgrades to the high school gymnasium HVAC system (1314-2203-0006) (\$350,000). Constructing and equipping a new technology training building (\$275,000), high school roofing renovations (\$350,000), resurfacing the school's football field (\$675,000), constructing and equipping the dressing facility for football (\$400,000), constructing and equipping indoor baseball facilities (\$500,000), making paved surface improvements throughout the District (\$250,000), and cost of issuance and underwriter's discount allowance (\$170,000). |
| Nettleton | Craighead | 3,201.21 | \$630,000.00 | 10.39% | \$42,678,274.00 | Purchasing three school buses (\$250,000), constructing and equipping a safe room (\$350,000), cost of issuance and underwriter's discount allowance (\$30,000). |
| Riverside | Craighead | 1,814.97 | \$2,070,000.00 | 18.92% | \$7,780,446.00 | Constructing, renovating and equipping the East Elementary School (\$2,000,000) and cost of issuance and underwriter's discount allowance (\$70,000) with any remaining funds to be used for construction, renovation and equipment purchases. |

Section 3 Voted Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

All school districts are authorized to borrow money and to issue negotiable bonds for the repayment thereof from school funds for the building and equipping of school buildings, for making additions and repairs thereto, for purchasing sites therefore, for purchasing new or used school buses, for refurbishing school buses, the professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program codified at 26 U.S.C. 1397E, and for paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided in this act.

**STATE BOARD OF EDUCATION MEETING
DECEMBER 9, 2013
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

| | |
|----------------|-------------------------|
| 2 Voted | \$ 10,085,000.00 |
| <hr/> | <hr/> |
| 2 | \$ 10,085,000.00 |

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

| DISTRICT | COUNTY | ADM | AMOUNT OF APPLICATION | DEBT RATIO | TOTAL DEBT W/THIS APPLICATION | PURPOSE |
|-----------------|---------------|------------|------------------------------|-------------------|--------------------------------------|--|
| Cross County | Cross | 621.94 | \$3,650,000.00 | 18.40% | \$8,795,998.00 | Refunding the November 1, 2001, the March 1, 2005, and the March 1, 2008 bond issues (\$1,270,000); constructing, equipping and renovating the elementary school and high school (\$2,235,000); and cost of issuance and underwriter's discount allowance (\$145,000) with any remaining funds to be used for other renovations, capital projects and equipment purchases. |
| Hamburg | Ashley | 1,889.38 | \$6,435,000.00 | 13.73% | \$13,872,609.00 | Refunding the bond issues dated October 1, 2003 and March 1, 2009 (\$4,410,000); purchasing school buses (\$600,000); technology equipment upgrades required for the Common Core Testing (\$250,000); partnership project funding for: gym structural repairs (1314-0203-002) estimated district cost (\$100,000); replacing the middle school roof (1415-0203-001) estimated district cost (\$370,000); replacing HVAC at the middle school (1314-0203-128) estimated district cost (\$425,000); and cost of issuance and underwriter's discount allowance (\$280,000) with any remaining funds to be used for other construction, renovations, and/or equipment purchases. |

**Qualified Zone Academy Bonds
Application Summary and
QZAB Allocation Committee Recommendation
December 9, 2013**

Application: Newport Special School District
Newport, Arkansas

Allocation Authorization: \$2,100,000

Use of QZAB Allocation: Repairs and renovations of HS: auditorium \$850,000 and science/CTE family/consumer labs \$225,000;
Replacements and installations at HS: sidewalks \$70,000, CTE building elevator \$40,000, classroom lighting \$100,000, geothermal HVAC system in PE/gym \$160,000;
HS and JHS upgrade telephone system \$30,000;
HS, JHS, and cafeteria paint exterior \$25,000;
ES playground install two canopies \$50,000;
ROTC classroom, student testing facility & tech science buildings upgrade HVAC \$250,000;
Purchase K12 curriculum materials and software \$300,000.

Donation Information: \$252,000
National Education Foundation is donating unlimited access to wide-ranging course material for 3,600 users

Date of Donation: 6/1/14 - 6/1/17

Recommendation: Approve

Fiscal Agent: Stephens, Inc. – Michael McBryde

**ARKANSAS STATE BOARD OF EDUCATION
CALENDAR**

January 2014 - December 2014

| AGENDA ITEMS IDENTIFIED / ITEM DETAILS DRAFTED | ATTACHMENTS / MATERIALS TO BE POSTED ON NOVUSAGENDA DUE | DATE OF SUBMISSION TO WEB | MEETING DATE 2nd Thursday & Friday |
|---|--|--|---|
| December 16, 2013 | December 23, 2013 | December 30, 2013 | January 9-10, 2014 |
| January 17, 2014 | January 27, 2014 | February 3, 2014 | February 13-14, 2014 |
| February 14, 2014 | February 24, 2014 | March 3, 2014 | March 13-14, 2014 |
| March 17, 2014 | March 24, 2014 | March 31, 2014 | April 10-11, 2014 |
| April 14, 2014 | April 21, 2014 | April 28, 2014 | May 8-9, 2014 |
| May 16, 2014 | May 23, 2014 | June 2, 2014 | June 12-13, 2014 |
| June 16, 2014 | June 23, 2014 | June 30, 2014 | July 10-11, 2014 |
| July 21, 2014 | July 28, 2014 | August 4, 2014 | August 14-15, 2014 |
| August 15, 2014 | August 22, 2014 | August 29, 2014 | September 11-12, 2014 |
| September 15, 2014 | September 22, 2014 | September 29, 2014 | October 9-10, 2014 |
| October 20, 2014 | October 27, 2014 | November 3, 2014 | November 13-14, 2014 |
| November 17, 2014 | November 24, 2014 | December 1, 2014 | December 11-12, 2014 |

**ACADEMICS PLUS CHARTER SCHOOL
YEAR 2 REVIEW – SEPTEMBER 2013**

DEMOGRAPHIC DATA

| | AS REPORTED IN SEPTEMBER 2012 | SEPTEMBER 2013 |
|---------------------------|--------------------------------------|------------------------------------|
| Grades Served | K-12 | K-12 |
| Enrollment Cap | 650 | 650 |
| Current Enrollment | 650 | 650 |
| Caucasian | 74.30% | 77.00% |
| African American | 18.46% | 15.38% Total 20.00% High School |
| Hispanic | 4.92% | 5.00% |
| Asian | 1.84% | 2.15% |
| Native American | 0.15% | 0.15% |
| Pacific Islander | 0.30% | 0.5% |
| Other | 0.00% | 0.00% |
| Free/Reduced Lunch | 33%** | 28% |

**Correction from 40.9% that was incorrectly included by ADE staff in September 2012 report

PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES APPROVED IN RENEWAL APPLICATION

Mathematics Objective

Achieve measurable growth for students as demonstrated by state testing and NWEA MAP testing

Explanation of Progress

Please see Sub Objective information below.

- a. Sub Objective - APCS has partially met this goal. Annually, Academics Plus will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state Annual Measurable Objective (AMO).

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in math and the high school is classified as NEEDS IMPROVEMENT in math. After reviewing the high school math scores, issues were identified and actions have been taken to improve future math scores.

Elementary: The elementary school is classified as Achieving and has met this goal.

High School: During the 2012-2013 school year staffing in the high school math department was an issue. This year APCS has two new high school math teachers who have a better understanding of how to meet student needs.

To help identify student needs early and appropriately, a high school dean of students has been hired. The dean's primary focus is discipline and early academic intervention/remediation. As part of his duties, the dean of students helps teachers examine NWEA and Benchmark data at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for math. Once students are identified as needing extra help, the dean insures parents are made aware so they can be a part of the academic solution. The additional administrative help also allows the principal to concentrate her effort in working directly with teachers to improve classroom instruction.

Last year APCS began the implementation of Investigations Math in grades K-8. Teachers received training and the program is still being implemented. As teachers and students become more familiar with the program, research suggests that math scores will increase.

b. Sub Objective – APCS is working toward meeting this goal.

Students in grades K-10 will take the NWEA MAP assessment in mathematics and over 70% of students will meet their growth target each year.

Explanation of Progress

69% of the elementary students Kindergarten through 5th grade met their growth goal in math. 49% of high school students 6th through 10th grade met their growth goal in math. The total Kindergarten through 10th grade meeting their growth goal in literacy was 61%.

The goal we have set for NWEA testing is a lofty one. Schools throughout the state are recognized for growth awards when over 60% of the students meet their growth goals. APCS has used NWEA for the past two years and we are becoming more aware of how to use the data to better meet the needs of individual students.

NWEA and Benchmark data are examined at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for math. Last year APCS began the implementation of Investigations Math in grades K-8 and Everyday Counts Calendar Math in grades K-5. Teachers received training in both programs and we saw great improvement in math scores at the elementary level this past year. The programs are still being implemented and as teachers and students become more familiar with the programs, research suggests that math scores will increase.

The high school dean of students assists with this goal also. His duties are described above in paragraph 1,a.

2. Literacy Objective

Achieve measurable growth for students as demonstrated by state testing and NWEA MAP testing

Explanation of Progress

Please see Sub Objective information below.

a. Sub Objective – APCS has met this goal.

Students at Academics Plus will document an increase in their writing capacity by examining annual results and demonstrating proficiency at the state average.

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in literacy and the high school is also classified as ACHIEVING in literacy.

Attachment 3 shows that APCS met or exceeded the state average on 80% of the scored open response items on the 2013 benchmark exam. When adding the total number of average points on all of the open response items APCS scored 6.1 points higher than the state average. When comparing the 2011 APCS open response scores with the 2013 APCS scores there was improvement in 58% of the items. When adding the total number of average points on all of the open response items APCS scored 3.1 points higher in 2013 than in 2011. Attachment 3 shows that APCS exceeded the state average on the 2013 open response scores, and showed improvement when comparing APCS 2011 scores to APCS 2013 scores.

b. Sub Objective – APCS has met this goal.

Annually, Academics Plus will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the state AMO.

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in literacy and the high school is also classified as ACHIEVING in literacy.

Attachment 1 compares standardized test scores of 2011, 2012 and 2013. APCS showed an increase in literacy benchmark and end of course scores from 2011 to 2013 at every grade level tested.

c. Sub Objective – APCS is working toward meeting this goal.

Students in grades K-10 will take the NWEA MAP assessment in reading and language usage, and over 70% of students will meet their growth target each year.

Explanation of Progress

43% of the elementary students Kindergarten through 5th grade met their growth goal in literacy. 40% of the high school students 6th through 10th grade met their growth goal in literacy. The total Kindergarten through 10th grade students meeting their growth goal in literacy was 41%.

The goal we have set for NWEA testing is a lofty one. Schools throughout the state are recognized for growth awards when over 60% of the students meet their growth goals. APCS has used NWEA for the past two years and we are becoming more aware of how to use the data to better meet the needs of individual students. NWEA and Benchmark data are examined at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for literacy. Even though the NWEA growth goals need improvement it is important to understand that APCS met the literacy AMO set by the state in both the elementary and the high school.

To help APCS meet this goal the following personnel have been added this year to the staff.

High School: The dean of students at the high school helps teachers identify students in need of intervention and remediation in literacy as well as math. Remediation and Intervention are offered to students for one hour at least once a week after school and are identified in the same as described above for math intervention and remediation.

Elementary School: This year through Title I funding APCS has hired an elementary literacy instructional facilitator. Her primary responsibility is to help teachers identify at-risk students, provide teachers with instructional strategies that help meet individual needs and model quality lessons for teachers in the classroom. The onsite staff development is proving to be key in improving APCS teacher quality.

3. College Preparation Objective

Achieve an increase in college preparation for the students at Academics Plus.

Explanation of Progress

Please see Sub Objectives below.

a. Sub Objective – APCS has met this goal.

Annually, students at Academics Plus will increase the rate of completion of concurrent credit and/or AP coursework by 2% per year by documenting credits earned at the college and taking the AP exam with a score of 3 or higher.

Explanation of Progress

111 college credit hours were earned during the 2011/2012 school year. 207 hours of college credit hours were earned by APCS students during the 2012/2013 school year. This is an increase of 86%.

b. Sub Objective – APCS has met this goal.

Academics Plus will increase the percentage of graduating seniors that are accepted into a post-secondary educational institution or enter the military by 2% per year and maintain a 95% acceptance rate thereafter.

Explanation of Progress

The 95% acceptance rate has been obtained during the past two consecutive years. The yearly totals are as follows.

2013 – 32 of 33 (97%) college acceptance rate or entered into the military.

2012 – 35 of 37 (95%) college acceptance rate or entered into the military.

2011 – 19 of 22 (86%) college acceptance rate or entered into the military.

Test Score Comparison of 2011, 2012 and 2013

| Grade Level | Test | Subject | *PROF/ADV 2011 | *PROF/ADV 2012 | *PROF/ADV 2013 | Change from 2011 to 2013 |
|------------------------|---------------|----------|----------------|----------------|----------------|--------------------------|
| 3 rd Grade | Benchmark | Literacy | 66% | 90% | 90% | +24 |
| 4 th Grade | Benchmark | Literacy | 85% | 95% | 95% | +10 |
| 5 th Grade | Benchmark | Literacy | 79% | 95% | 89% | +10 |
| 6 th Grade | Benchmark | Literacy | 65% | 79% | 72% | +7 |
| 7 th Grade | Benchmark | Literacy | 58% | 77% | 85% | +27 |
| 8 th Grade | Benchmark | Literacy | 83% | 88% | 85% | +2 |
| 11 th Grade | End of Course | Literacy | 72% | 77% | 74% | +2 |
| 3 rd Grade | Benchmark | Math | 89% | 88% | 95% | +6 |
| 4 th Grade | Benchmark | Math | 74% | 76% | 96% | +22 |
| 5 th Grade | Benchmark | Math | 80% | 88% | 66% | -14 |
| 6 th Grade | Benchmark | Math | 71% | 68% | 89% | +18 |
| 7 th Grade | Benchmark | Math | 66% | 66% | 63% | -3 |
| 8 th Grade | Benchmark | Math | 64% | 67% | 57% | -7 |
| Algebra I | End of Course | Math | 76% | 87% | 64% | -12 |
| Geometry | End of Course | Math | 70% | 65% | 67% | -3 |
| 5 th Grade | Benchmark | Science | 40% | 55% | 51% | + 11 |
| 7 th Grade | Benchmark | Science | 26% | 40% | 32% | +6 |
| Biology | End of Course | Science | 44% | 41% | 67% | +23 |

*Percentage of students proficient or advanced (considered meeting or exceeding grade level standard)

| Grade Level | Test | Subject | **2011 Percentile Rank | **2012 Percentile Rank | **2013 Percentile Rank | Change from 2011 to 2013 |
|-----------------------|------|----------------------------|------------------------|------------------------|------------------------|--------------------------|
| 1 st Grade | ITBS | Reading | 71 st %tile | 69 th %tile | 80 th %tile | +9 |
| 1 st Grade | ITBS | Language | 69 th %tile | 69 th %tile | 88 th %tile | +19 |
| 1 st Grade | ITBS | Math | 70 th %tile | 74 th %tile | 84 th %tile | +14 |
| 2 nd Grade | ITBS | Reading | 62 nd %tile | 75 th %tile | 76 th %tile | +14 |
| 2 nd Grade | ITBS | Language | 54 th %tile | 71 st %tile | 72 nd %tile | +18 |
| 2 nd Grade | ITBS | Math | 65 th %tile | 75 th %tile | 84 th %tile | +19 |
| 9 th Grade | ITBS | Reading | 64 th %tile | 59 th %tile | 59 th %tile | -5 |
| 9 th Grade | ITBS | Revising Written Materials | 59 th %tile | 60 th %tile | 59 th %tile | Same |
| 9 th Grade | ITBS | Math | 57 th %tile | 51 st %tile | 52 nd %tile | -5 |

**Percentile rankings compare students to other students across the nation. For example a 69th %tile ranking means our students scored better than 69% of students across the nation. 50th %tile is considered average.

| | |
|--|---|
| District:ACADEMICS PLUS SCHOOL DISTRICT School:ACADEMICS PLUS LEA:6040702 Address:900 EDGEWOOD DR MAUMELLE, AR 72113 Phone:501-803-0066 | Superintendent:ROBERT MCGILL Principal:RACHEL WHEELER Grades:K-06 Enrollment:391 Attendance (3 QTR A/G):96.86 Poverty Rate:32.99 |
|--|---|

OVERALL SCHOOL STATUS: **ACHIEVING**

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| | LITERACY | | | MATHEMATICS | | |
| ESEA Flexibility Indicators | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 220 | 220 | 100.00 | 219 | 223 | 98.21 |
| Targeted Achievement Gap Group | 84 | 84 | 100.00 | 84 | 84 | 100.00 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 42 | 42 | 100.00 | 41 | 43 | 95.35 |
| Hispanic | 11 | 11 | 100.00 | 11 | 11 | 100.00 |
| White | 160 | 160 | 100.00 | 160 | 162 | 98.77 |
| Economically Disadvantaged | 77 | 77 | 100.00 | 77 | 77 | 100.00 |
| English Language Learners | | | | | | |
| Students with Disabilities | 13 | 13 | 100.00 | 13 | 13 | 100.00 |

| STUDENT PERFORMANCE -- LITERACY | | | | | | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | ACHIEVING | | | | | | | | | |
| | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 178 | 205 | 86.83 | 78.26 | 91.00 | 118 | 138 | 85.51 | 75.23 | 93.00 |
| Targeted Achievement Gap Group | 66 | 83 | 79.52 | 58.33 | 91.00 | 46 | 58 | 79.31 | 56.35 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 459 | 549 | 83.61 | 78.26 | 91.00 | 294 | 365 | 80.55 | 75.23 | 93.00 |
| Targeted Achievement Gap Group | 158 | 220 | 71.82 | 58.33 | 91.00 | 104 | 151 | 68.87 | 56.35 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMD | | # Achieved | # Tested | Percentage | 2013 AMD | |
| African American | 27 | 38 | 71.05 | 53.43 | | 21 | 26 | 80.77 | 50.00 | |
| Hispanic | 9 | 11 | 81.82 | 69.70 | | 8 | 10 | 80.00 | 76.19 | |
| White | 135 | 149 | 90.60 | 85.99 | | 85 | 98 | 86.73 | 83.77 | |
| Economically Disadvantaged | 60 | 76 | 78.95 | 59.12 | | 43 | 55 | 78.18 | 55.13 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 9 | 13 | 69.23 | 39.39 | | 5 | 6 | 83.33 | 52.38 | |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | ACHIEVING | | | | | | | | | |
| | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 178 | 204 | 87.26 | 81.88 | 92.00 | 87 | 138 | 63.04 | 77.48 | 81.00 |
| Targeted Achievement Gap Group | 67 | 83 | 80.72 | 68.39 | 92.00 | 31 | 58 | 53.45 | 72.23 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 450 | 548 | 82.12 | 81.88 | 92.00 | 236 | 366 | 64.48 | 77.48 | 81.00 |
| Targeted Achievement Gap Group | 158 | 220 | 71.82 | 68.39 | 92.00 | 85 | 151 | 56.29 | 72.23 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMD | | # Achieved | # Tested | Percentage | 2013 AMD | |
| African American | 26 | 37 | 70.27 | 63.23 | | 14 | 26 | 53.85 | 66.67 | |
| Hispanic | 7 | 11 | 63.64 | 69.70 | | 6 | 10 | 60.00 | 64.28 | |
| White | 138 | 149 | 92.62 | 88.20 | | 65 | 98 | 66.33 | 81.60 | |
| Economically Disadvantaged | 61 | 76 | 80.26 | 70.13 | | 30 | 55 | 54.55 | 72.23 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 10 | 13 | 76.92 | 39.39 | | 1 | 6 | 16.67 | 52.38 | |

Report created on August 15th, 2013 - 11:00AM

| | |
|--|---|
| District: ACADEMICS PLUS SCHOOL DISTRICT School: ACADEMICS PLUS LEA: 6040703 Address: 900 EDGEWOOD DRIVE MAUMELLE, AR 72113 Phone: 501-851-3333 | Superintendent: ROBERT MCGILL Principal: SHARON WALKER Grades: 07-12 Enrollment: 257 Attendance (3 QTR AVG): 96.57 Poverty Rate: 29.18 |
|--|---|

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| | LITERACY | | | MATHEMATICS | | |
| ESEA Flexibility Indicators | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 122 | 124 | 98.39 | 178 | 181 | 98.34 |
| Targeted Achievement Gap Group | 39 | 40 | 97.50 | 57 | 59 | 96.61 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 22 | 23 | 95.65 | 34 | 36 | 94.44 |
| Hispanic | 4 | 4 | 100.00 | 8 | 8 | 100.00 |
| White | 94 | 95 | 98.95 | 132 | 133 | 99.25 |
| Economically Disadvantaged | 34 | 35 | 97.14 | 51 | 53 | 96.23 |
| English Language Learners | | | | | | |
| Students with Disabilities | 10 | 11 | 90.91 | 12 | 13 | 92.31 |

| STUDENT PERFORMANCE -- LITERACY | | | | | | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | ACHIEVING | | | | | | | | | |
| | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 94 | 116 | 81.03 | 75.33 | 91.00 | 55 | 67 | 82.09 | 73.68 | 93.00 |
| Targeted Achievement Gap Group | 24 | 36 | 66.67 | 69.44 | 91.00 | 12 | 18 | 66.67 | 67.39 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 282 | 362 | 77.90 | 75.33 | 91.00 | 182 | 228 | 79.82 | 73.68 | 93.00 |
| Targeted Achievement Gap Group | 78 | 117 | 66.67 | 69.44 | 91.00 | 55 | 77 | 71.43 | 67.39 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMD | | # Achieved | # Tested | Percentage | 2013 AMD | |
| African American | 8 | 21 | 38.10 | 75.69 | | 6 | 12 | 50.00 | 69.30 | |
| Hispanic | 3 | 4 | 75.00 | 79.17 | | 2 | 3 | 66.67 | 83.33 | |
| White | 81 | 89 | 91.01 | 75.28 | | 45 | 50 | 90.00 | 74.36 | |
| Economically Disadvantaged | 23 | 33 | 69.70 | 72.23 | | 12 | 18 | 66.67 | 69.70 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 2 | 8 | 25.00 | 33.33 | | 1 | 3 | 33.33 | 16.67 | |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 106 | 169 | 62.72 | 74.43 | 92.00 | 38 | 67 | 56.72 | 74.78 | 81.00 |
| Targeted Achievement Gap Group | 27 | 54 | 50.00 | 66.67 | 92.00 | 5 | 18 | 27.78 | 74.64 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 356 | 531 | 67.04 | 74.43 | 92.00 | 146 | 228 | 64.04 | 74.78 | 81.00 |
| Targeted Achievement Gap Group | 102 | 183 | 55.74 | 66.67 | 92.00 | 40 | 77 | 51.95 | 74.64 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMD | | # Achieved | # Tested | Percentage | 2013 AMD | |
| African American | 12 | 33 | 36.36 | 65.81 | | 1 | 12 | 8.33 | 64.91 | |
| Hispanic | 6 | 8 | 75.00 | 79.17 | | 1 | 3 | 33.33 | 83.33 | |
| White | 85 | 125 | 68.00 | 76.74 | | 34 | 50 | 68.00 | 77.57 | |
| Economically Disadvantaged | 25 | 50 | 50.00 | 69.20 | | 5 | 18 | 27.78 | 73.48 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 2 | 10 | 20.00 | 27.08 | | 0 | 3 | 0.00 | 44.44 | |

| 2012 SCHOOL GRADUATION RATE | | | | | |
|--------------------------------|--------------------|----------------------|------------|----------|-----------|
| GRADUATION RATE STATUS: | ACHIEVING | | | | |
| 2012 SCHOOL GRADUATION RATE | | | | | |
| ESEA Flexibility Indicators | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | 90TH PCTL |
| All Students | 35 | 37 | 94.59 | 95.10 | 94.00 |
| Targeted Achievement Gap Group | 5 | 5 | 100.00 | 66.67 | 94.00 |
| Three Year Average Performance | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | 90TH PCTL |
| All Students | 89 | 101 | 88.12 | 95.10 | 94.00 |
| Targeted Achievement Gap Group | 12 | 15 | 80.00 | 66.67 | 94.00 |
| ESEA Subgroups | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | |
| African American | 3 | 3 | 100.00 | 83.33 | |
| Hispanic | 3 | 3 | 100.00 | 100.00 | |
| White | 25 | 27 | 92.59 | 96.53 | |
| Economically Disadvantaged | 4 | 4 | 100.00 | 66.67 | |
| English Language Learners | | | | | |
| Students with Disabilities | 1 | 1 | 100.00 | 16.67 | |

Report created on August 15th, 2013 - 11:00AM

| | |
|---|--|
| District: ACADEMICS PLUS SCHOOL DISTRICT School: ACADEMICS PLUS SCHOOL DISTRICT LEA: 6040700 Address: 900 EDGEWOOD DR MAUMELLE, AR 72113 Phone: 501-803-9730 | Superintendent: ROBERT MCGILL Principal: Grades: K-12 Enrollment: 648 Attendance (3 QTR AVG): 96.74 Poverty Rate: 31.48 |
|---|--|

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| | LITERACY | | | MATHEMATICS | | |
| ESEA Flexibility Indicators | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 342 | 344 | 99.42 | 397 | 404 | 98.27 |
| Targeted Achievement Gap Group | 123 | 124 | 99.19 | 141 | 143 | 98.60 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 64 | 65 | 98.46 | 75 | 79 | 94.94 |
| Hispanic | 15 | 15 | 100.00 | 19 | 19 | 100.00 |
| White | 254 | 255 | 99.61 | 292 | 295 | 98.98 |
| Economically Disadvantaged | 111 | 112 | 99.11 | 128 | 130 | 98.46 |
| English Language Learners | | | | | | |
| Students with Disabilities | 23 | 24 | 95.83 | 25 | 26 | 96.15 |

| STUDENT PERFORMANCE -- LITERACY | | | | | | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | ACHIEVING | | | | | | | | | |
| | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 272 | 321 | 84.74 | 76.98 | 91.00 | 173 | 205 | 84.39 | 74.60 | 93.00 |
| Targeted Achievement Gap Group | 90 | 119 | 75.63 | 62.13 | 91.00 | 58 | 76 | 76.32 | 60.26 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 742 | 913 | 81.27 | 76.98 | 91.00 | 476 | 593 | 80.27 | 74.60 | 93.00 |
| Targeted Achievement Gap Group | 236 | 337 | 70.03 | 62.13 | 91.00 | 159 | 228 | 69.74 | 60.26 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMD | | # Achieved | # Tested | Percentage | 2013 AMD | |
| African American | 35 | 59 | 59.32 | 62.64 | | 27 | 38 | 71.05 | 58.33 | |
| Hispanic | 12 | 15 | 80.00 | 73.68 | | 10 | 13 | 76.92 | 79.17 | |
| White | 216 | 238 | 90.76 | 81.21 | | 130 | 148 | 87.84 | 79.98 | |
| Economically Disadvantaged | 83 | 109 | 76.15 | 63.54 | | 55 | 73 | 75.34 | 60.38 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 11 | 21 | 52.38 | 37.50 | | 6 | 9 | 66.67 | 41.67 | |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 284 | 373 | 76.14 | 77.99 | 92.00 | 125 | 205 | 60.98 | 76.38 | 81.00 |
| Targeted Achievement Gap Group | 94 | 137 | 68.61 | 67.59 | 92.00 | 36 | 76 | 47.37 | 73.08 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMD | 90TH PCTL |
| All Students | 807 | 1081 | 74.65 | 77.99 | 92.00 | 382 | 594 | 64.31 | 76.38 | 81.00 |
| Targeted Achievement Gap Group | 260 | 403 | 64.52 | 67.59 | 92.00 | 125 | 228 | 54.82 | 73.08 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMD | | # Achieved | # Tested | Percentage | 2013 AMD | |
| African American | 37 | 68 | 54.41 | 64.61 | | 15 | 38 | 39.47 | 65.91 | |
| Hispanic | 13 | 19 | 68.42 | 73.68 | | 7 | 13 | 53.85 | 72.23 | |
| White | 203 | 244 | 83.20 | 82.09 | | 99 | 148 | 66.89 | 79.98 | |
| Economically Disadvantaged | 86 | 126 | 68.25 | 69.70 | | 35 | 73 | 47.93 | 72.68 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 12 | 23 | 52.17 | 34.21 | | 1 | 9 | 11.11 | 50.00 | |

| 2012 SCHOOL GRADUATION RATE | | | | | |
|--------------------------------|--------------------|----------------------|------------|----------|-----------|
| GRADUATION RATE STATUS: | ACHIEVING | | | | |
| 2012 SCHOOL GRADUATION RATE | | | | | |
| ESEA Flexibility Indicators | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | 90TH PCTL |
| All Students | 35 | 37 | 94.59 | 95.10 | 94.00 |
| Targeted Achievement Gap Group | 5 | 5 | 100.00 | 66.67 | 94.00 |
| Three Year Average Performance | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | 90TH PCTL |
| All Students | 89 | 101 | 88.12 | 95.10 | 94.00 |
| Targeted Achievement Gap Group | 12 | 15 | 80.00 | 66.67 | 94.00 |
| ESEA Subgroups | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | |
| African American | 3 | 3 | 100.00 | 83.33 | |
| Hispanic | 3 | 3 | 100.00 | 100.00 | |
| White | 25 | 27 | 92.59 | 96.53 | |
| Economically Disadvantaged | 4 | 4 | 100.00 | 66.67 | |
| English Language Learners | | | | | |
| Students with Disabilities | 1 | 1 | 100.00 | 16.67 | |

Report created on August 15th, 2013 - 11:00AM

Writing Prompt and Reading Open Response Scores

| | Grade Level | Pts. Possible | A+ 2011 | State 2011 | A+ 2012 | State 2012 | A+ 2013 | State 2013 |
|-------------------|-------------|---------------|-------------|-------------|-----------|------------|-----------|------------|
| Reading | | | | | | | | |
| Literary Passage | 3 | 8 | 3.2 | 4.1 | 3.8 | 3.6 | 3.9 | 4.4 |
| Content Passage | 3 | 8 | 4.9 | 4.9 | 4.5 | 4.1 | 5.5 | 4.8 |
| Practical Passage | 3 | 8 | 1.9 | 2.9 | 4.1 | 3.8 | 2.6 | 3.1 |
| Writing | | | | | | | | |
| Content Domain | 3 | 4 & 4 | 2.2 / 2.7 | 2.4 / 2.7 | 2.5 / 2.4 | 2.5 / 2.3 | 2.4 / 2.6 | 2.4 / 2.4 |
| Style Domain | 3 | 4 & 4 | 2.2 / 2.7 | 2.4 / 2.7 | 2.5 / 2.4 | 2.5 / 2.3 | 2.4 / 2.6 | 2.4 / 2.4 |
| Sent. Formation | 3 | 4 & 4 | 2.8 / 3.3 | 3.0 / 3.1 | 3.2 / 3.0 | 3.0 / 2.9 | 3.1 / 3.1 | 2.8 / 2.7 |
| Usage Domain | 3 | 4 & 4 | 3.3 / 3.7 | 3.5 / 3.6 | 3.7 / 3.5 | 3.4 / 3.3 | 3.4 / 3.4 | 3.2 / 3.2 |
| Mechanics Domain | 3 | 4 & 4 | 2.9 / 3.4 | 3.2 / 3.2 | 3.4 / 3.3 | 3.1 / 3.1 | 3.2 / 3.1 | 3.0 / 2.9 |
| Reading | | | | | | | | |
| Literary Passage | 4 | 8 | 5.7 | 5.8 | 4.4 | 4.7 | 4.9 | 3.8 |
| Content Passage | 4 | 8 | 3.7 | 4.5 | 4.5 | 4.3 | 5.6 | 5.4 |
| Practical Passage | 4 | 8 | 3.6 | 4.3 | 2 | 2.2 | 4.1 | 4 |
| Writing | | | | | | | | |
| Content Domain | 4 | 4 & 4 | 2.9 / 3.2 | 2.9 / 2.9 | 2.8 / 2.8 | 2.8 / 2.8 | 3.0 / 3.0 | 2.8 / 2.9 |
| Style Domain | 4 | 4 & 4 | 2.9 / 3.2 | 2.9 / 2.9 | 2.8 / 2.8 | 2.8 / 2.8 | 3.0 / 3.0 | 2.8 / 2.9 |
| Sent. Formation | 4 | 4 & 4 | 3.5 / 3.6 | 3.4 / 3.3 | 3.5 / 3.4 | 3.3 / 3.3 | 3.5 / 3.7 | 3.1 / 3.3 |
| Usage Domain | 4 | 4 & 4 | 3.6 / 3.8 | 3.6 & / 3.5 | 3.5 / 3.7 | 3.5 / 3.5 | 3.7 / 3.8 | 3.4 / 3.5 |
| Mechanics Domain | 4 | 4 & 4 | 3.4 / 3.6 | 3.4 / 3.3 | 3.3 / 3.6 | 3.4 / 3.4 | 3.5 / 3.7 | 3.2 / 3.3 |
| Reading | | | | | | | | |
| Literary Passage | 5 | 8 | 3.8 | 3.9 | 4.9 | 4.6 | 6.2 | 6.3 |
| Content Passage | 5 | 8 | 6.5 | 6.7 | 5.6 | 4.8 | 6.6 | 6.4 |
| Practical Passage | 5 | 8 | 6.7 | 6.4 | 5.1 | 5.6 | 4.4 | 4.6 |
| Writing | | | | | | | | |
| Content Domain | 5 | 4 & 4 | 3.0 / 2.8 | 3.0 / 2.8 | 3.0 / 2.9 | 3.0 / 3.0 | 2.8 / 2.9 | 2.9 / 2.9 |
| Style Domain | 5 | 4 & 4 | 3.0 / 2.8 | 3.0 / 2.8 | 3.0 / 2.9 | 3.0 / 3.0 | 2.9 / 2.9 | 2.9 / 2.9 |
| Sent. Formation | 5 | 4 & 4 | 3.3 / 3.3 | 3.5 / 3.4 | 3.8 / 3.7 | 3.4 / 3.5 | 3.5 / 3.4 | 3.4 / 3.4 |
| Usage Domain | 5 | 4 & 4 | 3.7 / 3.5 | 3.7 / 3.6 | 3.8 / 3.8 | 3.6 / 3.7 | 3.6 / 3.6 | 3.6 / 3.5 |
| Mechanics Domain | 5 | 4 & 4 | 3.7 / 3.6 | 3.6 / 3.5 | 3.7 / 3.8 | 3.5 / 3.6 | 3.6 / 3.5 | 3.6 / 3.4 |
| Reading | | | | | | | | |
| Literary Passage | 6 | 8 | 6.5 | 6.5 | 4.8 | 5.1 | 5.5 | 5.5 |
| Content Passage | 6 | 8 | 5.3 | 5.2 | 5.9 | 6.1 | 4.8 | 4.4 |
| Practical Passage | 6 | 8 | 5.8 | 5.6 | 2.8 | 3 | 5.4 | 5.5 |
| Writing | | | | | | | | |
| Content Domain | 6 | 4 & 4 | 2.8 & / 2.8 | 2.9 / 2.9 | 2.6 / 2.7 | 2.9 / 3.0 | 2.8 / 2.9 | 2.9 / 2.9 |
| Style Domain | 6 | 4 & 4 | 2.9 / 2.8 | 2.9 / 2.9 | 2.6 / 2.8 | 2.9 / 3.0 | 2.7 / 2.9 | 2.9 / 3.0 |
| Sent. Formation | 6 | 4 & 4 | 3.5 / 3.5 | 3.5 / 3.6 | 3.3 / 3.4 | 3.6 / 3.6 | 3.7 / 3.8 | 3.6 / 3.6 |
| Usage Domain | 6 | 4 & 4 | 3.7 / 3.6 | 3.7 / 3.7 | 3.7 / 3.7 | 3.7 / 3.7 | 3.7 / 3.8 | 3.7 / 3.8 |
| Mechanics Domain | 6 | 4 & 4 | 3.7 / 3.6 | 3.7 / 3.6 | 3.5 / 3.7 | 3.7 / 3.7 | 3.8 / 3.8 | 3.7 / 3.7 |
| Reading | | | | | | | | |
| Literary Passage | 7 | 8 | 4.1 | 4.7 | 5.8 | 5.2 | 2.7 | 3.6 |
| Content Passage | 7 | 8 | 5.6 | 6.2 | 4.1 | 4.9 | 5.3 | 5.6 |
| Practical Passage | 7 | 8 | 6 | 6.5 | 4.6 | 4.6 | 4 | 4.1 |
| Writing | | | | | | | | |
| Content Domain | 7 | 4 & 4 | 2.7 / 2.8 | 2.9 / 2.9 | 3.2 / 2.7 | 3.0 / 2.8 | 2.8 / 2.9 | 2.8 / 3.0 |
| Style Domain | 7 | 4 & 4 | 2.7 / 2.8 | 2.9 / 2.9 | 3.2 / 2.7 | 3.0 / 2.8 | 2.8 / 2.9 | 2.8 / 3.0 |
| Sent. Formation | 7 | 4 & 4 | 3.5 / 3.7 | 3.6 / 3.7 | 3.9 / 3.7 | 3.7 / 3.6 | 3.7 / 3.8 | 3.7 / 3.7 |
| Usage Domain | 7 | 4 & 4 | 3.5 / 3.8 | 3.7 / 3.7 | 3.8 / 3.8 | 3.8 / 3.7 | 3.9 / 3.9 | 3.7 / 3.8 |
| Mechanics Domain | 7 | 4 & 4 | 3.5 / 3.7 | 3.6 / 3.7 | 3.9 / 3.7 | 3.8 / 3.7 | 3.9 / 3.9 | 3.7 / 3.7 |
| Reading | | | | | | | | |
| Literary Passage | 8 | 8 | 5.2 | 5.1 | 5.4 | 4.9 | 6.6 | 6.4 |
| Content Passage | 8 | 8 | 5.2 | 5.2 | 5.7 | 5.6 | 5.4 | 5.4 |
| Practical Passage | 8 | 8 | 6.8 | 6 | 5.9 | 6 | 4.2 | 3.8 |
| Writing | | | | | | | | |
| Content Domain | 8 | 4 & 4 | 2.6 / 3.1 | 2.8 / 3.1 | 2.9 / 3.4 | 2.9 / 3.1 | 2.9 / 3.1 | 2.9 / 3.1 |
| Style Domain | 8 | 4 & 4 | 2.6 / 3.1 | 2.8 / 3.1 | 3.0 / 3.4 | 2.9 / 3.1 | 2.9 / 3.0 | 2.9 / 3.1 |
| Sent. Formation | 8 | 4 & 4 | 3.8 / 3.8 | 3.7 / 3.6 | 3.9 / 3.8 | 3.7 / 3.7 | 3.9 / 3.8 | 3.8 / 3.8 |
| Usage Domain | 8 | 4 & 4 | 3.9 / 3.9 | 3.8 / 3.7 | 3.9 / 3.9 | 3.8 / 3.8 | 3.8 / 3.9 | 3.8 / 3.8 |
| Mechanics Domain | 8 | 4 & 4 | 3.7 / 3.9 | 3.7 / 3.7 | 3.8 / 3.8 | 3.8 / 3.7 | 3.8 / 3.9 | 3.8 / 3.8 |

**ARKANSAS VIRTUAL ACADEMY
YEAR 2 REVIEW – SEPTEMBER 2013**

DEMOGRAPHIC DATA

| | AS REPORTED IN SEPTEMBER 2012 | SEPTEMBER 2013 |
|-----------------------------|-------------------------------|----------------|
| Grades Served | K-8 | K-8 |
| Enrollment Cap | 500 | 3,000 |
| Current Enrollment | 500 | 1292 |
| Caucasian | 85% | 83.6% |
| African American | 7% | 9.4% |
| Hispanic | 6% | 3% |
| Asian | 1% | 1% |
| Native American | >1% | >1% |
| Pacific Islander | 0% | >1% |
| Other / Not Reported | 0% | >1% |
| Free/Reduced Lunch | 58% | 66% |

PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES APPROVED IN RENEWAL APPLICATION

Goal 1:

Increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state level of Annual Measurable Objective (AMO).

Explanation of Progress

We did not achieve goal one successfully during the 2012-2013 school year. The percentage of all students scoring proficient or advanced across the district was 67.70. Within the elementary grades, K-5, the percentage of all students scoring proficient/advanced increased to 71.35 from 70.42 in 2011-2012. Students included in the TAGG within the elementary grades improved to 65.42 proficient/advanced from 62.77 the prior year. Within the middle school grades, the percentage of all students scoring proficient/advanced was 63.19. Students included in the TAGG within the middle school were 58.33 proficient/advanced. On the Algebra I EOC exam, 73 percent of students were proficient or advanced.

Goal 2:

Increase academic achievement in literacy as indicated on the benchmark exam and demonstrate proficiency at the state level of AMO.

Explanation of Progress

The district, elementary grades, and middle school grades were all designated as achieving based on 2012-2013 accountability reports. Within the elementary grades, the percentage of all students scoring proficient/advanced increased slightly to 73.56 from 73.11 in 2011-2012, while the TAGG within the elementary grades decreased slightly to 66.35 from 66.91 in 2011-2012. Within the middle school grades, the percentage of students scoring proficient/advanced was 71.67. Students included in TAGG in the middle school were 62.96 proficient/advanced.

Goal 3:

On average, students in the program for at least two years will meet or exceed the state and national average as measured by the Complete Battery Percentile Rank (PR) on the state-mandated norm-referenced assessment in literacy and mathematics.

Explanation of Progress

The reading percentile rank outcomes successfully meet this goal. While the grades represented do not include the same students across all grades reported, ARVA students appear to make incrementally greater improvement in reading with each passing year. When viewing language comparisons, this goal was not met in full. In grades 3 and 4, ARVA students neither exceeded the state nor the national average. At 5th grade, ARVA students began to perform nearly equal to, or slightly ahead of the average state outcome. Grades 7 and 8 demonstrate a more favorable outcome for ARVA students in this comparison. This goal was not met in mathematics. Both the state and ARVA students exceed the 50th percentile at each grade level. In grades 3, 4, 5, and 7, the state average exceeds the average performance of ARVA students by 1-3 percent. In grade 6, outcomes appear equal, and ARVA students demonstrated substantial improvement in grade 8.

| | ARVA Math Average NPR | State Math NPR of Mean SS | ARVA Reading Average NPR | State Reading NPR of Mean SS | ARVA Language Average NPR | State Language NPR of Mean SS |
|---------------------------|-----------------------------|---------------------------------|-----------------------------------|---------------------------------------|------------------------------------|--|
| 3 rd N = 43 | 53 | 55 | 57 | 51 | 43 | 46 |
| 4 th N = 42 | 59 | 61 | 62 | 53 | 47 | 55 |
| 5 th N = 44 | 52 | 55 | 57 | 47 | 51 | 50 |
| 6 th N = 41 | 55 | 55 | 63 | 46 | 49 | 49 |
| 7 th N = 34 | 53 | 54 | 69 | 50 | 53 | 47 |

| | | | | | | |
|---------------------------|----|----|----|----|----|----|
| 8 th N = 28 | 62 | 54 | 68 | 53 | 59 | 48 |
|---------------------------|----|----|----|----|----|----|

Percentile rank comparisons were not calculated on an equal-interval scale

10/1/2011 was used to begin the two year period

Goal 4:

Students will complete 90% of the curriculum lessons in literacy and mathematics.

Explanation of Progress

Arkansas Virtual Academy has successfully met this goal. Each year, we review percentages of curriculum completion with teachers as part of the annual review process. The average completion of mathematics curriculum was 95%, and average completion of literacy curriculum was 96% upon the conclusion of the 2012-2013 school year.

Goal 5:

Students will demonstrate mastery at 80% or above in every completed lesson and unit objective as measured by assessments within the Online School (OLS).

Explanation of Progress

Arkansas Virtual Academy has successfully met this goal. Mastery of lessons with a score of 80% or greater on assessments is a requirement to be advanced to the next lesson. Additional lessons and activities are provided after a student has demonstrated mastery at 80% or greater.

**BENTON COUNTY SCHOOL OF THE ARTS
YEAR 2 REVIEW – SEPTEMBER 2013**

DEMOGRAPHIC DATA

| | AS REPORTED IN SEPTEMBER 2012 | SEPTEMBER 2013 |
|---------------------------|--------------------------------------|-----------------------|
| Grades Served | K-12 | K-12 |
| Enrollment Cap | 825 | 825 |
| Current Enrollment | 786 | 780 |
| Caucasian | 80.2% | 79.1% |
| African American | 3.8% | 3.1% |
| Hispanic | 10.4% | 11.5% |
| Asian | 2.5% | 3.6% |
| Native American | 2.3% | 1.8% |
| Pacific Islander | >1.0% | >1.0% |
| Other | >1.0% | >1.0% |
| Free/Reduced Lunch | 32.5% | 27.95% |

PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES APPROVED IN RENEWAL APPLICATION

K-8 students will achieve annual measurement objectives as defined by the state.

Explanation of Progress:

- 2011-2012 Achieving Literacy/Achieving Math/Achieving School
- 2012-2013 Needs Improvement Literacy/Achieving Math/Needs Improvement School

- 2011-2012 In twelve (12) tested areas (3-8 Literacy and Math), we outperformed the State average in nine (9) areas. We did not outperform the State in 5th Math, 6th Literacy, and 7th Literacy
 We scored 100% Proficient in 8th grade Algebra I.
- 2012-2013 In twelve (12) tested areas (3-8 Literacy and Math) we outperformed the State average in all twelve (12) areas.
 We scored 100% Proficient in 8th grade Algebra I.

- 2011-2012 ESEA AMO Performance – Literacy: Exceeded Combined (Grades 3-8) 88.70% to expected 86.83%. Did not exceed TAGG (Grades 3-8) 76.3% to expected 77.87%.
 ESEA AMO Growth – Literacy: Exceeded Combined (Grades 3-8) 91.35% to expected 86.75%. Exceeded TAGG (Grades 3-8) 82.30% to expected 77.08%.
- 2011-2012 ESEA AMO Performance – Math: Exceeded Combined (Grades 3-8) 84.99%

to expected 75.63%. Exceeded TAGG (Grades 3-8) 75.71% to expected 68.18%.

ESEA AMO Growth – Math: Exceeded Combined (Grades 3-8) 76.47% to expected 68.98%. Exceeded TAGG (Grades 3-8) 68.14% to expected 60.14%.

2012-2013 ESEA AMO Performance – Literacy: Exceeded Combined (Grades 3-8) 88.34% to expected 88.03%. Did not exceed TAGG (Grades 3-8) 76.30% to expected 79.88%.

ESEA AMO Growth – Literacy: Did not exceed Combined (Grades 3-8) 87.31% to expected 87.96%. Did not exceed TAGG (Grades 3-8) 77.57% to expected 79.17%.

ESEA AMO Performance – Math: Exceeded Combined (Grades 3-8) 83.43% to expected 77.84%. Exceeded TAGG (Grades 3-8) 73.94% to expected 71.08%.

ESEA AMO Growth – Math: Did not exceed Combined (Grades 3-8) 70.52% to expected 71.80%. Did not exceed TAGG (Grades 3-8) 59.81% to expected 63.77%.

We implemented Measures of Academic Progress (MAP) formative assessments during the 2012-2013 school year to determine the ongoing progress of students in grades 2-8 in Literacy and Math. During the current 2013-2014 school year we are using MAP results, Benchmark results, and teacher recommendations to “double block” middle school students (grades 5-8) in Literacy and Math. Students who are double blocked are students who scored Below Basic/Basic on the 2012-2013 Benchmark assessment and/or demonstrate below grade level functioning on the MAP assessments. We are also providing after school tutoring for students who are considered at risk of not scoring Proficient/Advanced as a result of the above mentioned assessments. Students in grades K-1 will begin MAP assessment in 2013-2014 in order to determine the areas they are in need of academic assistance. These identified students will receive additional instructional tutoring/remediation. All students in grades K-8 who qualify for Title I Target Assistance services, as well as our identified ELL students in need of academic assistance, will receive services in our Title I/ELL Learning Lab. We provide all students in grades K-8 academic assistance through an online tutorial program called Study Island. In addition, teachers in grades 3-4 are receiving training in Cognitive Guided Instruction (CGI) and all 5-8 math teachers are receiving training in Extending Mathematics training. All core curriculum teachers in grades 5-8 received Pre-AP training over the summer 2013 in order to enhance the rigor of their courses for the 2013-2014 school year. Per teacher request, we transferred a classroom teacher to serve as our Special Education (grades K-8) teacher for the 2013-2014 school year. We had two different Special Education teachers in the 2012-2013 school year who struggled to meet the needs of our Special Education students. We are confident the teacher we have in place this year will provide the much needed specialized instructional services. We are members of the Benton County Special Education Consortium that provides us SEA and consulting teacher assistance in the area of Special Education academic programming.

Students in Algebra I and geometry will score at or above state proficiency levels in annual mathematics assessments as established by the Arkansas State Department of Education.

Explanation of Progress:

| | |
|-----------|--|
| 2011-2012 | Achieving Literacy/Needs Improvement Math/Needs Improvement Graduation Rate/Needs Improvement School |
| 2012-2013 | Achieving Literacy/Needs Improvement Math/Needs Improvement Graduation Rate/Needs Improvement School |
| 2011-2012 | Algebra I: We outperformed the State average (92% to 79%). Geometry: We outperformed the State average (89% to 75%). |
| 2012-2013 | Algebra I: We did not outperform the State average (74% to 77%). Geometry: We outperformed the State average (90% to 72%). |
| 2011-2012 | ESEA AMO Performance – Math: Did not exceed Combined (Algebra I/Geometry) 90.63% to expected 92.44%. Exceeded TAGG (Algebra I/Geometry) 88.78% to expected 88.54%. |
| 2012-2013 | ESEA AMO Performance – Math: Did not exceed Combined (Algebra I/Geometry) 81.63% to expected 93.13%. Did not exceed TAGG (Algebra I/Geometry) 82.93% to expected 89.58%. |

During the 2012-2013 school year the high school Algebra I teacher died unexpectedly in February. This was a shock to our students, staff, and school community. We were able to hire a certified math teacher to complete the school year. However, we believe the dramatic change in teachers and the emotional loss of the teacher had an adverse impact on our 9th grade Algebra I students. For the 2013-2014 school year we are double blocking students in Algebra I and Geometry who are demonstrating deficit areas. We began implementing the Measures of Academic Progress (MAP) assessments in the 2012-2013 school year so that we can identify those students who are experiencing academic difficulty in math concepts. In addition, incoming ninth grade students' Benchmark results from their eighth grade school year are examined to identify strengths and weaknesses. Before and after school tutoring will be available to students who need extra tutoring and assistance. The online Study Island tutoring program will be used to assist students with instructional tutoring. Our ESEA math scores are so high, and our AMO trajectory expectations are so high, that making yearly increases will be a challenge, especially when there is such an emotional impact as the sudden death of a teacher.

Students will score at or above state proficiency levels in annual literacy assessments as established by the Arkansas State Department of Education.

Explanation of Progress:

| | |
|-----------|--|
| 2011-2012 | Literacy: We outperformed the State average (82% to 68%). |
| 2011-2013 | Literacy: We outperformed the State average (91% to 70%). |
| 2011-2012 | ESEA AMO Performance – Literacy: Exceeded Combined 86.05% to expected 75.22%. Exceeded TAGG 73.33% to expected 54.17%. |
| 2012-2013 | ESEA AMO Performance – Literacy: Exceeded Combined 91.30% to expected 77.48%. Exceeded TAGG 80.00% to expected 58.33%. |

Students will score at or above state proficiency levels in biology assessments as established by the Arkansas State Department of Education.

Explanation of Progress:

2011-2012 Biology: We outperformed the State average 80% to 68%.

2012-2013 Biology: We outperformed the State average 81% to 70%. We had the second highest Biology scores in the state.

Alpena School District
LEA # 0501
Boone County

Classified in Fiscal Distress

May 14, 2012

Fiscal Distress Indicators and Additional Concerns:

- A declining balance determined to jeopardize the fiscal integrity of the school district

| District Profile: | 2009-10 | 2010-11 | 2011-12 | 2012-13* |
|---------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Superintendent | James Trammell | James Trammell | James Trammell | James Trammell |
| 4 QTR ADM | 576 | 554 | 541 | 545 |
| Assessment | 26,294,355 | 26,852,310 | 27,939,483 | 28,501,923 |
| Total Mills | 33.60 | 33.60 | 33.60 | 33.60 |
| Total Debt Bond/Non Bond | 1,527,233 | 1,458,904 | 1,563,556 | 1,354,004 |
| Per Pupil Expenditures | 8,599 | 8,893 | 8,905 | 8,368 |
| Personnel-Non-Fed Certified FTE | 50.62 | 59.37 | 47.94 | 42.28 |
| Personnel-Non-Fed Certified Clsrm FTE | 47.62 | 56.37 | 44.94 | 45.30 |
| Avg Salary-Non-Fed Cert FTE | 42,194 | 35,755 | 40,623 | 41,853 |
| Avg Salary-Non-Fed Cert Clsrm FTE | 40,437 | 33,649 | 39,516 | 39,945 |
| Net Legal Balance (Excl Cat & QZAB) | 388,141 | 380,122 | 331,796 | 555,321 |

* Prior to Annual Statistical Report (ASR) publication for 2012-13.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Mrs. Andrea Martin was hired as Superintendent for the 2013-14 school year.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 3.5 licensed FTE through RIF
- Reduced .5 classified FTE through RIF
- Reduced summer maintenance costs
- Monitored transportation supply costs
- Monitored maintenance supply costs

Additional Actions Not Included In The Fiscal Distress Plan:

- Reduce textbook expenditures
- Reduce 6 FTE through attrition and re-alignment
- Utilize SubTeach USA to eliminate district benefit and payroll processing cost
- Implement CitySmart Entergy rebate savings program
- Utilize the tax rebate program on qualifying purchases
- Realign expenditures to utilize categorical and federal funds efficiently

Alpena School District
LEA # 0501
Boone County

Comments:

The District was classified in Fiscal Distress on May 14, 2012. The District began their second full year of fiscal distress on July 1, 2013.

Superintendent James Trammell retired effective June 30, 2013.

Mrs. Andrea Martin was hired as Superintendent for the 2013-14 school year.



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 4, 2013

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mrs. Andrea Martin, Superintendent
Alpena School District
P.O. Box 270
Alpena, Arkansas 72611

Dear Mrs. Martin:

This letter is to certify that the Alpena School District has completed all activities and strategies as outlined in the District's Fiscal Distress Improvement Plan. The District has also complied with all department recommendations and requirements for removal from Fiscal Distress. The District may now petition the State Board for removal from Fiscal Distress status. The petition should be sent to Ms. Hazel Burnett at the address provided below. The petition will be presented to the State Board at the December 9, 2013 meeting. Arkansas Department of Education will recommend the Alpena School District be removed from Fiscal Distress effective December 9, 2013. Please plan to attend this meeting and be prepared to answer any questions the State Board may have concerning your District and its programs.

We congratulate the Alpena School District and encourage continued diligence to sustain this improvement.

Sincerely,

Hazel Burnett, ADE Coordinator
Fiscal Distress Accountability and Reporting
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

HB:ddm

cc: Dr. Tom Kimbrell, Commissioner
Mr. Tony Wood, Deputy Commissioner
Mr. Mike Hernandez, Assistant Commissioner

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

ALPENA PUBLIC SCHOOLS

P.O. Box 270
Alpena, AR 72611

Andrea Martin, Superintendent
Phone: 870-437-2220
Fax: 870-437-2133
amartin@alpena.k12.ar.us

Tony Foster, High School Principal
Phone: 870-437-2228
Fax: 870-437-5638
tfoster@alpena.k12.ar.us

Paula Newton, Elementary Principal
Phone: 870-437-2229
Fax: 870-437-2133
pnewton@alpena.k12.ar.us

Mindi Phillips, Counselor
Phone: 870-437-2228
Fax: 870-437-5638
mphillips@alpena.k12.ar.us

November 5, 2013

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Dear Dr. Kimbrell and the Arkansas State Board of Education,

On behalf of the Alpena School District students, staff, community and its respective Board of Education, I submit this information for your review and consideration and respectfully request that the Alpena School District be removed from Fiscal Distress status.

Upon arrival in the district, I found that the following items were completed in efforts to reach fiscal goals that were agreed upon by the Department and the District at the time of designation:

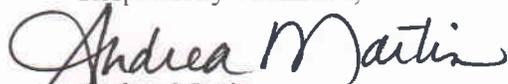
- Reduced operating costs across the board;
- Reduced salary expenditures through attrition, eliminated longevity incentives, reduction in force, elimination of non-required programs and above and beyond standards staff and offerings, re-classification of expenditures to other funding sources and replaced outgoing staff with staff members that were lower on the salary schedules;
- Increased financial oversight.

Since July 1, 2013 under new administrative oversight, our team has made the following additional efforts to address our goals and proudly report the following objectives have been met:

- Reduced previous textbook expenditures by \$80,000;
- By attrition and re-alignment of roles have reduced 6.0 FTE's;
- Recoded expenditures as allowable to other sources;
- Increased FY13 ending balance by \$240,000;
- Prepared a FY14 budget this is sustainable, with a projected ending balance of \$950,000
- Utilize SubTeachUSA to eliminate district benefit and payroll processing cost;
- Implement CitySmart Entergy rebate savings program;
- Track and submit tax rebate program on qualifying purchases;
- Ongoing analysis of maintenance, food service and supply costs;
- Ongoing strict financial oversight by all staff.

We are extremely grateful for the guidance and support of the Fiscal Distress Unit as well as the Office of Intensive Support and we are appreciative of the ongoing resources available for sustainability. We acknowledge that without these supports we would not be at the point we are today with this request.

Respectfully Submitted,



Andrea Martin
Superintendent

**Arkansas Department of Education
Alpena School District
Unrestricted Funds Report**

| FY14 as of October 31, 2013 | | | |
|------------------------------|----------------|---------------------|------------------------------|
| Beginning Balance | | | Ending Balance |
| <u>7/1/2013</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>10/31/2013</u> |
| 550,946 | 1,044,974 | 739,722 | 856,198 |
| FY14 Budget | | | |
| Beginning Balance | | | Projected Balance |
| <u>7/1/2013</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2014</u> |
| 550,946 | 3,836,598 | 3,440,406 | 947,137 |
| FY13 | | | |
| Beginning Balance | | | Ending Balance |
| <u>7/1/2012</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2013</u> |
| 331,796 | 3,919,424 | 3,700,274 | 550,946 |
| FY12 | | | |
| Beginning Balance | | | Ending Balance |
| <u>7/1/2011</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2012</u> |
| 380,122 | 3,797,598 | 3,845,924 | 331,796 |

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

**Arkansas Department of Education
Alpena School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|---------|---------|-------------|-------------------------|--------------------------------------|
| 11110 | PROPERTY TAXES-CURRENT | 506,108 | 547,631 | 568,754 | 250,560 | 318,195 |
| 11115 | PROPERTY SALES TAX RELIEF | 0 | 0 | 0 | 0 | 0 |
| 11120 | PROPERTY TAX-40% BY 6/30 | 257,159 | 281,950 | 282,000 | 0 | 282,000 |
| 11125 | PROP TAX RELIEF TAX 40% | 0 | 0 | 0 | 0 | 0 |
| 11140 | PROPERTY TAX-DELINQUENT | 15,424 | 48,912 | 49,000 | 2,678 | 46,322 |
| 11150 | EXCESS COMMISSION | 20,799 | 26,216 | 26,225 | 210 | 26,015 |
| 11160 | LAND REDEMP-IN STATE SALE | 15,687 | 4,625 | 4,650 | 7,175 | (2,525) |
| 11400 | PENALTIES/INTEREST ON TAX | 620 | 209 | 210 | 0 | 210 |
| 11500 | INT UNAPPORTION PROP TAX | 0 | 0 | 0 | 0 | 0 |
| 12800 | PAYMENT IN LIEU OF TAXES | 0 | 0 | 0 | 0 | 0 |
| 15100 | INTEREST ON INVESTMENTS | 11,548 | 10,450 | 10,500 | 2,940 | 7,560 |
| 16000 | FOOD SERVICE | 0 | 0 | 0 | 0 | 0 |
| 16110 | SCHOOL LUNCH PROGRAM | 0 | 0 | 0 | 0 | 0 |
| 16200 | DAILY SALES-NON-REIMBURS | 0 | 0 | 0 | 0 | 0 |
| 16215 | A LA CARTE INCOME | 0 | 0 | 0 | 0 | 0 |
| 16220 | ADULT | 0 | 0 | 0 | 0 | 0 |
| 16300 | SPECIAL FUNCTIONS | 0 | 0 | 0 | 0 | 0 |
| 16400 | PERFORMANCE BASED-\$.06 | 0 | 0 | 0 | 0 | 0 |
| 16900 | OTHER FOOD SVS REVENUE | 0 | 0 | 0 | 0 | 0 |
| 16910 | PEPSI/COKE FUND | 0 | 0 | 0 | 0 | 0 |
| 17100 | ADMISSIONS | 0 | 0 | 0 | 0 | 0 |
| 17110 | ATHLETICS | 0 | 0 | 0 | 0 | 0 |
| 17120 | OTHER SCH SPONSORED EVENT | 0 | 0 | 0 | 0 | 0 |
| 17130 | STDNT ORG-EVENTS & ACTIV | 0 | 0 | 0 | 0 | 0 |
| 17200 | SALES | 0 | 0 | 0 | 0 | 0 |
| 17210 | SCH SPNSRD-PICTURES,ETC | 0 | 0 | 0 | 0 | 0 |
| 17220 | STDNT SPON SALES-IE CANDY | 0 | 0 | 0 | 0 | 0 |
| 17300 | ORG MEMBERSHIP DUES/FEES | 0 | 0 | 0 | 0 | 0 |
| 17310 | STNDT ORG MEMBERSHIP DUES | 0 | 0 | 0 | 0 | 0 |
| 17500 | CONTRACTED SERVICES | 0 | 0 | 0 | 0 | 0 |
| 17510 | ATHLETIC GUARANTEES | 0 | 0 | 0 | 0 | 0 |
| 17590 | OTHER CONTRACTED SERVICES | 0 | 0 | 0 | 0 | 0 |
| 17900 | OTHER STDNT ACTIVITY REV | 0 | 0 | 0 | 0 | 0 |
| 18100 | ATHLETIC | 0 | 0 | 0 | 0 | 0 |
| 18900 | OTHER COMMUNITY SVS ACT | 0 | 0 | 0 | 0 | 0 |
| 19000 | OTHER REV-LOCAL SOURCES | 0 | 0 | 0 | 0 | 0 |
| 19130 | LEA BUILDGS & FACILITIES | 3,575 | 3,900 | 3,900 | 1,300 | 2,600 |

**Arkansas Department of Education
Alpena School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|-----------|-----------|-------------|-------------------------|--------------------------------------|
| 19140 | REQUIPMENT & VEHICLES | 0 | 0 | 0 | 0 | 0 |
| 19200 | PRIVATE CONTRIBUTIONS | 0 | 0 | 0 | 0 | 0 |
| 19300 | SALES OF SUPPLIES & MATER | 0 | 0 | 0 | 0 | 0 |
| 19400 | TEXTBOOK SALES & RENTALS | 0 | 0 | 0 | 0 | 0 |
| 19410 | SECONDARY SALES | 0 | 0 | 0 | 0 | 0 |
| 19430 | SECONDARY RENTALS | 0 | 0 | 0 | 0 | 0 |
| 19450 | ELEMENTARY SALES | 0 | 0 | 0 | 0 | 0 |
| 19490 | OTHER SALES/RENTALS | 0 | 0 | 0 | 0 | 0 |
| 19800 | REFUNDS OF PRIOR YR EXPEN | 0 | 500 | 200 | 0 | 200 |
| 19900 | MISC REV FR LOCAL SOURCES | 7,250 | 19,773 | 18,475 | 1,228 | 17,247 |
| 21100 | CNTY GENERAL APPORTIONMNT | 0 | 0 | 0 | 0 | 0 |
| 21200 | SEVERANCE TAX | 91 | 112 | 112 | 0 | 112 |
| 21900 | OTHER REV FR COUNTY | 25,535 | 1,270 | 0 | 0 | 0 |
| 28000 | PAYMENT IN LIEU OF TAXES | 0 | 0 | 0 | 0 | 0 |
| 31100 | STATE EQUALIZATION AID | 0 | 0 | 0 | 0 | 0 |
| 31101 | FOUNDATION FUNDING | 2,747,738 | 2,722,600 | 2,810,369 | 766,464 | 2,043,905 |
| 31102 | ENHANCED EDUCATIONAL FUND | 0 | 0 | 0 | 0 | 0 |
| 31103 | 98% TAX COLL GUARANTEE | 17,384 | 21,895 | 0 | 0 | 0 |
| 31400 | TRANSPORTATION AID | 4,001 | 0 | 0 | 0 | 0 |
| 31450 | STUDENT GROWTH FUNDING | 0 | 0 | 0 | 0 | 0 |
| 31460 | DECLINING ENROLLMENT | 76,093 | 33,340 | 0 | 0 | 0 |
| 31620 | SUPP MILLAGE INCENTIVE | 14,739 | 11,054 | 7,370 | 3,685 | 3,685 |
| 32215 | ALTERNATIVE ED GRANT | 0 | 0 | 0 | 0 | 0 |
| 32219 | EISENHOWER MATH/SCIENCE | 0 | 0 | 0 | 0 | 0 |
| 32232 | | 0 | 0 | 0 | 0 | 0 |
| 32235 | TECHNOLOGY IMPRVMT GRANT | 0 | 0 | 0 | 0 | 0 |
| 32250 | PROF QUAL ENHANC IND PROG | 0 | 1,994 | 6,000 | 0 | 6,000 |
| 32256 | PROFESSIONAL DEVELOPMENT | 0 | 0 | 0 | 0 | 0 |
| 32310 | HAND CHILD-SUPV/EXTEND YR | 2,288 | 2,266 | 2,300 | 0 | 2,300 |
| 32340 | HAND-RESIDENT TREATMENT | 0 | 0 | 0 | 0 | 0 |
| 32355 | EARLY CHILD PILOT PARENT | 48,548 | 31,476 | 29,213 | 0 | 29,213 |
| 32361 | GT ADVANCE PLACEMENT | 850 | 700 | 650 | 400 | 250 |
| 32370 | ALTERNATIVE LEARNING ENV | 0 | 0 | 0 | 0 | 0 |
| 32371 | ENGLISH LANGUAGE LEARNERS | 0 | 0 | 0 | 0 | 0 |
| 32381 | NATIONAL SCHOOL LUNCH ACT | 0 | 0 | 0 | 0 | 0 |
| 32415 | SEC VOC AREA CENTER FUND | 0 | 0 | 0 | 0 | 0 |
| 32420 | VOC CAPITAL EQUIP GRANT | 0 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Alpena School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|--------|--------|-------------|-------------------------|--------------------------------------|
| 32491 | WORKFORCE EDUCATION AID | 0 | 0 | 0 | 0 | 0 |
| 32520 | MATCHING (STATE) | 0 | 0 | 0 | 0 | 0 |
| 32910 | WORKER'S COMP INSURANCE | 0 | 0 | 0 | 0 | 0 |
| 32912 | GEN FAC FUND | 5,423 | 4,067 | 2,712 | 1,356 | 1,356 |
| 32913 | GROWTH FUNDING | 0 | 0 | 0 | 0 | 0 |
| 32915 | DEBT SERVICE SUPPLEMENT | 14,624 | 13,218 | 13,958 | 6,979 | 6,979 |
| 32921 | ACADEMIC FACILITIES REPAI | 0 | 0 | 0 | 0 | 0 |
| 32923 | ACAD FAC TRANSITIONAL PRO | 0 | 0 | 0 | 0 | 0 |
| 32924 | ACAD FAC PARTNERSHIP PROG | 0 | 0 | 0 | 0 | 0 |
| 32990 | GRANTS/AIDE FROM STATE | 0 | 0 | 0 | 0 | 0 |
| 41200 | WILDLIFE REFUGE | 0 | 0 | 0 | 0 | 0 |
| 41300 | REV IN LIEU OF TAXES | 0 | 0 | 0 | 0 | 0 |
| 42100 | FOREST RESERVE | 0 | 0 | 0 | 0 | 0 |
| 42200 | FLOOD CONTROL | 0 | 0 | 0 | 0 | 0 |
| 42300 | MINERAL LEASES | 0 | 0 | 0 | 0 | 0 |
| 42400 | FEDERAL GRAZING | 0 | 0 | 0 | 0 | 0 |
| 42500 | IMPACT AID | 0 | 0 | 0 | 0 | 0 |
| 43923 | FEMA-ARK WINTER STORM | 0 | 0 | 0 | 0 | 0 |
| 43974 | FRESH FRUIT/VEG COMMODITI | 0 | 0 | 0 | 0 | 0 |
| 45110 | ESEA CH1 COMP(R) 100-297 | 0 | 0 | 0 | 0 | 0 |
| 45119 | ARRA TITLE 1-PART A | 0 | 0 | 0 | 0 | 0 |
| 45124 | ESEA-STABILIZATION-ARRA | 0 | 0 | 0 | 0 | 0 |
| 45129 | TITLE 1/ED JOBS FUND ARRA | 0 | 0 | 0 | 0 | 0 |
| 45130 | ESEA CH2 ELEM/SEC ED ACT | 0 | 0 | 0 | 0 | 0 |
| 45132 | TITLE VI CLSROOM REDUCT | 0 | 0 | 0 | 0 | 0 |
| 45136 | TITLE II-A | 0 | 0 | 0 | 0 | 0 |
| 45318 | VOC-SUPP GRNTS-IMPROV ACT | 0 | 0 | 0 | 0 | 0 |
| 45325 | EDUCATIONAL TECHNOLOGY | 0 | 0 | 0 | 0 | 0 |
| 45326 | EDUCATION TECH GRANT | 0 | 0 | 0 | 0 | 0 |
| 45500 | SCHOOL FOOD SERVICE | 0 | 0 | 0 | 0 | 0 |
| 45510 | SL 4 LUNCHES-TYPE A | 0 | 0 | 0 | 0 | 0 |
| 45512 | TYPE A LUNCHES | 0 | 0 | 0 | 0 | 0 |
| 45520 | SL 11 LUNCH-FREE/REDUCED | 0 | 0 | 0 | 0 | 0 |
| 45522 | FREE,RED. & PD BREAKFASTS | 0 | 0 | 0 | 0 | 0 |
| 45561 | REGULAR COMMODITIES | 0 | 0 | 0 | 0 | 0 |
| 45562 | FRESH FRUITS/VEG | 0 | 0 | 0 | 0 | 0 |
| 45590 | OTHER FOOD SERVICE REVENU | 0 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Alpena School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|----------------------|---------------------------|------------------|------------------|------------------|-------------------------|--------------------------------------|
| 45613 | VIB PASSTHROUGH FUNDING | 0 | 0 | 0 | 0 | 0 |
| 45621 | ARRA-IDEA | 0 | 0 | 0 | 0 | 0 |
| 45650 | EARLY CHILD TEACH RESEARC | 0 | 0 | 0 | 0 | 0 |
| 45660 | EARLY CHILD TEAC-SUPP/MAT | 0 | 0 | 0 | 0 | 0 |
| 45670 | STATE IMPROV GRANT | 0 | 0 | 0 | 0 | 0 |
| 45802 | ARRA-MODERNIZATION-STABIL | 0 | 0 | 0 | 0 | 0 |
| 45910 | MEDICARE CATASTROPHIC COV | 0 | 0 | 0 | 0 | 0 |
| 45913 | ARMAC | 0 | 0 | 0 | 0 | 0 |
| 45916 | MEDICAID-PERSONAL CARE | 0 | 0 | 0 | 0 | 0 |
| 45917 | MEDICAID-VISION/HEARING | 0 | 0 | 0 | 0 | 0 |
| 45925 | IMP TCH TITLE II A | 0 | 0 | 0 | 0 | 0 |
| 45970 | DRUG ABUSE PREVENTION | 0 | 0 | 0 | 0 | 0 |
| 45971 | DRUG FREE SCHOOLS GRANT | 0 | 0 | 0 | 0 | 0 |
| 45975 | REAP GRANT | 0 | 0 | 0 | 0 | 0 |
| 48000 | PAYMENT IN LIEU OF TAXES | 0 | 0 | 0 | 0 | 0 |
| 51100 | BONDED INDEBTEDNESS | 0 | 0 | 0 | 0 | 0 |
| 51500 | INSTALLMNT/LEASE PURCHASE | 0 | 0 | 0 | 0 | 0 |
| 51800 | REFUNDING BONDS | 0 | 0 | 0 | 0 | 0 |
| 52300 | TRANS FROM BUILDING FUND | 0 | 120,588 | 0 | 0 | 0 |
| 52600 | TRANS FROM FEDERAL GRANTS | 0 | 0 | 0 | 0 | 0 |
| 52700 | TRANS FROM STUDENT ACTVTY | 0 | 0 | 0 | 0 | 0 |
| 52800 | TRANS FROM FOOD SERVICE | 2,114 | 10,677 | 0 | 0 | 0 |
| 53100 | SALE OF EQUIPMENT | 0 | 0 | 0 | 0 | 0 |
| Total Revenue | | 3,797,598 | 3,919,424 | 3,836,598 | 1,044,974 | 2,791,623 |

Arkansas Department of Education
Alpena School District
Unrestricted Funds Expenditure Report

General Operating Funds:

1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------------------------------------|---------------------------|------------------|------------------|------------------|-------------------------|--------------------------------------|
| 61110 | CERT SALARY | 1,846,098 | 1,801,394 | 1,701,549 | 322,587 | 1,378,963 |
| 61120 | CLS SALARY | 519,444 | 471,289 | 426,246 | 109,822 | 316,424 |
| 61210 | TEMP-CERTIFIED | 0 | 2,000 | 6,000 | 0 | 6,000 |
| 61220 | TEMP-CLASSIFIED | 0 | 0 | 0 | 0 | 0 |
| 61300 | OVERTIME | 0 | 0 | 0 | 0 | 0 |
| 61510 | BONUSES-CERTIFIED | 0 | 0 | 0 | 0 | 0 |
| 61520 | BONUSES-CLASSIFIED | 0 | 0 | 0 | 0 | 0 |
| 61710 | CERT SUBSTITUTES | 39,237 | 45,112 | 3,000 | 3,843 | (843) |
| 61720 | CLS SUBSTITUTES | 7,213 | 7,568 | 4,354 | 2,393 | 1,962 |
| 61810 | CERT UNUSED SICK | 0 | 4,740 | 500 | 0 | 500 |
| 61820 | CLS UNUSED SICK LEAVE | 0 | 1,229 | 500 | 0 | 500 |
| 61840 | CLASSIFIED-UNUSED VAC | 0 | 0 | 3,292 | 3,292 | 1 |
| 61961 | VACATION PAY CLS | 0 | 2,559 | 0 | 0 | 0 |
| 62110 | CERT GROUP INS | 10,038 | 8,782 | 9,072 | 1,628 | 7,444 |
| 62120 | CLS GROUP INS | 335 | 90 | 108 | 18 | 90 |
| 62200 | CLS SOC SEC | 0 | 0 | 0 | 0 | 0 |
| 62210 | CERT SOC SEC | 110,375 | 108,632 | 108,460 | 19,354 | 89,106 |
| 62220 | CLS SOC SEC | 28,575 | 25,752 | 25,493 | 6,050 | 19,443 |
| 62260 | CERT MEDICARE | 25,814 | 25,406 | 25,414 | 4,526 | 20,888 |
| 62270 | CLS MEDICARE | 6,683 | 6,023 | 6,026 | 1,415 | 4,611 |
| 62310 | CERT TCH RET-MATCHING | 266,459 | 261,022 | 252,407 | 47,161 | 205,246 |
| 62320 | CLS TCH RET - MATCHING | 69,672 | 64,420 | 56,653 | 14,433 | 42,220 |
| 62510 | CERT UNEMPLOY COMP | 98 | 12,208 | 5,000 | 336 | 4,665 |
| 62520 | CLS UNEMPLOY COMP | 45 | 0 | 0 | 0 | 0 |
| 62610 | CERT WKR'S COMP | 6,225 | 6,120 | 6,141 | 0 | 6,141 |
| 62620 | CLS WKR'S COMP | 3,295 | 2,759 | 2,760 | 0 | 2,760 |
| 62710 | CERT HEALTH BENEFITS | 54,262 | 56,500 | 67,262 | 11,917 | 55,345 |
| 62720 | CLS HEALTH BENEFITS | 26,095 | 24,452 | 27,448 | 5,873 | 21,575 |
| 62800 | PUB.RET-MATCHING | 0 | 0 | 0 | 0 | 0 |
| 62820 | CLS PUB RET MATCHING | 302 | 453 | 453 | 79 | 373 |
| 62910 | OTHER BENEFITS-CERTIFIED | 0 | 0 | 0 | 0 | 0 |
| 62920 | OTHER BENEFITS-CLASSIFIED | 0 | 0 | 0 | 0 | 0 |
| Salaries & Benefits Totals | | 3,020,263 | 2,938,510 | 2,738,138 | 554,726 | 2,183,412 |
| 63000 | PURC SVS-PROF & TECHNICAL | 0 | 0 | 0 | 0 | 0 |
| 63100 | OFFICIAL/ADMINISTRATIVE | 0 | 0 | 0 | 0 | 0 |
| 63110 | STAFF SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63130 | BOARD OF ED SERVICES | 65 | 1,032 | 2,100 | 925 | 1,175 |
| 63180 | SCH BRD ELEC | 0 | 0 | 0 | 0 | 0 |

Arkansas Department of Education
Alpena School District
Unrestricted Funds Expenditure Report

General Operating Funds:

1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|----------|--------|-------------|-------------------------|--------------------------------------|
| 63200 | PROFESSIONAL-EDUCATIONAL | 0 | 0 | 0 | 0 | 0 |
| 63210 | INSTRUCTIONAL | (12,435) | 795 | 10,212 | 154 | 10,058 |
| 63220 | SUB TEACHER-PURCHASE SERV | 0 | 0 | 51,440 | 169 | 51,271 |
| 63230 | CONSULTING-EDUCATIONAL | 0 | 0 | 0 | 0 | 0 |
| 63240 | STUDENT ASSESSMENT | 0 | 0 | 0 | 0 | 0 |
| 63300 | OTHER PROFESSIONAL | 0 | 0 | 0 | 0 | 0 |
| 63310 | PUPIL SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63320 | CLS PROF DEVELOPMENT | 983 | 265 | 400 | 0 | 400 |
| 63330 | ACCOUNTING | 0 | 0 | 0 | 0 | 0 |
| 63350 | MEDICAL SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63370 | ARCHITECTURAL | 0 | 0 | 0 | 0 | 0 |
| 63410 | DATA PROCESSING SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63441 | LEGAL LIT-DEFENSE OF DIST | 7,285 | 8,543 | 9,000 | 0 | 9,000 |
| 63450 | MEDICAL | 152 | 390 | 400 | 508 | (108) |
| 63470 | ARCHITECTURAL | 0 | 0 | 0 | 0 | 0 |
| 63490 | OTHER PROFESSIONAL SERV | 0 | 0 | 0 | 0 | 0 |
| 63530 | SOFTWARE-MAINT & SUPPORT | 349 | 2,492 | 2,500 | 63 | 2,437 |
| 63590 | OTHER TECH SERV | 5,208 | 5,442 | 6,100 | 5,743 | 357 |
| 63900 | OTHER PURC PROF/TECH SVS | 12,144 | 11,600 | 15,674 | 4,159 | 11,515 |
| 63910 | PURCH PROF & TECH SERVICE | 0 | 0 | 0 | 0 | 0 |
| 64100 | UTILITY SERVICES | 0 | 0 | 0 | 0 | 0 |
| 64110 | WATER/SEWER | 5,841 | 5,410 | 5,415 | 1,468 | 3,947 |
| 64210 | DISPOSAL/SANATATION | 7,174 | 12,266 | 11,300 | 3,623 | 7,677 |
| 64220 | SUB TEACH CLS | 0 | 0 | 0 | 0 | 0 |
| 64230 | CUSTODIAL | 3,356 | 0 | 0 | 0 | 0 |
| 64240 | LAWN CARE | 0 | 56 | 0 | 0 | 0 |
| 64310 | NON TECH REPAIRS/MAINT | 38,224 | 6,383 | 14,523 | 8,041 | 6,482 |
| 64320 | TECH REPAIR/MAINTENANCE | 8,408 | 2,830 | 1,975 | 707 | 1,268 |
| 64410 | LAND & BLDGS | 0 | 0 | 0 | 0 | 0 |
| 64420 | RENTAL EQUIP/VEHIC | 2,116 | 2,255 | 2,300 | 560 | 1,740 |
| 64500 | CONSTRUCTION SERVICES | 6,957 | 0 | 0 | 0 | 0 |
| 64900 | OTHER PURC PROPERTY SVS | 123,752 | 6,943 | 6,950 | 300 | 6,650 |
| 65000 | OTHR PURCH.SERVICES | 0 | 0 | 0 | 0 | 0 |
| 65190 | FROM OTHER SOURCES | 0 | 0 | 0 | 0 | 0 |
| 65210 | PROPERTY INSURANCE | 21,314 | 21,943 | 25,474 | 25,474 | 0 |
| 65240 | FLEET INSURANCE | 4,217 | 4,528 | 4,550 | 4,253 | 297 |
| 65250 | ACCIDENT INS FOR STUDENTS | 0 | 0 | 0 | 0 | 0 |
| 65290 | OTHER INSURANCE | 4,563 | 4,375 | 4,450 | 50 | 4,400 |
| 65310 | TELEPHONE | 3,065 | 2,246 | 2,575 | 765 | 1,810 |

Arkansas Department of Education
Alpena School District
Unrestricted Funds Expenditure Report

General Operating Funds:

1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|---------|---------|-------------|-------------------------|--------------------------------------|
| 65320 | POSTAGE | 3,232 | 3,305 | 3,305 | 1,283 | 2,022 |
| 65400 | ADVERTISING | 637 | 424 | 450 | 49 | 401 |
| 65610 | TO LEA'S WITHIN STATE | 0 | 0 | 0 | 0 | 0 |
| 65800 | TRAVEL | 0 | 0 | 0 | 0 | 0 |
| 65810 | TRVL-CERT-IN DISTRICT | 3,100 | 1,824 | 2,800 | 476 | 2,324 |
| 65820 | TRVL-CLS IN DISTRICT | 1,194 | 1,605 | 2,375 | 253 | 2,122 |
| 65830 | TRVL CERT-OUT DISTRICT | 0 | 0 | 0 | 0 | 0 |
| 65840 | TRVL CLS OUT DISTRICT | 0 | 0 | 0 | 0 | 0 |
| 65850 | TRVL CERT OUT STATE | 0 | 0 | 0 | 0 | 0 |
| 65860 | TRVL CLS OUT STATE | 0 | 0 | 0 | 0 | 0 |
| 65870 | TRAVEL-NON-EMPLOYEE | 1,224 | 521 | 650 | 0 | 650 |
| 65880 | OTHER PUR SERV-TRAVEL | 2,985 | 2,190 | 2,650 | 47 | 2,603 |
| 65890 | LODGING | 13,771 | 8,326 | 10,300 | 386 | 9,914 |
| 65900 | MISC PURC SVS | 1,800 | 0 | 0 | 0 | 0 |
| 65910 | SVS PURCH-LEA WITHIN STAT | 0 | 0 | 0 | 0 | 0 |
| 65920 | PURCH LEA OUTSIDE STATE | 0 | 0 | 0 | 0 | 0 |
| 66100 | GEN SUPPLIES | 108,485 | 106,153 | 153,843 | 55,800 | 98,043 |
| 66107 | LOW VALUE EQUIPMENT | 0 | 0 | 0 | 0 | 0 |
| 66210 | NAT.GAS | 25,348 | 33,565 | 36,075 | 1,139 | 34,936 |
| 66220 | ELECTRICITY | 61,016 | 61,524 | 64,050 | 20,290 | 43,760 |
| 66240 | OIL | 0 | 0 | 0 | 0 | 0 |
| 66260 | GASOLINE/DIESEL | 43,990 | 50,235 | 50,675 | 10,310 | 40,365 |
| 66290 | OTHER | 0 | 0 | 0 | 0 | 0 |
| 66300 | FOOD | 0 | 0 | 0 | 0 | 0 |
| 66310 | PROF DEVELOPMENT | 0 | 0 | 0 | 0 | 0 |
| 66410 | TEXTBOOKS | 16,321 | 86,251 | 107 | 107 | 0 |
| 66420 | LIBRARY BOOKS | 17 | 0 | 0 | 0 | 0 |
| 66430 | PERIODICALS | 687 | 457 | 550 | 0 | 550 |
| 66440 | AUDIOVISUAL MATERIALS | 1,905 | 0 | 0 | 0 | 0 |
| 66500 | TECHN SUPPLIES | 0 | 0 | 0 | 0 | 0 |
| 66510 | SOFTWARE | 0 | 0 | 0 | 0 | 0 |
| 66520 | OTHER | 0 | 0 | 0 | 0 | 0 |
| 66600 | BUILDING MATERIALS | 0 | 0 | 0 | 0 | 0 |
| 66810 | FEES | 0 | 0 | 0 | 0 | 0 |
| 66900 | OTHER SUPPLIES & MATERIAL | 9,032 | 8,117 | 8,800 | 2,175 | 6,625 |
| 66910 | TIRES | 0 | 0 | 0 | 0 | 0 |
| 66920 | PARTS | 0 | 0 | 0 | 0 | 0 |
| 67100 | LAND & IMPROVEMENTS | 75 | 0 | 0 | 0 | 0 |
| 67200 | BUILDINGS | 0 | 0 | 0 | 0 | 0 |

Arkansas Department of Education
Alpena School District
Unrestricted Funds Expenditure Report

General Operating Funds:

1000|1001|1232|1246|1265|2000|2001|2099|2101|2215|2217|2218|2219|2222|2232|2235|2240|2246|2255|2265|2271|2295|2390|2392|2393|2394|2395|2780|4000

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|-----------------------------------|---------------------------|------------------|------------------|------------------|-------------------------|--------------------------------------|
| 67300 | EQUIPMENT | 0 | 0 | 0 | 0 | 0 |
| 67310 | MACHINERY | 0 | 0 | 0 | 0 | 0 |
| 67320 | VEHICLES | 59,900 | 0 | 30,000 | 0 | 30,000 |
| 67330 | FURNITURE & FIXTURES | 0 | 0 | 0 | 0 | 0 |
| 67340 | TECHNOLOGY RELATED HARDWA | 5,002 | 0 | 0 | 0 | 0 |
| 67350 | TECHNOLOGY SOFTWARE | 0 | 0 | 0 | 0 | 0 |
| 67390 | OTHER EQUIPMENT | 61,894 | 0 | 0 | 0 | 0 |
| 67500 | TECHN EQUIP | 0 | 0 | 0 | 0 | 0 |
| 67900 | DEPRECIATION | 0 | 0 | 0 | 0 | 0 |
| 68100 | DUES AND FEES | 12,102 | 13,856 | 14,855 | 6,552 | 8,303 |
| 68300 | INTEREST | 38,560 | 47,393 | 44,754 | 15,446 | 29,309 |
| 68830 | PROPERTY TAX | 0 | 0 | 0 | 0 | 0 |
| 68900 | MISC EXPENDITURES | 0 | 0 | 0 | 17 | (17) |
| 68999 | ALLOCATED CHARGES | 0 | 0 | 0 | 0 | 0 |
| 69100 | REDEMPTION OF PRINCIPAL | 78,472 | 209,553 | 94,449 | 13,706 | 80,743 |
| 69330 | TO BUILDING FUND | 30,062 | 15,991 | 4,243 | 0 | 4,243 |
| 69360 | TO FEDERAL GRANTS FUND | 0 | 0 | 0 | 0 | 0 |
| 69370 | TO STUDENT ACTIVITY FUND | 0 | 0 | 0 | 0 | 0 |
| 69380 | TO FOOD SERVICE FUND | 2,114 | 10,677 | 0 | 0 | 0 |
| 69400 | OVERPAYMT ADD BASE FUND | 0 | 0 | 0 | 0 | 0 |
| 69500 | TRANSITS | 0 | 0 | 0 | 0 | 0 |
| Other Expenditure Totals | | 825,661 | 761,764 | 702,268 | 184,997 | 517,272 |
| Overall Expenditure Totals | | 3,845,924 | 3,700,274 | 3,440,406 | 739,722 | 2,700,684 |

Brinkley School District
LEA # 4801
Monroe County

Classified in Fiscal Distress

April 9, 2012

Fiscal Distress Indicators and Additional Concerns:

- A declining balance determined to jeopardize the fiscal integrity of the school district

| District Profile: | 2009-10 | 2010-11 | 2011-12 | 2012-13* |
|---------------------------------------|-----------------------|-------------------|----------------------|----------------------|
| Superintendent | Betty McGruder | James Best | Arthur Tucker | Arthur Tucker |
| 4 QTR ADM | 687 | 632 | 647 | 576 |
| Assessment | 58,835,471 | 56,271,493 | 63,315,383 | 67,424,106 |
| Total Mills | 35.90 | 35.90 | 35.90 | 35.90 |
| Total Debt Bond/Non Bond | 1,745,000 | 1,670,000 | 1,680,939 | 1,666,960 |
| Per Pupil Expenditures | 12,221 | 12,552 | 11,619 | 10,710 |
| Personnel-Non-Fed Certified FTE | 71.99 | 69.09 | 59.03 | 57.73 |
| Personnel-Non-Fed Certified Clsrm FTE | 65.36 | 62.52 | 52.57 | 52.27 |
| Avg Salary-Non-Fed Cert FTE | 43,838 | 44,131 | 41,127 | 44,005 |
| Avg Salary-Non-Fed Cert Clsrm FTE | 42,247 | 42,312 | 38,787 | 41,889 |
| Net Legal Balance (Excl Cat & QZAB) | 696,762 | 431,626 | 537,879 | 745,335 |

* Prior to Annual Statistical Report (ASR) publication for 2012-13.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 5 licensed employees through RIF and attrition
- Reduced 7 classified employees through RIF and attrition
- Eliminated vision insurance benefit
- Eliminated long term disability benefit
- Reduced extended day contracts for personnel
- Reduced athletic expenditures

Additional Actions Not Included in Plan:

- Realign expenditures to utilize categorical and federal funds efficiently
- Monitor purchase requests
- Monitor non-instructional transportation costs

Brinkley School District
LEA # 4801
Monroe County

Comments:

The District was classified in Fiscal Distress on April 9, 2012. The District began their second full year of fiscal distress on July 1, 2013.



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 4, 2013

**State Board
of Education**

Brenda Guilett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Dr. Arthur Tucker, Superintendent
Brinkley School District
200 Tiger Drive
Brinkley, Arkansas 72021

Dear Dr. Tucker:

This letter is to certify that the Brinkley School District has completed all activities and strategies as outlined in the District's Fiscal Distress Improvement Plan. The District has also complied with all department recommendations and requirements for removal from Fiscal Distress. The District may now petition the State Board for removal from Fiscal Distress status. The petition should be sent to Ms. Hazel Burnett at the address provided below. The petition will be presented to the State Board at the December 9, 2013 meeting. Arkansas Department of Education will recommend the Brinkley School District be removed from Fiscal Distress effective December 9, 2013. Please plan to attend this meeting and be prepared to answer any questions the State Board may have concerning your District and its programs.

We congratulate the Brinkley School District and encourage continued diligence to sustain this improvement.

Sincerely,

A handwritten signature in cursive script that reads "Hazel Burnett".

Hazel Burnett, ADE Coordinator
Fiscal Distress Accountability and Reporting
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

HB:ddm

cc: Dr. Tom Kimbrell, Commissioner
Mr. Tony Wood, Deputy Commissioner
Mr. Mike Hernandez, Assistant Commissioner

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org



Brinkley Public Schools

Member North-Central Association
200 Tiger Drive
Brinkley, Arkansas 72021

Arthur Tucker, Ed. D.
Superintendent

Phone: 870-734-5000
Fax: 870-734-5187

November 7, 2013

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
4 State Capitol Mall, Room 304-A
Little Rock, AR 72201-1019

Dr. Kimbrell and Arkansas State Board of Education:

On behalf of the Board of Directors, faculty, staff, and administration of the Brinkley School District, I submit this letter to request the removal of the Brinkley School District from the "Fiscal Distress List" of the Arkansas Department of Education.

I want to thank you for your leadership in education as Commissioner and thank Ms. Hazel Burnett and her staff (Scott McRae, Andrea Jobe, and Mindy Looney) for their help and leadership in guiding us through this process and helping us to chart the course for consistent financial stability for the District.

The Board of Directors hired me as Superintendent of the Brinkley School in July of 2011. Less than thirty (30) days on the job, I received a call from Ms. Burnett explaining that the District was in jeopardy of being placed in fiscal distress. The District was placed on the Fiscal Distress List in March of 2012. Because of that designation, the following are actions the District has taken to address this situation.

- Reduction in athletic spending
- Reduction in certified and classified by attrition and reduction in force policy
- Discontinued premiums for vision insurance
- Discontinued premiums for long term disability insurance
- Reduced days for extended contract personnel
- Review purchases in terms of needs as opposed to wants
- Combined instructional support programs
- Increased legal balance for last two years
- Projected increase in ending balance for 2013/2014 school year

Again, thank you and the Arkansas Department of Education personnel for the level of support provided to the District during this process and your consideration for removing the Brinkley School District from the Fiscal Distress List.

Respectfully,

Arthur Tucker

Arthur Tucker, Ed. D.
Superintendent of Schools
Brinkley Public Schools

cc: Hazel Burnett

**Arkansas Department of Education
Brinkley School District
Unrestricted Funds Report**

| FY14 as of October 31, 2013 | | | |
|------------------------------|----------------|---------------------|------------------------------|
| Beginning Balance | | | Ending Balance |
| <u>7/1/2013</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>10/31/2013</u> |
| 734,443 | 1,186,710 | 1,348,570 | 572,583 |
| FY14 Budget | | | |
| Beginning Balance | | | Projected Balance |
| <u>7/1/2013</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2014</u> |
| 734,443 | 4,958,475 | 3,990,681 | 1,702,237 |
| FY13 | | | |
| Beginning Balance | | | Ending Balance |
| <u>7/1/2012</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2013</u> |
| 518,572 | 5,203,626 | 4,987,754 | 734,443 |
| FY12 | | | |
| Beginning Balance | | | Ending Balance |
| <u>7/1/2011</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2012</u> |
| 403,706 | 5,084,144 | 4,969,278 | 518,572 |

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

**Arkansas Department of Education
Brinkley School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1240|1246|1365|2000|2001|2055|2135|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|
2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|-----------|-----------|-------------|-------------------------------|---|
| 11110 | PROPERTY TAXES-CURRENT | 1,163,309 | 1,414,262 | 1,454,000 | 504,639 | 949,361 |
| 11115 | PROPERTY TAX RELIEF | 0 | 0 | 0 | 0 | 0 |
| 11120 | PROPERTY TAX-40% BY 6/30 | 536,772 | 694,493 | 723,000 | 0 | 723,000 |
| 11125 | 40% RELEIF PROPERTY TAX | 0 | 0 | 0 | 0 | 0 |
| 11130 | PROPERTY TX-40% 7/1-12/31 | 0 | 0 | 0 | 0 | 0 |
| 11135 | 40% RELEIF PROPERTY TAX | 0 | 0 | 0 | 0 | 0 |
| 11140 | PROPERTY TAX-DELINQUENT | 179,168 | 137,478 | 140,000 | 21,310 | 118,690 |
| 11150 | EXCESS COMMISSION | 20,421 | 22,724 | 20,000 | 0 | 20,000 |
| 11160 | LAND REDEMP-IN STATE SALE | 25,227 | 80,783 | 60,000 | 10,488 | 49,512 |
| 11400 | PENALTIES/INTEREST ON TAX | 63 | 196 | 200 | 19 | 181 |
| 11500 | INT UNAPP PROP TAX | 0 | 0 | 0 | 0 | 0 |
| 11900 | OTHER TAXES | 0 | 0 | 0 | 0 | 0 |
| 12800 | REVENUE IN LIEU OF TAXES | 0 | 0 | 0 | 0 | 0 |
| 12900 | OTHER LOCAL NON-LEA REVEN | 0 | 0 | 0 | 0 | 0 |
| 13190 | OTHER PROGRAMS | 17,000 | 17,000 | 15,000 | 0 | 15,000 |
| 14110 | REGULAR DAY SCHOOLS | 0 | 0 | 0 | 0 | 0 |
| 14210 | REGULAR DAY SCHOOL | 0 | 0 | 0 | 0 | 0 |
| 14900 | TRANS FEES-OTHER SOURCES | 0 | 0 | 0 | 0 | 0 |
| 15100 | INTEREST ON INVESTMENTS | 0 | 0 | 0 | 0 | 0 |
| 16100 | DAILY SALES | 0 | 0 | 0 | 0 | 0 |
| 16110 | SCHOOL LUNCH PROGRAM | 0 | 0 | 0 | 0 | 0 |
| 16190 | CONTRACT MEALS | 0 | 0 | 0 | 0 | 0 |
| 16200 | DAILY SALES-NON-REIMBURS | 0 | 0 | 0 | 0 | 0 |
| 16212 | PROVISION 2 STUDENT MEALS | 0 | 0 | 0 | 0 | 0 |
| 16500 | SUMMER FOOD PROGRAM | 0 | 0 | 0 | 0 | 0 |
| 16900 | OTHER FOOD SVS REVENUE | 0 | 0 | 0 | 0 | 0 |
| 17100 | ADMISSIONS | 0 | 0 | 0 | 0 | 0 |
| 17110 | ATHLETICS | 0 | 0 | 0 | 0 | 0 |
| 17120 | OTHER SCH SPONSORED EVENT | 0 | 0 | 0 | 0 | 0 |
| 17130 | STDNT ORG-EVENTS & ACTIV | 0 | 0 | 0 | 0 | 0 |
| 17200 | SALES | 0 | 0 | 0 | 0 | 0 |
| 17210 | SCH SPNSRD-PICTURES,ETC | 0 | 0 | 0 | 0 | 0 |
| 17220 | STDNT SPON SALES-IE CANDY | 0 | 0 | 0 | 0 | 0 |
| 17300 | ORG MEMBERSHIP DUES/FEES | 0 | 0 | 0 | 0 | 0 |
| 17310 | STNDT ORG MEMBERSHIP DUES | 0 | 0 | 0 | 0 | 0 |
| 17400 | PUPIL FEES-LOCKERS/FINES | 0 | 0 | 0 | 0 | 0 |
| 17900 | OTHER STDNT ACTIVITY REV | 0 | 0 | 0 | 0 | 0 |
| 18900 | OTHER COMMUNITY SVS ACT | 0 | 0 | 0 | 0 | 0 |
| 19130 | LEA BUILDGS & FACILITIES | 0 | 0 | 0 | 0 | 0 |
| 19200 | PRIVATE CONTRIBUTIONS | 109,185 | 1,320 | 1,000 | 0 | 1,000 |
| 19300 | SALES OF SUPPLIES & MATER | 0 | 0 | 0 | 0 | 0 |
| 19516 | STAFF DEVELOPMENT | 0 | 0 | 0 | 0 | 0 |
| 19800 | REFUNDS OF PRIOR YR EXPEN | 14,024 | 3,509 | 3,000 | 1,594 | 1,406 |
| 19900 | MISC REV FR LOCAL SOURCES | 1,325 | 0 | 0 | 0 | 0 |
| 21200 | SEVERANCE TAX | 0 | 0 | 0 | 0 | 0 |
| 22000 | RESTRICTED GRANTS-IN-AID | 0 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Brinkley School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1240|1246|1365|2000|2001|2055|2135|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|
2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|-----------|-----------|-------------|-------------------------|--------------------------------------|
| 31101 | FOUNDATION FUNDING | 2,491,310 | 2,512,808 | 2,046,536 | 558,144 | 1,488,392 |
| 31102 | ENHANCED EDUC FUNDING | 0 | 0 | 0 | 0 | 0 |
| 31103 | 98% COLLECTION RATE | 46,789 | 42,651 | 45,000 | 0 | 45,000 |
| 31200 | ADD'L BASE FUNDING | 0 | 0 | 0 | 0 | 0 |
| 31400 | TRANSPORTATION AID | 0 | 0 | 0 | 0 | 0 |
| 31450 | STUDENT GROWTH | 0 | 0 | 0 | 0 | 0 |
| 31460 | DECLINING ENROLLMENT | 170,865 | 0 | 217,074 | 0 | 217,074 |
| 31600 | INCENTIVE FUNDING | 0 | 0 | 0 | 0 | 0 |
| 31620 | SUPPLEMENTAL MILLAGE INCT | 26,298 | 19,724 | 13,149 | 6,574 | 6,575 |
| 31650 | REVENUE LOSS FUNDS | 0 | 0 | 0 | 0 | 0 |
| 31900 | OTHER | 0 | 0 | 0 | 0 | 0 |
| 32215 | ALTERNATIVE ED GRANT | 0 | 0 | 0 | 0 | 0 |
| 32216 | COMPENSATORY ED | 0 | 0 | 0 | 0 | 0 |
| 32219 | EISENHOWER MATH/SCIENCE | 0 | 0 | 0 | 0 | 0 |
| 32222 | CAREER EDUCATION | 0 | 0 | 0 | 0 | 0 |
| 32225 | AR EAST IMPL PRG GRANT | 0 | 0 | 0 | 0 | 0 |
| 32226 | RECRUITMENT/RETENTION | 0 | 0 | 0 | 0 | 0 |
| 32227 | COLLEGE PREP ENRICH PGM | 0 | 0 | 0 | 0 | 0 |
| 32232 | HIGH GAINS RATING | 0 | 0 | 0 | 0 | 0 |
| 32235 | EAST CONT PROGRAM GRANT | 0 | 0 | 0 | 0 | 0 |
| 32250 | PATHWISE MENTORING GRANT | 7,800 | 4,000 | 0 | 0 | 0 |
| 32256 | PROFESSIONAL DEV ACT 59 | 0 | 0 | 0 | 0 | 0 |
| 32260 | AR GAME & FISH | 2,834 | 3,197 | 2,000 | 0 | 2,000 |
| 32310 | HAND CHILD-SUPV/EXTEND YR | 2,700 | 2,396 | 2,000 | 0 | 2,000 |
| 32330 | NON-HAND-RESID TREATMENT | 0 | 0 | 0 | 0 | 0 |
| 32340 | HAND-RESIDENT TREATMENT | 0 | 0 | 0 | 0 | 0 |
| 32361 | GT-ADVANCE PLACEMENT | 200 | 100 | 0 | 150 | (150) |
| 32370 | ALTERNATIVE LEARNING ENVI | 0 | 0 | 0 | 0 | 0 |
| 32371 | LEP ACT#1307&1361 OF '97 | 0 | 0 | 0 | 0 | 0 |
| 32381 | NSL FUNDING ACT 59 | 0 | 0 | 0 | 0 | 0 |
| 32415 | SECONDARY VOCATIONAL CENT | 0 | 0 | 0 | 0 | 0 |
| 32480 | VOC NEW PGM START-UP | 0 | 0 | 0 | 0 | 0 |
| 32520 | MATCHING (STATE) | 0 | 0 | 0 | 0 | 0 |
| 32710 | AR BETTER CHANCE(ABC)GRNT | 155,520 | 155,520 | 155,520 | 62,208 | 93,312 |
| 32715 | PROVERTY INDEX FUNDING | 0 | 0 | 0 | 0 | 0 |
| 32755 | SMART START LITERACY | 0 | 0 | 0 | 0 | 0 |
| 32790 | OTHER | 0 | 0 | 0 | 0 | 0 |
| 32910 | WORKER'S COMP INSURANCE | 0 | 0 | 0 | 0 | 0 |
| 32912 | GENERAL FACILITY FUNDING | 8,778 | 6,584 | 4,389 | 2,194 | 2,195 |
| 32913 | GROWTH FACILITY | 0 | 0 | 0 | 0 | 0 |
| 32915 | DEBT SERVICE FUNDING | 12,774 | 10,240 | 4,076 | 2,038 | 2,038 |
| 32923 | ACAD FACIL TRANSITIONAL | 0 | 0 | 0 | 0 | 0 |
| 32990 | OTHER GRANTS/STATE AID | 0 | 0 | 0 | 0 | 0 |
| 41200 | WILDLIFE REFUGE(LAND) | 11,593 | 18,195 | 18,000 | 17,153 | 847 |
| 41300 | REV IN LIEU OF TAXES | 7,493 | 11,278 | 11,000 | 0 | 11,000 |
| 42900 | OTHER UN/I FEDERAL-STATE | 0 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Brinkley School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1240|1246|1365|2000|2001|2055|2135|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|
2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|----------------------------|------|------|-------------|-------------------------------|---|
| 43111 | LIBRARY GRANT | 0 | 0 | 0 | 0 | 0 |
| 43181 | 21ST CENTURY GRANT | 0 | 0 | 0 | 0 | 0 |
| 43921 | HURRICANE RELIEF | 0 | 0 | 0 | 0 | 0 |
| 43930 | CONSTRUCTION PL 815 | 0 | 0 | 0 | 0 | 0 |
| 43972 | SUMMR SCH HLTH/NUT 93-380 | 0 | 0 | 0 | 0 | 0 |
| 43974 | COMMODITIES (FRESH FRUIT) | 0 | 0 | 0 | 0 | 0 |
| 43976 | RURAL UTILITIES GRANT | 0 | 0 | 0 | 0 | 0 |
| 45110 | ESEA CH1 COMP(R) 100-297 | 0 | 0 | 0 | 0 | 0 |
| 45113 | ESEA CH1 STATE PGM IMPROV | 0 | 0 | 0 | 0 | 0 |
| 45114 | ESEA CH1 CPTL EXPENS-PRVT | 0 | 0 | 0 | 0 | 0 |
| 45119 | T1A-ARRA CFDA#84.389 | 0 | 0 | 0 | 0 | 0 |
| 45121 | T1 SIP-ARRA CFDA#84.389 | 0 | 0 | 0 | 0 | 0 |
| 45124 | ESEA STABIL CFDA#84.394 | 0 | 0 | 0 | 0 | 0 |
| 45129 | JOBS FUND CRDA #84.410 | 0 | 0 | 0 | 0 | 0 |
| 45130 | INNOVATIVE PRGMS/TV-A | 0 | 0 | 0 | 0 | 0 |
| 45131 | ESEA TITLE2 BASIC SKILLS | 0 | 0 | 0 | 0 | 0 |
| 45132 | ESEA CH2 DISC FND/SP PROJ | 0 | 0 | 0 | 0 | 0 |
| 45133 | READING FIRST/T1 | 0 | 0 | 0 | 0 | 0 |
| 45300 | CARL PERKINS-VOC ED98-524 | 0 | 0 | 0 | 0 | 0 |
| 45310 | VOC BASIC GRNT-ENTITLEMNT | 0 | 0 | 0 | 0 | 0 |
| 45317 | VOC-TECH PREP ED | 0 | 0 | 0 | 0 | 0 |
| 45318 | VOC-SUPP GRNTS-IMPROV ACT | 0 | 0 | 0 | 0 | 0 |
| 45325 | EDUC TECH/TITLE II-D | 0 | 0 | 0 | 0 | 0 |
| 45510 | ADE LUNCH REIMB | 0 | 0 | 0 | 0 | 0 |
| 45512 | LUNCH PAID | 0 | 0 | 0 | 0 | 0 |
| 45520 | ADE BREAKFAST REIMB | 0 | 0 | 0 | 0 | 0 |
| 45540 | ADE SNACK REIMB | 0 | 0 | 0 | 0 | 0 |
| 45561 | REG COMMODITIES (DHS) | 0 | 0 | 0 | 0 | 0 |
| 45562 | FFV COMMODITIES (THRU DHS) | 0 | 0 | 0 | 0 | 0 |
| 45586 | SCH LNH EQUIP CFDA#10.579 | 0 | 0 | 0 | 0 | 0 |
| 45613 | IDEA 6B PASS THRU FUNDING | 0 | 0 | 0 | 0 | 0 |
| 45621 | IDEA-ARRA CFDA#84.391 | 0 | 0 | 0 | 0 | 0 |
| 45650 | EARLY CHILD TEACH RESEARC | 0 | 0 | 0 | 0 | 0 |
| 45660 | SCHOOL RENOVATION GRANT | 0 | 0 | 0 | 0 | 0 |
| 45670 | STATE IMPROVEMENT GRANT | 0 | 0 | 0 | 0 | 0 |
| 45802 | MODERNATION STABILIZATION | 0 | 0 | 0 | 0 | 0 |
| 45803 | RENOVATION STABILIZATION | 0 | 0 | 0 | 0 | 0 |
| 45910 | MEDICARE CATASTROPHIC COV | 0 | 0 | 0 | 0 | 0 |
| 45913 | MEDICAID ARMAC | 0 | 0 | 0 | 0 | 0 |
| 45920 | EISENHOWER MATH/SCI PROJ | 0 | 0 | 0 | 0 | 0 |
| 45925 | IMPROVING TEACHER QUALITY | 0 | 0 | 0 | 0 | 0 |
| 45930 | ENVIRONMENTAL EDUCATION | 0 | 0 | 0 | 0 | 0 |
| 45951 | ADMIN FOR CHILD & FAMILIE | 0 | 0 | 0 | 0 | 0 |
| 45970 | DRUG ABUSE PREVENTION | 0 | 0 | 0 | 0 | 0 |
| 45971 | SAFE & DRUG FREE SCHOOLS | 0 | 0 | 0 | 0 | 0 |
| 45975 | SMALL RL ACHIEVEMENT PRG | 0 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Brinkley School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1240|1246|1365|2000|2001|2055|2135|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|
2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|----------------------|---------------------------|------------------|------------------|------------------|-------------------------------|---|
| 45977 | LOW INCOME SCHOOL PROGRAM | 0 | 0 | 0 | 0 | 0 |
| 45990 | CENTRAL ARK CAREER GRANTS | 0 | 0 | 0 | 0 | 0 |
| 45991 | SCHOOL IMPROVEMENT | 0 | 0 | 0 | 0 | 0 |
| 45992 | T1 ACCOUNTABILITY | 0 | 0 | 0 | 0 | 0 |
| 51100 | BONDED INDEBTEDNESS | 4,943 | 0 | 0 | 0 | 0 |
| 51800 | REFUNDING SAVINGS | 0 | 0 | 0 | 0 | 0 |
| 51900 | MISC NONREVENUE SOURCES | 630 | 25,819 | 5,000 | 200 | 4,800 |
| 51999 | PRIOR YEAR AUDIT ADJUSTME | (325) | 0 | 0 | 0 | 0 |
| 52260 | TRNSF FROM FED | 0 | 0 | 0 | 0 | 0 |
| 52300 | TRANS FROM BUILDING FUND | 0 | 0 | 0 | 0 | 0 |
| 52600 | TRANS FROM FEDERAL GRANTS | 0 | 0 | 0 | 0 | 0 |
| 52700 | TRANS FROM STUDENT ACTVTY | 0 | 0 | 0 | 0 | 0 |
| 52800 | TRANS FROM FOOD SERVICE | 0 | 0 | 0 | 0 | 0 |
| 52900 | INDIRECT COST REIMB | 44,508 | 19,349 | 18,531 | 0 | 18,531 |
| 52950 | OTHER | 0 | 0 | 0 | 0 | 0 |
| 53100 | SALE OF EQUIPMENT | 0 | 0 | 0 | 0 | 0 |
| 53200 | SALE OF BUILD & GROUNDS | 0 | 0 | 0 | 0 | 0 |
| 53400 | COMPEN-LOSS FIXED ASSETS | 22,940 | 0 | 0 | 0 | 0 |
| Total Revenue | | 5,084,144 | 5,203,626 | 4,958,475 | 1,186,710 | 3,771,765 |

**Arkansas Department of Education
Brinkley School District
Unrestricted Funds Expenditure Report**

General Operating Funds:

1000|1240|1246|1365|2000|2001|2055|2135|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------------------------------------|---------------------------|------------------|------------------|------------------|-------------------------|--------------------------------------|
| 61100 | REGULAR EMPLOYEES | 0 | 0 | 0 | 0 | 0 |
| 61110 | REG EMPLOYEES-CERTIFIED | 2,132,612 | 2,341,739 | 1,743,865 | 549,172 | 1,194,693 |
| 61120 | REG EMPLOYEES-CLASSIFIED | 642,595 | 533,597 | 502,974 | 148,824 | 354,151 |
| 61210 | TEMP-CERTIFIED | 0 | 0 | 0 | 0 | 0 |
| 61220 | TEMP-CLASSIFIED | 0 | 0 | 0 | 0 | 0 |
| 61300 | OVERTIME | 0 | 0 | 0 | 0 | 0 |
| 61310 | CERT OVERTIME | 0 | 0 | 0 | 0 | 0 |
| 61320 | OVERTIME CLASSIFIED | 7,492 | 12,588 | 12,500 | 1,090 | 11,410 |
| 61510 | CERT BONUS/INCENTIVES | 500 | 0 | 500 | 500 | 0 |
| 61520 | CLASS BONUS/INCENTIVES | 0 | 0 | 0 | 0 | 0 |
| 61710 | SUBSTITUTES-CERTIFIED | 0 | 0 | 0 | 0 | 0 |
| 61720 | SUBSTITUTES-CLASSIFIED | 770 | 718 | 0 | 109 | (109) |
| 61810 | UNUSED SICK-CERTIFIED | 0 | 0 | 0 | 0 | 0 |
| 61820 | UNUSED SICK-CLASSIFIED | 0 | 0 | 0 | 0 | 0 |
| 62000 | PERSONAL SVS-BENEFITS | 0 | 0 | 0 | 0 | 0 |
| 62110 | GROUP INSUR-CERTIFIED | 0 | 0 | 0 | 0 | 0 |
| 62120 | GROUP INSUR-CLASSIFIED | 0 | 0 | 0 | 0 | 0 |
| 62210 | SOCIAL SECURITY-CERTIFIED | 107,233 | 134,714 | 124,103 | 32,067 | 92,036 |
| 62220 | SOCIAL SECURITY-CLASS | 40,684 | 35,168 | 32,184 | 8,842 | 23,343 |
| 62260 | MEDICARE-CERT | 25,158 | 31,505 | 29,024 | 7,499 | 21,525 |
| 62270 | MED. CLASSIFIED | 9,515 | 8,225 | 7,369 | 2,068 | 5,301 |
| 62300 | TEACH RETIREMENT-CONTRIB | 0 | 0 | 0 | 0 | 0 |
| 62310 | TEACH RET CONT-CERTIFIED | 104,440 | 165,025 | 286,302 | 78,461 | 207,841 |
| 62320 | TEACH RET CONT-CLASSIFIED | 220,694 | 225,926 | 53,979 | 15,391 | 38,588 |
| 62420 | TUITION REIM-CLASSIFIED | 0 | 0 | 0 | 0 | 0 |
| 62500 | UNEMPLOYMENT COMPENSATION | 0 | 0 | 0 | 0 | 0 |
| 62510 | UNEMPLOYMENT COMP-CERT | 0 | 4,820 | 0 | 0 | 0 |
| 62520 | UNEMPLOYMENT COMP-CLASS | 0 | 0 | 0 | 0 | 0 |
| 62600 | WORKER'S COMPENSATION | 0 | 0 | 0 | 0 | 0 |
| 62610 | WORKER'S COMP-CERTIFIED | 5,432 | 5,821 | 13,655 | 0 | 13,655 |
| 62620 | WORKER'S COMP-CLASSIFIED | 5,432 | 5,821 | 7,800 | 0 | 7,800 |
| 62700 | HEALTH BENEFITS | 0 | 0 | 0 | 0 | 0 |
| 62710 | HEALTH BENEFITS-CERT | 65,030 | 57,388 | 49,471 | 13,536 | 35,935 |
| 62720 | HEALTH BENEFITS-CLASS | 33,558 | 20,828 | 19,422 | 6,109 | 13,314 |
| 62820 | PUBLIC RETIRE CONTR-CLASS | 2,216 | 1,863 | 1,531 | 454 | 1,077 |
| 62900 | OTHER BENEFITS | 0 | 0 | 0 | 0 | 0 |
| 62920 | OTHER BENEFITS-CLASSIFIED | 0 | 0 | 0 | 0 | 0 |
| Salaries & Benefits Totals | | 3,403,359 | 3,585,746 | 2,884,678 | 864,119 | 2,020,559 |
| 63000 | PURC SVS-PROF & TECHNICAL | 0 | 0 | 0 | 0 | 0 |
| 63100 | OFFICIAL/ADMINISTRATIVE | 0 | 0 | 0 | 0 | 0 |
| 63110 | STAFF SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63120 | MANAGEMENT SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63130 | BOARD OF ED SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63200 | PROFESSIONAL-EDUCATIONAL | 0 | 0 | 0 | 78 | (78) |
| 63210 | INSTRUCTIONAL | 0 | 10,800 | 0 | 8,181 | (8,181) |

**Arkansas Department of Education
Brinkley School District
Unrestricted Funds Expenditure Report**

General Operating Funds:

1000|1240|1246|1365|2000|2001|2055|2135|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|---------|---------|-------------|-------------------------|--------------------------------------|
| 63220 | SUB TEACHERS | 111,561 | 71,909 | 72,000 | 19,927 | 52,073 |
| 63230 | CONSULTING-EDCATIONAL | 0 | 0 | 0 | 0 | 0 |
| 63300 | OTHER PROFESSIONAL | 0 | 0 | 0 | 0 | 0 |
| 63310 | TRAINING/DEVELOPMENT CERT | 1,050 | 1,150 | 2,740 | 644 | 2,096 |
| 63320 | TRAINING/DEVELOPMENT CLAS | 18,616 | 9,297 | 9,000 | 230 | 8,770 |
| 63340 | LEGAL SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63350 | MEDICAL\PROFESSIONAL | 0 | 0 | 0 | 0 | 0 |
| 63360 | INFORMATION-TECH | 0 | 0 | 0 | 0 | 0 |
| 63370 | ARCHITECTURAL | 0 | 0 | 0 | 0 | 0 |
| 63410 | PUPIL SERVICES | 11,872 | 7,618 | 8,000 | 0 | 8,000 |
| 63420 | STATISTICAL SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63440 | LEGAL | 0 | 1,003 | 1,000 | 650 | 350 |
| 63441 | LEGAL LITIGATION | 3,776 | 1,767 | 5,000 | 0 | 5,000 |
| 63444 | LEGAL-CONTRACT PREP | 5,391 | 0 | 0 | 0 | 0 |
| 63445 | LEGAL-RESEARCH & OPINIONS | 0 | 0 | 500 | 248 | 253 |
| 63450 | MEDICAL | 425 | 216 | 200 | 54 | 146 |
| 63460 | INFORMATION TECHNOLOGY | 0 | 0 | 0 | 0 | 0 |
| 63470 | ARCHITECTURAL | 0 | 0 | 0 | 0 | 0 |
| 63490 | OTHER PROFESSIONAL SERVIC | 0 | 0 | 0 | 0 | 0 |
| 63510 | DATA PROCESSING & CODING | 10,493 | 0 | 0 | 0 | 0 |
| 63520 | STATISTICAL SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63530 | SOFTWARE MAINT-SUPPORT | 0 | 0 | 0 | 0 | 0 |
| 63590 | TECH SUPPORT | 37,791 | 26,913 | 27,000 | 400 | 26,600 |
| 63900 | OTHER PURC PROF/TECH SVS | 66,099 | 105,941 | 126,830 | 56,016 | 70,814 |
| 63910 | TECHNOLOGY | 0 | 0 | 0 | 0 | 0 |
| 64100 | UTILITY SERVICES | 0 | 0 | 0 | 0 | 0 |
| 64110 | WATER/SEWER | 24,536 | 18,113 | 18,500 | 7,540 | 10,960 |
| 64200 | CLEANING SERVICES | 0 | 0 | 0 | 0 | 0 |
| 64210 | DISPOSAL/SANATATION | 14,687 | 12,860 | 12,900 | 4,332 | 8,568 |
| 64240 | LAWN CARE | 0 | 0 | 0 | 0 | 0 |
| 64310 | REPAIRS-MAINTENANCE | 206,690 | 83,132 | 92,300 | 33,361 | 58,939 |
| 64320 | TECH RELATED SERVICE | 17,408 | 19,396 | 18,500 | 3,788 | 14,712 |
| 64410 | LAND & BUILDINGS | 0 | 0 | 0 | 0 | 0 |
| 64420 | EQUIPMENT & VEHICLES | 0 | 0 | 0 | 0 | 0 |
| 64500 | CONSTRUCTION SERVICES | 0 | 0 | 0 | 0 | 0 |
| 64900 | OTHER PURC PROPERTY SVS | 0 | 0 | 0 | 0 | 0 |
| 65000 | OTHER PURCHASED SERVICES | 0 | 0 | 0 | 0 | 0 |
| 65200 | INSURANCE, NOT BENEFITS | 0 | 0 | 0 | 0 | 0 |
| 65210 | PROPERTY INSURANCE | 38,532 | 39,908 | 47,005 | 47,001 | 4 |
| 65220 | LIABILITY INSURANCE | 3,425 | 3,575 | 3,575 | 0 | 3,575 |
| 65240 | FLEET INSURANCE | 6,318 | 6,360 | 6,475 | 6,475 | 0 |
| 65250 | ACCIDENT INSURANCE | 0 | 0 | 0 | 0 | 0 |
| 65290 | OTHER INSURANCE | 350 | 350 | 350 | 350 | 0 |
| 65300 | COMMUNICATIONS | 0 | 0 | 0 | 0 | 0 |
| 65310 | TELEPHONE | 32,439 | 21,059 | 21,100 | 9,302 | 11,798 |
| 65320 | POSTAGE | 1,607 | 2,563 | 2,600 | 394 | 2,206 |

**Arkansas Department of Education
Brinkley School District
Unrestricted Funds Expenditure Report**

General Operating Funds:

1000|1240|1246|1365|2000|2001|2055|2135|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|---------|---------|-------------|-------------------------------|---|
| 65400 | ADVERTISING | 3,971 | 5,147 | 6,400 | 1,703 | 4,697 |
| 65500 | PRINTING & BINDING | 891 | 867 | 100 | 0 | 100 |
| 65600 | TUITION | 0 | 0 | 0 | 0 | 0 |
| 65610 | TO LEA'S WITHIN STATE | 0 | 0 | 0 | 0 | 0 |
| 65630 | TO PRIVATE SCHOOLS | 0 | 0 | 0 | 0 | 0 |
| 65640 | INTERM AGENCY-IN STATE | 0 | 0 | 0 | 0 | 0 |
| 65690 | OTHER TUITION | 0 | 0 | 0 | 0 | 0 |
| 65800 | TRAVEL | 0 | 0 | 0 | 0 | 0 |
| 65810 | CERT-IN DISTRICT | 16,069 | 20,719 | 23,575 | 7,672 | 15,903 |
| 65820 | CLASS-IN DISTRICT | 3,236 | 5,763 | 4,350 | 356 | 3,994 |
| 65870 | NON-EMPLOYEE | 0 | 0 | 0 | 0 | 0 |
| 65880 | MEALS | 0 | 0 | 0 | 0 | 0 |
| 65890 | LODGING | 0 | 0 | 0 | 0 | 0 |
| 65900 | MISC PURC SVS | 649 | 195 | 700 | 715 | (15) |
| 65910 | SVS PURCHASED LOCALLY | 2,500 | 2,500 | 2,500 | 0 | 2,500 |
| 66000 | SUPPLIES & MATERIALS | 0 | 0 | 0 | 0 | 0 |
| 66100 | GENERAL SUPPLIES | 156,702 | 68,328 | 119,604 | 56,679 | 62,925 |
| 66107 | LOW VALUE EQUIPMENT | 323 | 324 | 0 | 0 | 0 |
| 66210 | NATURAL GAS | 38,727 | 44,438 | 45,000 | 2,599 | 42,401 |
| 66220 | ELECTRICITY | 133,423 | 112,924 | 130,000 | 46,515 | 83,485 |
| 66240 | OIL | 675 | 0 | 0 | 0 | 0 |
| 66260 | GASOLINE/DIESEL | 34,932 | 34,168 | 34,500 | 13,415 | 21,085 |
| 66300 | FOOD | 0 | 0 | 0 | 0 | 0 |
| 66400 | BOOKS & PERIODICALS | 0 | 0 | 0 | 0 | 0 |
| 66410 | TEXTBOOKS | 11,022 | 3,713 | 15,200 | 13,536 | 1,664 |
| 66420 | LIBRARY BOOKS | 3,224 | 380 | 2,700 | 3,562 | (862) |
| 66430 | PERIODICALS | 2,438 | 213 | 1,800 | 592 | 1,208 |
| 66440 | AUDIOVISUAL MATERIALS | 0 | 0 | 0 | 0 | 0 |
| 66500 | TECHNOLOGY SUPPLIES | 501 | 0 | 70 | 0 | 70 |
| 66510 | SOFTWARE | 0 | 0 | 0 | 0 | 0 |
| 66520 | OTHER | 3,910 | 7,374 | 7,500 | 16,280 | (8,780) |
| 66527 | LOW VALUE TECH EQUIP | 432 | 0 | 0 | 0 | 0 |
| 66600 | BUILDING MATERIALS | 0 | 0 | 0 | 0 | 0 |
| 66900 | OTHER SUPPLIES & MATERIAL | 10,995 | 0 | 0 | 0 | 0 |
| 66999 | TECH SUPPLY | 0 | 128 | 1,000 | 594 | 407 |
| 67000 | PROPERTY | 0 | 0 | 0 | 0 | 0 |
| 67100 | LAND & IMPROVEMENTS | 0 | 0 | 0 | 0 | 0 |
| 67200 | BUILDINGS | 0 | 0 | 0 | 0 | 0 |
| 67210 | LIBRARY BOOKS-NEW LEBRARY | 0 | 0 | 0 | 0 | 0 |
| 67300 | EQUIPMENT | 0 | 0 | 0 | 0 | 0 |
| 67310 | MACHINERY | 19,396 | 0 | 3,100 | 3,011 | 89 |
| 67320 | VEHICLES | 82,975 | 0 | 3,276 | 0 | 3,276 |
| 67330 | FURNITURE & FIXTURES | 0 | 0 | 3,000 | 1,350 | 1,650 |
| 67340 | TECHNOLOGY HARDWARE | 100,718 | 5,535 | 2,600 | 16,960 | (14,360) |
| 67350 | TECHNOLOGY SOFTWARE | 0 | 0 | 0 | 0 | 0 |
| 67390 | OTHER EQUIPMENT | 0 | 3,049 | 0 | 0 | 0 |

**Arkansas Department of Education
Brinkley School District
Unrestricted Funds Expenditure Report**

General Operating Funds:

1000|1240|1246|1365|2000|2001|2055|2135|2199|2215|2216|2218|2219|2225|2227|2232|2235|2240|2246|2250|2255|2271|2340|2350|2365|2369|2383|2385|2390|2392|2393|2492|2578|4000|4394|4395

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|-----------------------------------|---------------------------|------------------|------------------|------------------|-------------------------|--------------------------------------|
| 67500 | TECHNOLOGY EQUIPMENT | 0 | 0 | 0 | 0 | 0 |
| 67900 | DEPRECIATION ACCOUNT | 0 | 0 | 0 | 0 | 0 |
| 68000 | OTHER OBJECTS | 0 | 0 | 0 | 0 | 0 |
| 68100 | DUES AND FEES | 9,914 | 9,793 | 8,775 | 5,559 | 3,217 |
| 68200 | JUDGMENTS AGAINST LEA | 0 | 0 | 0 | 0 | 0 |
| 68300 | INTEREST | 62,793 | 24,555 | 32,690 | 16,345 | 16,345 |
| 68400 | INDIRECT COST | 0 | 0 | 0 | 0 | 0 |
| 68900 | MISCELLANEOUS EXPENDITURE | 0 | 4,165 | 0 | 848 | (848) |
| 68910 | \$500 MINI GRANT | 0 | 0 | 0 | 0 | 0 |
| 68999 | ALLOCATED CHARGES | 0 | 0 | 0 | 0 | 0 |
| 69000 | OTHER USES OF FUNDS | 0 | 0 | 0 | 0 | 0 |
| 69100 | REDEMPTION OF PRINCIPAL | 80,000 | 5,000 | 121,345 | 0 | 121,345 |
| 69330 | TO BUILDING FUND | 150,000 | 540,301 | 4,343 | 4,343 | 0 |
| 69350 | TO CAPITAL OUTLAY FUND | 0 | 0 | 0 | 0 | 0 |
| 69360 | TO FEDERAL GRANTS FUND | 0 | 0 | 0 | 780 | (780) |
| 69370 | TO STUDENT ACTIVITY FUND | 0 | 0 | 0 | 0 | 0 |
| 69380 | TO FOOD SERVICE FUND | 22,435 | 58,502 | 56,300 | 72,066 | (15,766) |
| 69400 | PROGRAM FUNDING RETURN | 0 | 0 | 0 | 0 | 0 |
| 69620 | PROVISION 2 STUDENT MEALS | 0 | 0 | 0 | 0 | 0 |
| 77200 | NEW BUILDING | 0 | 0 | 0 | 0 | 0 |
| Other Expenditure Totals | | 1,565,919 | 1,402,008 | 1,106,003 | 484,451 | 621,552 |
| Overall Expenditure Totals | | 4,969,278 | 4,987,754 | 3,990,681 | 1,348,570 | 2,642,111 |

Hartford School District
LEA # 6604
Sebastian County

Classified in Fiscal Distress

April 9, 2012

Fiscal Distress Indicators and Additional Concerns:

- A declining balance determined to jeopardize the fiscal integrity of the school district

| District Profile: | 2009-10 | 2010-11 | 2011-12 | 2012-13* |
|---------------------------------------|-------------------|------------------------|------------------------|------------------------|
| Superintendent | Chris Rink | Teresa Ragsdale | Teresa Ragsdale | Teresa Ragsdale |
| 4 QTR ADM | 352 | 340 | 382 | 350 |
| Assessment | 28,540,405 | 27,920,036 | 24,743,309 | 29,198,484 |
| Total Mills | 39.30 | 39.30 | 39.30 | 39.30 |
| Total Debt Bond/Non Bond | 1,192,042 | 1,288,104 | 1,254,483 | 1,220,862 |
| Per Pupil Expenditures | 10,174 | 11,079 | 9,525 | 9,808 |
| Personnel-Non-Fed Certified FTE | 33.57 | 25.52 | 36.97 | 33.07 |
| Personnel-Non-Fed Certified Clsrm FTE | 30.78 | 24.51 | 34.14 | 30.61 |
| Avg Salary-Non-Fed Cert FTE | 40,115 | 56,961 | 38,358 | 39,066 |
| Avg Salary-Non-Fed Cert Clsrm FTE | 37,597 | 50,882 | 35,713 | 36,522 |
| Net Legal Balance (Excl Cat & QZAB) | 532,544 | 346,745 | 290,040 | 468,438 |

* Prior to Annual Statistical Report (ASR) publication for 2012-13.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 1 licensed employee through RIF
- Reduced 1 classified employee through attrition
- Reduced extended contract days for 5 licensed employees
- Established a \$10 per day charge for the district sponsored Pre-K program
- Eliminated the EAST program
- Established a \$2 per day charge for before and after school care program
- Reduced substitute expense by utilizing existing staff
- Reduced transportation expense through reduction of field trips

2013-14

- Reduce 2 licensed employees through attrition
- Reduce 1 classified employee through attrition
- Discontinue the before and after school care program
- Enroll non-ABC Pre-K in state Child Care and Development Fund (CCDF) grant program

Hartford School District
LEA # 6604
Sebastian County

Comments:

The District was classified in Fiscal Distress on April 9, 2012. The District began their second full year of fiscal distress July 1, 2013.



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 4, 2013

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mrs. Teresa Ragsdale, Superintendent
Hartford School District
508 W. Main
Hartford, Arkansas 72938

Dear Mrs. Ragsdale:

This letter is to certify that the Hartford School District has completed all activities and strategies as outlined in the District's Fiscal Distress Improvement Plan. The District has also complied with all department recommendations and requirements for removal from Fiscal Distress. The District may now petition the State Board for removal from Fiscal Distress status. The petition should be sent to Ms. Hazel Burnett at the address provided below. The petition will be presented to the State Board at the December 9, 2013 meeting. Arkansas Department of Education will recommend the Hartford School District be removed from Fiscal Distress effective December 9, 2013. Please plan to attend this meeting and be prepared to answer any questions the State Board may have concerning your District and its programs.

We congratulate the Hartford School District and encourage continued diligence to sustain this improvement.

Sincerely,

Hazel Burnett, ADE Coordinator
Fiscal Distress Accountability and Reporting
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

HB:ddm

cc: Dr. Tom Kimbrell, Commissioner
Mr. Tony Wood, Deputy Commissioner
Mr. Mike Hernandez, Assistant Commissioner

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

**Hartford Public Schools
District 94
512 Ludlow Street
Hartford, Arkansas 72938**

Board of Directors

President – Eric Lanman
Vice President – Gary Raines
Secretary – Sharon Ford
Member – Marty Blanchard
Member – Vickie Walker

Administration

Teresa Ragsdale, Superintendent
479-639-5002
David Lee, K-12 Principal
479-639-2239 or 479-639-2831
Angie Michael, Treasurer/Bookkeeper
479-639-2910

11/05/13

Dr. Tom Kimbrell
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

RECEIVED
NOV 07 2013
FINANCIAL ACCOUNTABILITY
DEPARTMENT

Dear Dr. Kimbrell and the Arkansas State Board of Education:

On behalf of the Hartford Public School District, please accept our request to be removed from the "Fiscal Distress" status.

Many changes have taken place since the initial placement on Fiscal Distress. Most were planned through the Fiscal Distress plan. Some were not. Through it all the district has maintained its focus on improvement. All of the objectives on the Fiscal Distress plan have been met, among them are:

- Increasing the percentage reported for Free and Reduced lunches so the amount paid for Provision 2 would be decreased and state funding would increase.
- Pay for Provision 2 out of NSL funds instead of district operating funds.
- Reduction in staff due to reduction in force and resignation.
- Participate in the Child Care Development Fund to pay for additional preschool.

The district still has challenges to meet such as enrollment. I am confident, though, that if the remaining challenges are met with the fervor the fiscal distress challenge was met, then they too will be overcome.

I would like to thank Hazel Burnett and her staff for the support and assistance. They have worked hard to guarantee that the School Board and additional key players have been trained and made knowledgeable of the workings of district finance reporting.

I trust that you and the members of the State Board will act favorably upon this request.

Sincerely,



Teresa Ragsdale
Superintendent

**Arkansas Department of Education
Hartford School District
Unrestricted Funds Report**

| FY14 as of October 31, 2013 | | | |
|------------------------------|----------------|---------------------|------------------------------|
| Beginning Balance | | | Ending Balance |
| <u>7/1/2013</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>10/31/2013</u> |
| 466,750 | 805,596 | 776,341 | 496,006 |
| FY14 Budget | | | |
| Beginning Balance | | | Projected Balance |
| <u>7/1/2013</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2014</u> |
| 466,750 | 2,734,803 | 2,709,130 | 492,423 |
| FY13 | | | |
| Beginning Balance | | | Ending Balance |
| <u>7/1/2012</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2013</u> |
| 290,040 | 2,901,937 | 2,725,226 | 466,750 |
| FY12 | | | |
| Beginning Balance | | | Ending Balance |
| <u>7/1/2011</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2012</u> |
| 346,495 | 3,007,138 | 3,063,593 | 290,040 |

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

**Arkansas Department of Education
Hartford School District
Unrestricted Funds Revenue Report**

General Operating Funds: 1000|1217|1218|1246|1365|2000|2001|2002|2217|2218|2240|2246|2265|2271|2365|2392|2394|4000|4001

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|---------|---------|-------------|-------------------------|--------------------------------------|
| 11110 | PROPERTY TAXES JULY-DEC | 408,335 | 425,240 | 450,000 | 271,114 | 178,886 |
| 11115 | PROP TAX RELIEF JULY-DEC | 70,807 | 84,888 | 85,000 | 55,038 | 29,962 |
| 11120 | PROPERTY TAXES JAN - JUNE | 260,646 | 162,856 | 170,000 | 0 | 170,000 |
| 11125 | PROP TAX RELIEF JAN- JUNE | 117,132 | 108,988 | 110,000 | 0 | 110,000 |
| 11140 | PROPERTY TAX-DELINQUEST | 88,049 | 111,955 | 115,000 | 9,356 | 105,644 |
| 11150 | EXCESS COMMISSION | 20,125 | 18,693 | 19,000 | 0 | 19,000 |
| 11160 | LAND REDEMP-IN STATE SALE | 0 | 0 | 0 | 0 | 0 |
| 11200 | SALES AND USE TAX | 0 | 0 | 0 | 0 | 0 |
| 11400 | PENALTIES/INTEREST ON TAX | 83 | 15 | 0 | 0 | 0 |
| 11500 | INT ON UNAPPORT PROP TAXE | 0 | 0 | 0 | 0 | 0 |
| 12800 | REVENUE IN LIEU OF TAXES | 0 | 0 | 0 | 0 | 0 |
| 13160 | PRESCHOOL TUITION | 0 | 5,125 | 0 | 50 | (50) |
| 13190 | OTHER PROGRAMS | 0 | 1,362 | 0 | 0 | 0 |
| 13210 | REGULAR DAY SCHOOL | 0 | 0 | 0 | 0 | 0 |
| 14290 | OTHER PROGRAMS | 0 | 0 | 0 | 0 | 0 |
| 15100 | INTEREST ON INVESTMENTS | 664 | 606 | 250 | 171 | 79 |
| 15900 | OTHER EARNINGS INVESTMENT | 0 | 258 | 240 | 0 | 240 |
| 16100 | DAILY SALES | 0 | 0 | 0 | 0 | 0 |
| 16110 | SCHOOL LUNCH PROGRAM | 0 | 0 | 0 | 0 | 0 |
| 16120 | SCHOOL BREAKFAST PROGRAM | 0 | 0 | 0 | 0 | 0 |
| 16130 | SPECIAL MILK PROGRAM | 0 | 0 | 0 | 0 | 0 |
| 16211 | ABC PK STDNT MEALS | 0 | 0 | 0 | 0 | 0 |
| 16212 | PROVISION 2 STDNT MEALS | 0 | 0 | 0 | 0 | 0 |
| 16220 | ADULT | 0 | 0 | 0 | 0 | 0 |
| 16300 | SPECIAL FUNCTIONS | 0 | 0 | 0 | 0 | 0 |
| 16400 | PERFORMANCE BASED REIMBUR | 0 | 0 | 0 | 0 | 0 |
| 16900 | OTHER FOOD SVS REVENUE | 0 | 0 | 0 | 0 | 0 |
| 17110 | ATHLETICS | 0 | 0 | 0 | 0 | 0 |
| 17120 | OTHER SCH SPONSORED EVENT | 0 | 0 | 0 | 0 | 0 |
| 17130 | STDNT ORG-EVENTS & ACTIV | 0 | 0 | 0 | 0 | 0 |
| 17210 | SCH SPNSRD-PICTURES,ETC | 0 | 0 | 0 | 0 | 0 |
| 17220 | STDNT SPON SALES-IE CANDY | 0 | 0 | 0 | 0 | 0 |
| 17300 | ORG MEMBERSHIP DUES/FEES | 0 | 0 | 0 | 0 | 0 |
| 17310 | STNDT ORG MEMBERSHIP DUES | 0 | 0 | 0 | 0 | 0 |
| 17900 | OTHER STDNT ACTIVITY REV | 0 | 0 | 0 | 0 | 0 |
| 19200 | PRIVATE CONTRIBUTIONS | 1,129 | 100 | 0 | 1,000 | (1,000) |
| 19300 | SALES OF SUPPLIES & MATER | 0 | 0 | 0 | 0 | 0 |
| 19450 | ELEMENTARY SALES | 0 | 0 | 0 | 0 | 0 |
| 19510 | OTHER LEA WITHIN STATE | 3,806 | 3,806 | 3,806 | 0 | 3,806 |
| 19800 | REFUNDS OF PRIOR YR EXPEN | 717 | 5,006 | 0 | 5,531 | (5,531) |
| 19900 | MISC REV FR LOCAL SOURCES | 0 | 0 | 0 | 0 | 0 |
| 21200 | SEVERANCE TAX | 55 | 42 | 50 | 29 | 21 |

**Arkansas Department of Education
Hartford School District
Unrestricted Funds Revenue Report**

General Operating Funds: 1000|1217|1218|1246|1365|2000|2001|2002|2217|2218|2240|2246|2265|2271|2365|2392|2394|4000|4001

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|-----------|-----------|-------------|-------------------------|--------------------------------------|
| 28000 | REVENUE IN LIEU OF TAXES | 0 | 0 | 0 | 0 | 0 |
| 31101 | STATE FOUNDATION FUNDS | 1,382,407 | 1,793,254 | 1,514,901 | 413,154 | 1,101,747 |
| 31102 | ENHANCED EDUCATIONAL FUND | 0 | 0 | 0 | 0 | 0 |
| 31103 | 98% TAX COLLECTION GUARAN | 97,787 | 0 | 0 | 0 | 0 |
| 31450 | GROWTH FUNDING | 269,722 | 0 | 0 | 0 | 0 |
| 31460 | DECLINING ENROLLMENT | 0 | 0 | 115,745 | 0 | 115,745 |
| 31620 | SUPPLEMENTAL MILLAGE | 20,346 | 15,260 | 10,173 | 5,086 | 5,087 |
| 31900 | OTHER | 0 | 0 | 0 | 0 | 0 |
| 32215 | ALTERNATIVE ED GRANT | 0 | 0 | 0 | 0 | 0 |
| 32216 | COMPENSATORY ED | 0 | 0 | 0 | 0 | 0 |
| 32250 | MENTORING GRANT | 10,800 | 7,200 | 5,000 | 0 | 5,000 |
| 32256 | PROF DEVELOPMENT | 0 | 0 | 0 | 0 | 0 |
| 32260 | GAME & FISH | 566 | 0 | 0 | 0 | 0 |
| 32290 | OTHR GRNTS/AID FROM STATE | 0 | 0 | 0 | 0 | 0 |
| 32310 | LEA SP ED SUPERVISOR | 1,678 | 1,443 | 0 | 0 | 0 |
| 32355 | CATASTROPHIC FUNDING | 0 | 12,027 | 0 | 0 | 0 |
| 32361 | GT/ADVANCE PLACEMENT | 1,000 | 1,901 | 0 | 0 | 0 |
| 32370 | ALE | 0 | 0 | 0 | 0 | 0 |
| 32371 | ELL FUNDS | 0 | 0 | 0 | 0 | 0 |
| 32381 | NSLA | 0 | 0 | 0 | 0 | 0 |
| 32410 | VOCATIONAL CENTER GRANT | 0 | 0 | 0 | 0 | 0 |
| 32415 | SECOND VOCA AREA CTR FUND | 0 | 0 | 0 | 0 | 0 |
| 32480 | VOC NEW PGM START-UP | 0 | 0 | 0 | 0 | 0 |
| 32520 | MATCHING (STATE) | 0 | 0 | 0 | 0 | 0 |
| 32611 | COOP DISTANCE LEARNING GR | 0 | 0 | 0 | 0 | 0 |
| 32710 | AR BETTER CHANCE(ABC)GRNT | 97,200 | 97,200 | 97,200 | 38,880 | 58,320 |
| 32720 | K-3 SUMMER SCHOOL | 0 | 0 | 0 | 0 | 0 |
| 32912 | GEN FAC | 4,172 | 3,129 | 2,086 | 1,043 | 1,043 |
| 32915 | DEBT SERVICE FUNDING SUPP | 4,431 | 7,348 | 4,352 | 2,176 | 2,176 |
| 32924 | ACDMC PARTNERSHIP PROGRAM | 0 | 0 | 0 | 0 | 0 |
| 32990 | OTHR GRNTS/AID FROM STAT | 0 | 0 | 0 | 0 | 0 |
| 41200 | WILDLIFE REFUGE | 0 | 0 | 0 | 0 | 0 |
| 41300 | REV IN LIEU OF TAXES | 0 | 0 | 0 | 0 | 0 |
| 42100 | FOREST RESERVE | 9,737 | 9,332 | 10,000 | 7 | 9,993 |
| 42200 | FLOOD CONTROL | 0 | 0 | 0 | 0 | 0 |
| 42300 | MINERAL LEASES | 1,147 | 2,688 | 2,000 | 1,810 | 190 |
| 42400 | FEDERAL GRAZING | 0 | 0 | 0 | 0 | 0 |
| 42500 | IMPACT AID | 0 | 0 | 0 | 0 | 0 |
| 43974 | COMMODITIES | 0 | 0 | 0 | 0 | 0 |
| 45110 | ESEA CH1 COMP(R) 100-297 | 0 | 0 | 0 | 0 | 0 |
| 45119 | TITLE 1, PART A-ARRA | 0 | 0 | 0 | 0 | 0 |
| 45124 | ESEA STABIL-ARRA | 0 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Hartford School District
Unrestricted Funds Revenue Report**

General Operating Funds: 1000|1217|1218|1246|1365|2000|2001|2002|2217|2218|2240|2246|2265|2271|2365|2392|2394|4000|4001

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|---------|------|-------------|-------------------------------|---|
| 45129 | EDUC JOBS FUND PRGM | 0 | 0 | 0 | 0 | 0 |
| 45130 | ESEA CH2 ELEM/SEC ED ACT | 0 | 0 | 0 | 0 | 0 |
| 45132 | ESEA CH2 DISC FND/SP PROJ | 0 | 0 | 0 | 0 | 0 |
| 45173 | DHS BETTER BEGINNINGS PRG | 0 | 0 | 0 | 0 | 0 |
| 45325 | TITLE II-D GRANT | 0 | 0 | 0 | 0 | 0 |
| 45510 | LUNCH REIMBURSEMENT | 0 | 0 | 0 | 0 | 0 |
| 45512 | TYPE A REIMBURSEMENT | 0 | 0 | 0 | 0 | 0 |
| 45520 | BREAKFAST REIMBURSEMENT | 0 | 0 | 0 | 0 | 0 |
| 45530 | SPECIAL MILK REIMBURSEMEN | 0 | 0 | 0 | 0 | 0 |
| 45561 | REGULAR COMMODITIES (DHS) | 0 | 0 | 0 | 0 | 0 |
| 45562 | FF&V COMM (DIRECT) | 0 | 0 | 0 | 0 | 0 |
| 45586 | SCHOOL LUNCH EQUIP-ARRA | 0 | 0 | 0 | 0 | 0 |
| 45589 | ARRA KITCHEN EQUIP GRANT | 0 | 0 | 0 | 0 | 0 |
| 45590 | OTHER FOOD SERVICE REVENU | 0 | 0 | 0 | 0 | 0 |
| 45613 | TITLE VI-B PASS THRU | 0 | 0 | 0 | 0 | 0 |
| 45621 | IDEA-ARRA | 0 | 0 | 0 | 0 | 0 |
| 45650 | MEDICAID | 0 | 0 | 0 | 0 | 0 |
| 45660 | EARLY CHILD TEAC-SUPP/MAT | 0 | 0 | 0 | 0 | 0 |
| 45679 | PRESCHOOL MEDICAID | 0 | 0 | 0 | 0 | 0 |
| 45801 | NEW CONSTR STAB-ARRA | 0 | 0 | 0 | 0 | 0 |
| 45802 | MODERNIZ STAB-ARRA | 0 | 0 | 0 | 0 | 0 |
| 45910 | MEDICAID REIMBURSEMENT | 0 | 0 | 0 | 0 | 0 |
| 45912 | SCH BSED MENTAL HLTH MEDI | 0 | 0 | 0 | 0 | 0 |
| 45913 | ARMAC | 0 | 0 | 0 | 0 | 0 |
| 45916 | PERSONAL CARE | 0 | 0 | 0 | 0 | 0 |
| 45917 | VISION & HEARING | 0 | 0 | 0 | 0 | 0 |
| 45918 | AUDIOLOGY | 0 | 0 | 0 | 0 | 0 |
| 45925 | TITLE II-A GRANT (ITQ) | 0 | 0 | 0 | 0 | 0 |
| 45971 | SAFE & DRUG FREE SCHOOLS | 0 | 0 | 0 | 0 | 0 |
| 45975 | REAP GRANT | 0 | 0 | 0 | 0 | 0 |
| 45980 | AIDS EDUCATION ACT | 0 | 0 | 0 | 0 | 0 |
| 45981 | ABSTINENCE GRANT | 0 | 0 | 0 | 0 | 0 |
| 45990 | OTH RES FED GRANTS/STATE | 0 | 0 | 0 | 0 | 0 |
| 48000 | REVENUE IN LIEU OF TAXES | 0 | 0 | 0 | 0 | 0 |
| 51100 | BONDED INDEBTEDNESS | 0 | 0 | 0 | 0 | 0 |
| 51200 | REVOLVING LOANS | 118,104 | 0 | 0 | 0 | 0 |
| 51800 | REFUNDING SAVINGS | 0 | 0 | 0 | 0 | 0 |
| 51900 | MISC. NON-REVENUE | 1,429 | 590 | 0 | 950 | (950) |
| 51999 | AUDIT ADJ FOR PRIOR YEAR | 0 | 0 | 0 | 0 | 0 |
| 52300 | TRANS FROM BUILDING FUND | 0 | 0 | 0 | 0 | 0 |
| 52600 | TRANS FROM FEDERAL GRANTS | 0 | 0 | 0 | 0 | 0 |
| 52700 | TRANS FROM STUDENT ACTVTY | 0 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Hartford School District
Unrestricted Funds Revenue Report**

General Operating Funds: 1000|1217|1218|1246|1365|2000|2001|2002|2217|2218|2240|2246|2265|2271|2365|2392|2394|4000|4001

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|----------------------|--------------------------|------------------|------------------|------------------|-------------------------------|---|
| 52800 | TRANS FROM FOOD SERVICE | 12,000 | 20,000 | 20,000 | 0 | 20,000 |
| 53100 | SALE OF EQUIPMENT | 0 | 1,000 | 0 | 200 | (200) |
| 53400 | COMPEN-LOSS FIXED ASSETS | 753 | 620 | 0 | 0 | 0 |
| 56300 | SPECIAL ITEMS | 2,312 | 6 | 0 | 0 | 0 |
| Total Revenue | | 3,007,138 | 2,901,937 | 2,734,803 | 805,596 | 1,929,207 |

**Arkansas Department of Education
Hartford School District
Unrestricted Funds Expenditure Report**

General Operating Funds: 1000|1217|1218|1246|1365|2000|2001|2002|2217|2218|2240|2246|2265|2271|2365|2392|2394|4000|4001

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------------------------------------|---------------------------|------------------|------------------|------------------|-------------------------|--------------------------------------|
| 61110 | SALARY-CERTIFIED | 1,364,550 | 1,266,240 | 1,245,478 | 327,594 | 917,884 |
| 61120 | SALARY-CLS | 385,097 | 386,457 | 369,718 | 101,283 | 268,435 |
| 61210 | TEMP-CERTIFIED | 10,200 | 7,800 | 5,000 | 0 | 5,000 |
| 61220 | TEMP-CLASSIFIED | 1,395 | 11,309 | 15,825 | 15,783 | 42 |
| 61510 | CERTIFIED | 0 | 0 | 0 | 0 | 0 |
| 61520 | CLASSIFIED | 0 | 0 | 0 | 0 | 0 |
| 61710 | SUBSTITUTES-CERTIFIED | 20,078 | 12,275 | 12,200 | 4,785 | 7,415 |
| 61720 | SUBSTITUTES-CLASSIFIED | 14,041 | 5,034 | 4,100 | 2,518 | 1,582 |
| 61810 | UNUSED SICK-CERTIFIED | 2,373 | 1,723 | 15,666 | 0 | 15,666 |
| 61820 | UNUSED SICK-CLASSIFIED | 780 | 6,630 | 0 | 0 | 0 |
| 61840 | CLS UNUSED VACATIN LEAVE | 0 | 0 | 4,676 | 2,167 | 2,509 |
| 61961 | UNUSED VACATION - CLS | 3,163 | 1,091 | 0 | 0 | 0 |
| 62210 | SOC SEC-CERTIFIED | 83,468 | 76,067 | 80,800 | 19,382 | 61,418 |
| 62220 | SOC SEC-CLS | 20,933 | 21,249 | 24,140 | 5,777 | 18,363 |
| 62260 | MEDCARE-CERTIFIED | 19,521 | 17,790 | 18,591 | 4,533 | 14,058 |
| 62270 | MEDCARE-CLS | 4,900 | 4,970 | 5,555 | 1,351 | 4,204 |
| 62310 | TCH RET CONT-CERTIFIED | 197,217 | 181,405 | 178,791 | 46,616 | 132,175 |
| 62320 | TCH RET CONT-CLS | 51,403 | 51,953 | 54,486 | 16,963 | 37,523 |
| 62510 | UNEMPLY COMP-CERT | 0 | 303 | 0 | 0 | 0 |
| 62520 | UNEMPLY COMP-CLS | 882 | 2,478 | 1,000 | 0 | 1,000 |
| 62610 | WK'S COMP-CERTIFIED | 3,686 | 3,022 | 4,166 | 0 | 4,166 |
| 62620 | WK'S COMP-CLS | 3,516 | 3,458 | 4,239 | 0 | 4,239 |
| 62710 | HLTH BENEF.CERTIFIED | 39,719 | 34,191 | 43,517 | 8,887 | 34,629 |
| 62720 | HLTH BENE.CLS | 14,655 | 14,933 | 26,471 | 4,199 | 22,272 |
| 62820 | PUB RET.CONTR-CLS | 964 | 966 | 0 | 0 | 0 |
| 62910 | OTHER BENEFITS-CERTIFIED | 0 | 0 | 0 | 0 | 0 |
| 62920 | OTHER BENEFITS-CLASSIFIED | 0 | 0 | 0 | 0 | 0 |
| Salaries & Benefits Totals | | 2,242,539 | 2,111,344 | 2,114,419 | 561,838 | 1,552,581 |
| 63110 | STAFF SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63120 | MANAGEMENT SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63130 | BOARD OF ED SERVICES | 911 | 2,232 | 2,000 | 1,105 | 895 |
| 63210 | INSTRUCTIONAL SRVS | 0 | 0 | 0 | 0 | 0 |
| 63220 | SUB-TCHRS PURCH SRVS | 0 | 0 | 0 | 0 | 0 |
| 63240 | STDNT ASSESSMENT SRVS | 0 | 0 | 0 | 0 | 0 |
| 63310 | PROF EMP TRNG CERTIFIED | 5,879 | 4,782 | 5,650 | 4,445 | 1,205 |
| 63320 | PROF EMP TRNG CLASSIFIED | 2,461 | 1,270 | 2,300 | 381 | 1,919 |
| 63350 | PROF SERV/MEDICAL | 0 | 0 | 0 | 0 | 0 |
| 63410 | PUPIL SERVICES | 0 | 0 | 4,100 | 0 | 4,100 |
| 63420 | STATISTICAL SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63431 | AUDIT SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63440 | LEGAL | 0 | 0 | 0 | 0 | 0 |
| 63441 | LEGAL-LITIGATION | 0 | 0 | 10,000 | 0 | 10,000 |
| 63445 | LEGAL-RESEARCH/OPINIONS | 24,078 | 2,430 | 1,500 | 1,140 | 360 |
| 63450 | MEDICAL | 1,228 | 215 | 800 | 655 | 145 |
| 63460 | INFORMATION TECHNOLOGY | 0 | 0 | 0 | 0 | 0 |
| 63470 | ARCHITECTURAL | 0 | 0 | 0 | 0 | 0 |
| 63490 | OTHER PROFESSIONAL SRVS | 13,528 | 2,977 | 3,000 | 1,558 | 1,442 |

**Arkansas Department of Education
Hartford School District
Unrestricted Funds Expenditure Report**

General Operating Funds: 1000|1217|1218|1246|1365|2000|2001|2002|2217|2218|2240|2246|2265|2271|2365|2392|2394|4000|4001

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|--------|--------|-------------|-------------------------|--------------------------------------|
| 63510 | DATA PROCESSING/CODING SV | 1,375 | 800 | 1,000 | 0 | 1,000 |
| 63520 | STATISTICAL SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63590 | OTHER TECHNICAL SERVICES | 5,308 | 4,529 | 4,100 | 2,126 | 1,974 |
| 63900 | OTHER PURC PROF/TECH SVS | 8,888 | 324 | 350 | 372 | (22) |
| 64110 | WATER/SEWER | 14,430 | 11,691 | 12,500 | 4,316 | 8,184 |
| 64210 | DISPOSAL/SANITATION | 1,875 | 5,026 | 8,200 | 4,226 | 3,974 |
| 64230 | CUSTODIAL | 43,393 | 11,375 | 11,000 | 2,718 | 8,282 |
| 64240 | LAWN CARE | 400 | 0 | 0 | 0 | 0 |
| 64310 | NON TECH REPAIRS/MAINT | 33,274 | 19,953 | 22,000 | 7,036 | 14,964 |
| 64320 | TECH-RELATED REPAIRS/MAIN | 8,674 | 3,310 | 3,000 | 1,465 | 1,535 |
| 64321 | BROADBAND REPAIRS/MAINT | 0 | 0 | 0 | 0 | 0 |
| 64410 | LAND & BLDGS | 0 | 0 | 0 | 0 | 0 |
| 64420 | EQUIP & VEHICLES | 11,128 | 11,257 | 10,815 | 3,624 | 7,191 |
| 64500 | CONSTRUCTION SERVICES | 0 | 4,700 | 0 | 0 | 0 |
| 64900 | OTHER PURC PROPERTY SVS | 0 | 0 | 0 | 0 | 0 |
| 65000 | OTHR PURCH.SERVICES | 0 | 0 | 0 | 0 | 0 |
| 65210 | PROPERTY INSURANCE | 0 | 22,201 | 22,500 | 21,665 | 835 |
| 65240 | FLEET INSURANCE | 302 | 4,521 | 4,521 | 4,215 | 306 |
| 65250 | ACCIDENT INS FOR STUDENTS | 0 | 2,342 | 2,342 | 2,342 | 0 |
| 65290 | OTHER INSURANCE | 4,175 | 9,008 | 9,184 | 4,683 | 4,501 |
| 65310 | TELEPHONE | 5,453 | 9,441 | 7,450 | 8,694 | (1,244) |
| 65320 | POST | 3,896 | 2,083 | 2,300 | 302 | 1,998 |
| 65330 | INTERNET SERVICE | 0 | 1,502 | 0 | 0 | 0 |
| 65331 | BROADBAND MONTHLY BANDWID | 0 | 0 | 2,000 | 632 | 1,368 |
| 65400 | ADVERTISING | 2,508 | 2,173 | 2,100 | 883 | 1,217 |
| 65610 | TO LEA'S WITHIN STATE | 10,712 | 3,855 | 7,000 | 0 | 7,000 |
| 65810 | TRVL-CERT-IN DISTRICT | 1,955 | 3,969 | 3,600 | 1,763 | 1,837 |
| 65820 | TRVL-CLS IN DISTRICT | 2,407 | 4,530 | 3,500 | 818 | 2,682 |
| 65870 | NON EMPLOYEE | 8,610 | 660 | 1,000 | 0 | 1,000 |
| 65880 | MEALS | 1,443 | 1,551 | 1,600 | 293 | 1,308 |
| 65890 | LODGING | 0 | 0 | 0 | 0 | 0 |
| 65900 | MISC PURC SVS | 0 | 5,757 | 6,000 | 5,040 | 960 |
| 65910 | SVS PURCH LEA IN STATE | 15,153 | 17,843 | 800 | 800 | 0 |
| 66000 | SUPPLIES & MATERIALS | 0 | 0 | 0 | 0 | 0 |
| 66100 | SUPPLIES | 94,181 | 95,372 | 103,550 | 37,736 | 65,814 |
| 66107 | LOW VALUE EQUIP SUPLS | 0 | 0 | 0 | 0 | 0 |
| 66210 | NATURAL GAS | 21,069 | 25,806 | 26,000 | 720 | 25,280 |
| 66220 | ELECTRICITY | 53,984 | 65,851 | 66,000 | 25,057 | 40,943 |
| 66260 | GASOLINE/DIESEL | 53,224 | 48,155 | 50,000 | 14,935 | 35,065 |
| 66300 | FOOD | 0 | 0 | 0 | 0 | 0 |
| 66410 | TEXTBOOKS | 50,161 | 1,439 | 25,000 | 16,248 | 8,752 |
| 66420 | LIBRARY BOOKS | 0 | 0 | 0 | 0 | 0 |
| 66430 | PERIODICALS | 905 | 828 | 900 | 34 | 866 |
| 66440 | AUDIOVISUAL MATERIALS | 0 | 0 | 0 | 0 | 0 |
| 66500 | TECHNOLOGY SUPPLIES | 0 | 0 | 0 | 0 | 0 |
| 66510 | SOFTWARE | 0 | 0 | 0 | 0 | 0 |
| 66527 | LOW VALUE EQUIP TECH SUPL | 0 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Hartford School District
Unrestricted Funds Expenditure Report**

General Operating Funds: 1000|1217|1218|1246|1365|2000|2001|2002|2217|2218|2240|2246|2265|2271|2365|2392|2394|4000|4001

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|-----------------------------------|---------------------------|------------------|------------------|------------------|-------------------------------|---|
| 66528 | BROADBAND TECH SUPPLIES | 0 | 0 | 0 | 0 | 0 |
| 67100 | LAND & IMPROVEMENTS | 0 | 0 | 0 | 0 | 0 |
| 67200 | BUILDINGS | 0 | 0 | 0 | 0 | 0 |
| 67310 | MACHINERY | 1,972 | 0 | 1,000 | 0 | 1,000 |
| 67320 | VEHICLES | 118,104 | 0 | 0 | 0 | 0 |
| 67330 | FURNITURE & FIXTURES | 1,234 | 614 | 0 | 0 | 0 |
| 67340 | TECHNOLOGY EQP\HRDWARE | 2,050 | 0 | 0 | 0 | 0 |
| 67342 | BROADBAND EQUIPMENT | 0 | 0 | 0 | 0 | 0 |
| 67350 | TECHNOLOGY SOFTWARE | 0 | 0 | 0 | 0 | 0 |
| 67390 | OTHER EQUIPMENT | 0 | 0 | 0 | 0 | 0 |
| 67500 | TECHNOLOGY EQUIPMENT | 0 | 0 | 0 | 0 | 0 |
| 68100 | DUES AND FEES | 3,353 | 3,485 | 3,595 | 2,712 | 884 |
| 68200 | JUDGMENTS AGAINST LEA | 2,750 | 0 | 0 | 0 | 0 |
| 68300 | INTEREST | 37,279 | 36,527 | 34,958 | 9,768 | 25,190 |
| 68400 | INDIRECT COST | 0 | 0 | 0 | 0 | 0 |
| 68830 | PROPERTY TAX | 0 | 0 | 0 | 0 | 0 |
| 68900 | MISCELLANEOUS EXPENDITURE | 0 | 0 | 0 | 0 | 0 |
| 68999 | ALLOCATED CHARGES | 0 | 0 | 0 | 0 | 0 |
| 69100 | REDEMPTION OF PRINCIPAL | 33,621 | 33,621 | 38,621 | 0 | 38,621 |
| 69330 | TO BUILDING FUND | 38,517 | 42,986 | 46,875 | 0 | 46,875 |
| 69360 | TO FEDERAL GRANTS FUND | 0 | 0 | 0 | 0 | 0 |
| 69370 | TO STUDENT ACTIVITY FUND | 0 | 0 | 0 | 0 | 0 |
| 69380 | TO FOOD SERVICE FUND | 12,000 | 20,000 | 20,000 | 20,000 | 0 |
| 69400 | PROGRAM FUND RETURN | 0 | 0 | 0 | 0 | 0 |
| 69500 | TRANSITS | 0 | 0 | 0 | 0 | 0 |
| 69610 | STDNT MEALS ABC PK STDNTS | 0 | 0 | 0 | 0 | 0 |
| 69620 | STDNT MEALS PROVISION 2 | 63,207 | 60,894 | 0 | 0 | 0 |
| Other Expenditure Totals | | 821,054 | 613,883 | 594,711 | 214,502 | 380,209 |
| Overall Expenditure Totals | | 3,063,593 | 2,725,226 | 2,709,130 | 776,341 | 1,932,790 |

Hermitage School District
LEA #0601
Bradley County

Classified in Fiscal Distress

December 12, 2011

Fiscal Distress Indicators and Additional Concerns:

- A declining balance determined to jeopardize the fiscal integrity of the school district

| District Profile: | 2009-10 | 2010-11 | 2011-12 | 2012-13* |
|---------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Superintendent | Richard Rankin | Richard Rankin | Richard Rankin | Richard Rankin |
| 4 QTR ADM | 464 | 470 | 455 | 434 |
| Assessment | 30,471,979 | 31,013,712 | 32,279,453 | 32,838,001 |
| Total Mills | 41.50 | 41.50 | 41.50 | 41.50 |
| Total Debt Bond/Non Bond | 5,324,804 | 5,286,175 | 5,516,175 | 5,458,072 |
| Per Pupil Expenditures | 11,449 | 11,843 | 12,256 | 10,670 |
| Personnel-Non-Fed Certified FTE | 38.37 | 37.45 | 46.78 | 40.48 |
| Personnel-Non-Fed Certified Clsrm FTE | 32.81 | 31.93 | 41.90 | 36.03 |
| Avg Salary-Non-Fed Cert FTE | 43,065 | 50,009 | 41,919 | 42,602 |
| Avg Salary-Non-Fed Cert Clsrm FTE | 39,833 | 48,014 | 40,448 | 39,991 |
| Net Legal Balance (Excl Cat & QZAB) | 424,784 | 376,025 | 33,383 | 381,463 |

* Prior to Annual Statistical Report (ASR) publication for 2012-13.

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 8 licensed employees through RIF
- Eliminated 1 bus route
- Monitored all purchase orders
- Monitored all energy consumption
- Reduced travel expenditures

Additional actions not included in plan:

- Reduce 7 classified employees through RIF
- Reduce 1.5 licensed employees through attrition

Hermitage School District
LEA #0601
Bradley County

Comments:

The District was classified in Fiscal Distress on December 12, 2011. The District began their second full year of fiscal distress on July 1, 2013.

District had a prior classification with Fiscal Distress program:

- Classified - April 21, 2008
- Removed - October 12, 2009

On October 24, 2011, the District obtained a \$300,000 cash flow loan from First State Bank of Warren to cover payroll obligations. The loan was repaid on November 15, 2011.

On July 12, 2012, the District obtained a \$350,075 cash flow loan from the First State Bank of Warren. The loan was repaid on November 19, 2012.



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 4, 2013

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Richard Rankin, Superintendent
Hermitage School District
P.O. Box 38
Hermitage, Arkansas 71647

Dear Mr. Rankin:

This letter is to certify that the Hermitage School District has completed all activities and strategies as outlined in the District's Fiscal Distress Improvement Plan. The District has also complied with all department recommendations and requirements for removal from Fiscal Distress. The District may now petition the State Board for removal from Fiscal Distress status. The petition should be sent to Ms. Hazel Burnett at the address provided below. The petition will be presented to the State Board at the December 9, 2013 meeting. Arkansas Department of Education will recommend the Hermitage School District be removed from Fiscal Distress effective December 9, 2013. Please plan to attend this meeting and be prepared to answer any questions the State Board may have concerning your District and its programs.

We congratulate the Hermitage School District and encourage continued diligence to sustain this improvement.

Sincerely,

Hazel Burnett, ADE Coordinator
Fiscal Distress Accountability and Reporting
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

HB:ddm

cc: Dr. Tom Kimbrell, Commissioner
Mr. Tony Wood, Deputy Commissioner
Mr. Mike Hernandez, Assistant Commissioner

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

HERMITAGE PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
310 NORTH SCHOOL DRIVE
P. O. BOX 38
HERMITAGE, ARKANSAS 71647
TELEPHONE (870) 463-2246
FAX (870) 463-8520

BOARD OF DIRECTORS

Russell Richard
Kevin Reep
Dorothy Davis
Mary Hamilton
Harold Hampton
Daniel Haigwood
Gary Vines

SUPERINTENDENT OF SCHOOLS

Richard Rankin

November 14, 2013

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Dear Dr. Kimbrell and the Arkansas State Board of Education:

The Hermitage School District and its respective board request that the Hermitage School District be removed from the Arkansas Department of Education's Fiscal Distress List. The District has completed all the activities and strategies as outlined in the District's Fiscal Distress Improvement Plan.

The district has worked diligently to resolve the financial and staffing issues, which prompted the fiscal distress designation. Our course of action to accomplish this includes (but is not limited to):

- Refunding bonds
- Reduced and reassigned staff to reduce salary expenditures through attrition, retirement and reduction in force
- More oversight before spending school funds
- Maintained consistent purchase order system
- Increased ending balances for the 2012-13 school year
- Have a projected balance increase for 2013-14
- Improved the use of categorical funds

The district has had the support of the staff, students and community to realize the main goal of having the school district succeed in its efforts to be removed from fiscal distress. We were able to receive District Accreditation Quality Achievement status from AdvancED during our time in fiscal distress. We have been able to continue to meet the needs of the students during this period of time of fiscal distress.

I would like to thank the Department of Education for their support in this endeavor. I would like to personally thank Hazel Burnett and her staff for the guidance and communication they provided.

Sincerely,



Richard Rankin
Superintendent
Hermitage School District

**Arkansas Department of Education
Hermitage School District
Unrestricted Funds Report**

| FY14 as of October 31, 2013 | | | |
|------------------------------|----------------|---------------------|------------------------------|
| Beginning Balance | | | Ending Balance |
| <u>7/1/2013</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>10/31/2013</u> |
| 381,463 | 917,537 | 1,047,481 | 251,519 |
| FY14 Budget | | | |
| Beginning Balance | | | Projected Balance |
| <u>7/1/2013</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2014</u> |
| 381,463 | 3,771,762 | 3,677,168 | 476,057 |
| FY13 | | | |
| Beginning Balance | | | Ending Balance |
| <u>7/1/2012</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2013</u> |
| 33,383 | 4,463,699 | 4,115,618 | 381,463 |
| FY12 | | | |
| Beginning Balance | | | Ending Balance |
| <u>7/1/2011</u> | <u>Revenue</u> | <u>Expenditures</u> | <u>6/30/2012</u> |
| 371,150 | 4,426,985 | 4,764,752 | 33,383 |

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

**Arkansas Department of Education
Hermitage School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2392|2393|2398|2399|2752|2920|4000|4394

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|-----------|-----------|-------------|-------------------------|--------------------------------------|
| 11110 | PROPERTY TAXES-CURRENT | 772,537 | 874,678 | 939,101 | 220,671 | 718,430 |
| 11120 | PROPERTY TAX-40% BY 6/30 | 311,647 | 290,597 | 229,866 | 0 | 229,866 |
| 11140 | PROPERTY TAX-DELINQUENT | 93,167 | 98,488 | 98,000 | 11,633 | 86,367 |
| 11150 | EXCESS COMMISSION | 502 | 459 | 500 | 16 | 484 |
| 11160 | LAND REDEMP-IN STATE SALE | 9,767 | 14,221 | 14,000 | 4,260 | 9,740 |
| 12800 | REVENUE IN LIEU OF TAXES | 0 | 24,801 | 23,304 | 23,304 | 0 |
| 13110 | REGULAR DAY SCHOOL | 42,716 | 42,772 | 42,924 | 0 | 42,924 |
| 13290 | OTHER PROGRAMS | 0 | 0 | 0 | 0 | 0 |
| 13390 | OTHER PROGRAMS | 8,153 | 6,588 | 6,588 | 0 | 6,588 |
| 14290 | OTHER PROGRAMS | 0 | 0 | 0 | 0 | 0 |
| 15100 | INTEREST ON INVESTMENTS | 2,187 | 3,753 | 3,700 | 639 | 3,061 |
| 15900 | OTHER EARNINGS INVESTMENT | 0 | 0 | 0 | 0 | 0 |
| 16110 | SCHOOL LUNCH PROGRAM | 0 | 0 | 0 | 0 | 0 |
| 16220 | ADULT | 0 | 0 | 0 | 0 | 0 |
| 16290 | OTHER DAILY SALES | 0 | 0 | 0 | 0 | 0 |
| 16400 | PERFORMANCE BASED REIMB | 0 | 0 | 0 | 0 | 0 |
| 16900 | OTHER FOOD SVS REVENUE | 0 | 0 | 0 | 0 | 0 |
| 17110 | ATHLETICS | 0 | 0 | 0 | 0 | 0 |
| 17120 | OTHER SCH SPONSORED EVENT | 0 | 0 | 0 | 0 | 0 |
| 17130 | STDNT ORG-EVENTS & ACTIV | 0 | 0 | 0 | 0 | 0 |
| 17210 | SCH SPNSRD-PICTURES,ETC | 0 | 0 | 0 | 0 | 0 |
| 17220 | STDNT SPON SALES-IE CANDY | 0 | 0 | 0 | 0 | 0 |
| 17300 | ORG MEMBERSHIP DUES/FEES | 0 | 0 | 0 | 0 | 0 |
| 17310 | STNDT ORG MEMBERSHIP DUES | 0 | 0 | 0 | 0 | 0 |
| 17400 | PUPIL FEES-LOCKERS/FINES | 0 | 0 | 0 | 0 | 0 |
| 17500 | CONTRACTED SERVICES | 0 | 0 | 0 | 0 | 0 |
| 17590 | OTHER CONTRACTED SERVICES | 2,135 | 0 | 0 | 0 | 0 |
| 17900 | OTHER STDNT ACTIVITY REV | 0 | 0 | 0 | 0 | 0 |
| 19130 | LEA BUILDGs & FACILITIES | 13,100 | 19,400 | 14,900 | 5,300 | 9,600 |
| 19200 | PRIVATE CONTRIBUTIONS | 0 | 5,200 | 0 | 0 | 0 |
| 19300 | SALES OF SUPPLIES & MATER | 318 | 400 | 0 | 0 | 0 |
| 19490 | OTHER SALES/RENTALS | 0 | 0 | 0 | 0 | 0 |
| 19510 | OTHER LEA WITHIN STATE | 2,000 | 2,000 | 2,000 | 0 | 2,000 |
| 19550 | TRANSITS-FLOW THRU MONEY | 0 | 0 | 0 | 0 | 0 |
| 19800 | REFUNDS OF PRIOR YR EXPEN | 49,055 | 114,013 | 40,000 | 22,200 | 17,800 |
| 19900 | MISC REV FR LOCAL SOURCES | 2,400 | 3,000 | 3,000 | 2,300 | 700 |
| 21200 | SEVERANCE TAX | 3,142 | 2,763 | 2,700 | 1,287 | 1,413 |
| 31101 | STATE FOUNDATION FUNDS | 2,114,929 | 2,062,549 | 1,959,093 | 534,297 | 1,424,796 |
| 31103 | 98% OF URT | 50,626 | 21,211 | 16,500 | 0 | 16,500 |
| 31400 | TRANSPORTATION AID | 6,064 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Hermitage School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2392|2393|2398|2399|2752|2920|4000|4394

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|---------|---------|-------------|-------------------------|--------------------------------------|
| 31450 | STUDENT GROWTH FUNDING | 2,135 | 0 | 0 | 0 | 0 |
| 31460 | DECLINING ENROLLMENT | 0 | 0 | 0 | 0 | 0 |
| 31500 | ISOLATED AID | 0 | 0 | 0 | 0 | 0 |
| 31620 | SUPPLEMENTAL MILLAGE INCE | 4,583 | 3,437 | 2,292 | 1,146 | 1,146 |
| 32190 | MINI-GRANT | 0 | 0 | 0 | 0 | 0 |
| 32217 | RESTRUCTURING | 0 | 0 | 0 | 0 | 0 |
| 32227 | COLLEGE PREP ENRICH PGM | 0 | 0 | 0 | 0 | 0 |
| 32249 | ISOLATED FUNDING | 144,138 | 143,173 | 140,000 | 0 | 140,000 |
| 32250 | PROF QUALITY ENHANCEMENT | 7,200 | 5,788 | 0 | 0 | 0 |
| 32256 | PROFESSIONAL DEVELOPMENT | 0 | 0 | 0 | 0 | 0 |
| 32260 | GAME & FISH | 0 | 0 | 0 | 0 | 0 |
| 32290 | OTHER INC-STATE | 0 | 0 | 0 | 0 | 0 |
| 32310 | HAND CHILD-SUPV/EXTEND YR | 1,964 | 1,743 | 1,700 | 0 | 1,700 |
| 32330 | NON-HAND-RESID TREATMENT | 0 | 0 | 0 | 0 | 0 |
| 32355 | EARLY CHILD PILOT PARENT | 14,922 | 13,442 | 12,000 | 0 | 12,000 |
| 32361 | GT ADVANCE PLACEMENT | 50 | 0 | 0 | 250 | (250) |
| 32370 | ALTERNATIVE LEARNING ENVI | 0 | 0 | 0 | 0 | 0 |
| 32371 | LEP | 0 | 0 | 0 | 0 | 0 |
| 32381 | NATIONAL SCHOOL LUNCH ACT | 0 | 0 | 0 | 0 | 0 |
| 32415 | VOCATIONAL FUNDS | 0 | 0 | 0 | 0 | 0 |
| 32520 | MATCHING (STATE) | 0 | 0 | 0 | 0 | 0 |
| 32590 | OTHER | 0 | 0 | 0 | 0 | 0 |
| 32710 | AR BETTER CHANCE(ABC)GRNT | 164,231 | 165,240 | 179,820 | 69,401 | 110,419 |
| 32715 | POVERTY INDEX FUNDING | 0 | 0 | 0 | 0 | 0 |
| 32912 | GENERAL FACILITIES | 5,299 | 3,974 | 2,650 | 1,325 | 1,325 |
| 32913 | GROWTH FACILITY | 0 | 0 | 0 | 0 | 0 |
| 32915 | DEBT SERVICE FUNDING | 41,474 | 37,397 | 33,323 | 16,661 | 16,662 |
| 32920 | GAME & FISH | 0 | 0 | 0 | 0 | 0 |
| 32921 | IMMEDIATE REPAIR | 0 | 0 | 0 | 0 | 0 |
| 32923 | TRANSITIONAL | 0 | 0 | 0 | 0 | 0 |
| 32924 | FACILITIES PARTNERSHIP | 0 | 0 | 0 | 0 | 0 |
| 43120 | COMMUNITY ED (TITLE IV) | 0 | 0 | 0 | 0 | 0 |
| 43181 | 21ST CENTURY GRANT | 0 | 0 | 0 | 0 | 0 |
| 43921 | IMPACT DISPLACED STUDENT | 0 | 0 | 0 | 0 | 0 |
| 43970 | SCH HLTH/NUTR-TITLE IV C | 0 | 0 | 0 | 0 | 0 |
| 45110 | ESEA CH1 COMP(R) 100-297 | 0 | 0 | 0 | 0 | 0 |
| 45111 | ESEA CH1 MIGNT EDUCATION | 0 | 0 | 0 | 0 | 0 |
| 45113 | ESEA CH1 STATE PGM IMPROV | 0 | 0 | 0 | 0 | 0 |
| 45114 | TITLE I SCHOOL IMP GRANT | 0 | 0 | 0 | 0 | 0 |
| 45119 | TITLE 1, PART A-ARRA | 0 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Hermitage School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2392|2393|2398|2399|2752|2920|4000|4394

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|---------|---------|-------------|-------------------------|--------------------------------------|
| 45121 | TITLE I SCH IMP-ARRA | 0 | 0 | 0 | 0 | 0 |
| 45122 | COMP SCHOOL REFORM | 0 | 0 | 0 | 0 | 0 |
| 45124 | ESEA STABILIZATION - ARRA | 0 | 0 | 0 | 0 | 0 |
| 45129 | EDUCATION JOBS FUND | 0 | 0 | 0 | 0 | 0 |
| 45130 | ESEA CH2 ELEM/SEC ED ACT | 0 | 0 | 0 | 0 | 0 |
| 45132 | ESEA CH2 DISC FND/SP PROJ | 0 | 0 | 0 | 0 | 0 |
| 45133 | | 0 | 0 | 0 | 0 | 0 |
| 45155 | JTPA TITLE III 97-380 | 0 | 0 | 0 | 0 | 0 |
| 45318 | VOC-SUPP GRNTS-IMPROV ACT | 0 | 0 | 0 | 0 | 0 |
| 45325 | TITLE II-D | 0 | 0 | 0 | 0 | 0 |
| 45500 | SCHOOL FOOD SERVICE | 0 | 0 | 0 | 0 | 0 |
| 45510 | LUNCH REIMB FROM ADE | 0 | 0 | 0 | 0 | 0 |
| 45520 | BKFST REIMB FROM ADE | 0 | 0 | 0 | 0 | 0 |
| 45540 | SNACK REIMB FROM ADE | 0 | 0 | 0 | 0 | 0 |
| 45561 | REG COMM (THRU DHS) | 0 | 0 | 0 | 0 | 0 |
| 45586 | ARRA CAFETERIA REVENUE | 0 | 0 | 0 | 0 | 0 |
| 45610 | ESEA TITLE VIB-HAND EDUCA | 0 | 0 | 0 | 0 | 0 |
| 45613 | VI-B PASS THROUGH FUNDING | 0 | 0 | 0 | 0 | 0 |
| 45621 | REVENUE IDEA-ARRA | 0 | 0 | 0 | 0 | 0 |
| 45660 | IDEA RESOURCE GRANT | 0 | 0 | 0 | 0 | 0 |
| 45802 | MODERNIZATION ARRA | 0 | 0 | 0 | 0 | 0 |
| 45804 | REPAIR STABILIZATION-ARRA | 0 | 0 | 0 | 0 | 0 |
| 45900 | OTHR RESTRICT/IND GRANTS | 0 | 0 | 0 | 0 | 0 |
| 45910 | MEDICARE CATASTROPHIC COV | 0 | 0 | 0 | 0 | 0 |
| 45913 | ARMAC | 0 | 0 | 0 | 0 | 0 |
| 45925 | IMPROVING TEACHER QUALITY | 0 | 0 | 0 | 0 | 0 |
| 45935 | TITLE III ELL | 0 | 0 | 0 | 0 | 0 |
| 45940 | WOMENS ED EQUITY ACT | 0 | 0 | 0 | 0 | 0 |
| 45971 | DRUG FREE | 0 | 0 | 0 | 0 | 0 |
| 45975 | | 0 | 0 | 0 | 0 | 0 |
| 45990 | SCHOOL BASED SOCIAL WORKE | 0 | 0 | 0 | 0 | 0 |
| 50000 | OTHER SOURCES | 0 | 0 | 0 | 0 | 0 |
| 51100 | BONDED INDEBTEDNESS | 0 | 5,056 | 0 | 0 | 0 |
| 51200 | REVOLVING LOANS | 0 | 0 | 0 | 0 | 0 |
| 51300 | POSTDATED WARRANT | 0 | 0 | 0 | 0 | 0 |
| 51400 | CURRENT LOANS | 549,745 | 350,000 | 0 | 0 | 0 |
| 51500 | INSTALLMNT/LEASE PURCHASE | 0 | 0 | 0 | 0 | 0 |
| 51999 | AUDIT ADJUSTMENT | 0 | 0 | 0 | 0 | 0 |
| 52201 | FROM 2001 | 0 | 0 | 0 | 0 | 0 |
| 52300 | TRANS FROM BUILDING FUND | 0 | 141,508 | 0 | 0 | 0 |

**Arkansas Department of Education
Hermitage School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2392|2393|2398|2399|2752|2920|4000|4394

Revenue:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|----------------------|---------------------------|------------------|------------------|------------------|-------------------------------|---|
| 52600 | TRANS FROM FEDERAL GRANTS | 0 | 0 | 0 | 0 | 0 |
| 52700 | TRANS FROM STUDENT ACTVTY | 0 | 0 | 0 | 0 | 0 |
| 52900 | INDIRECT COSTS | 6,800 | 0 | 0 | 0 | 0 |
| 53100 | SALE OF EQUIPMENT | 0 | 6,049 | 1,400 | 0 | 1,400 |
| 53200 | SALE OF BUILD & GROUNDS | 0 | 0 | 0 | 0 | 0 |
| 53400 | COMPEN-LOSS FIXED ASSETS | 0 | 0 | 2,400 | 2,846 | (446) |
| Total Revenue | | 4,426,985 | 4,463,699 | 3,771,762 | 917,537 | 2,854,225 |

**Arkansas Department of Education
Hermitage School District
Unrestricted Funds Expenditures Report**

General Operating Funds:

1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2392|2393|2398|2399|2752|2920|4000|4394

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------------------------------------|---------------------------|------------------|------------------|------------------|-------------------------|--------------------------------------|
| 61110 | CERT SALARY | 1,835,284 | 1,517,538 | 1,560,696 | 329,977 | 1,230,719 |
| 61120 | CLS SALARY | 551,967 | 491,607 | 354,428 | 126,335 | 228,093 |
| 61510 | CERTIFIED BONUS | 0 | 0 | 0 | 0 | 0 |
| 61520 | CLASSIFIED BONUS | 0 | 0 | 0 | 0 | 0 |
| 61710 | CERT SUBSTITUTES | 334 | 450 | 0 | 0 | 0 |
| 61720 | CLS SUBSTITUTES | 23,181 | 18,835 | 19,700 | 1,688 | 18,012 |
| 61800 | UNUSED SICK LEAVE | 0 | 0 | 0 | 0 | 0 |
| 61810 | CERT UNUSED SICK | 0 | 14,400 | 5,113 | 0 | 5,113 |
| 61820 | CLS UNUSED SICK | 0 | 9,380 | 4,125 | 0 | 4,125 |
| 62100 | GRP INSURANCE | 0 | 0 | 0 | 0 | 0 |
| 62110 | CERT GROUP INS | 0 | 0 | 0 | 0 | 0 |
| 62120 | CLS GROUP INS | 0 | 0 | 0 | 0 | 0 |
| 62200 | CLS SOC SEC | 0 | 0 | 0 | 0 | 0 |
| 62210 | CERT SOC SEC | 100,823 | 87,034 | 96,593 | 19,002 | 77,591 |
| 62220 | CLS SOC SEC | 31,941 | 28,755 | 22,185 | 7,110 | 15,075 |
| 62260 | CERT MEDICARE | 22,686 | 20,355 | 22,590 | 4,444 | 18,146 |
| 62270 | CLS MEDICARE | 7,470 | 6,725 | 5,188 | 1,663 | 3,526 |
| 62310 | CERT TCH RET-CONT | 227,699 | 225,533 | 227,767 | 49,612 | 178,154 |
| 62320 | CLS TCH RET - CONT | 83,380 | 61,904 | 42,708 | 14,508 | 28,200 |
| 62410 | CERT TUITION REIMB | 0 | 0 | 0 | 0 | 0 |
| 62510 | CERT UNEMPLOY COMP | 851 | 13,347 | 13,400 | 1,692 | 11,708 |
| 62520 | CLS UNEMPLOY COMP | 0 | 0 | 0 | 0 | 0 |
| 62600 | WK COMPENSATION | 0 | 0 | 0 | 0 | 0 |
| 62610 | CERT WKR'S COMP | 6,098 | 5,403 | 5,443 | 1,171 | 4,272 |
| 62620 | CLS WKR'S COMP | 6,886 | 6,765 | 4,651 | 1,656 | 2,994 |
| 62700 | HLT BENEFITS | 0 | 0 | 0 | 0 | 0 |
| 62710 | CERT HEALTH BENEFITS | 36,690 | 41,275 | 50,092 | 9,229 | 40,863 |
| 62720 | CLS HEALTH BENEFITS | 28,777 | 24,315 | 21,263 | 4,536 | 16,727 |
| 62820 | CLS PUB RET CONT | 0 | 0 | 0 | 0 | 0 |
| 62900 | OTHER BENEFITS | 0 | 0 | 0 | 0 | 0 |
| 62910 | OTHER BENEFITS-CERTIFIED | 0 | 0 | 639 | 0 | 639 |
| 62912 | DISABILITY BENEFIT | 0 | 0 | 0 | 0 | 0 |
| 62913 | HOSPITAL CONF BENEFIT | 0 | 0 | 0 | 0 | 0 |
| 62914 | LIFE INS BENEFIT | 0 | 0 | 0 | 0 | 0 |
| 62920 | OTHER BENEFITS-CLASSIFIED | 0 | 184 | 0 | 0 | 0 |
| 62922 | DISABILITY BENEFIT CL | 0 | 0 | 0 | 0 | 0 |
| 62923 | HOSPITAL CONF BENEF CLASS | 0 | 0 | 0 | 0 | 0 |
| 62924 | LIFE INS BENEFIT CLASS | 0 | 0 | 0 | 0 | 0 |
| Salaries & Benefits Totals | | 2,964,066 | 2,573,804 | 2,456,580 | 572,623 | 1,883,957 |
| 63110 | STAFF SERVICES | 0 | 3,432 | 300 | 300 | 0 |

**Arkansas Department of Education
Hermitage School District
Unrestricted Funds Expenditures Report**

General Operating Funds:

1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2392|2393|2398|2399|2752|2920|4000|4394

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|---------------------------|---------|--------|-------------|-------------------------|--------------------------------------|
| 63120 | MANAGEMENT SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63200 | PROFESSIONAL-EDUCATIONAL | 0 | 0 | 0 | 0 | 0 |
| 63210 | INSTRUCTIONAL | 4,064 | 5,971 | 6,000 | 3,184 | 2,816 |
| 63220 | SUB TCHR-PURC SERV | 81,237 | 63,556 | 60,000 | 16,210 | 43,790 |
| 63230 | CONSULTING-EDUCATIONAL | 0 | 0 | 0 | 0 | 0 |
| 63300 | OTHER PROFESSIONAL | 0 | 0 | 0 | 0 | 0 |
| 63310 | CERT PROF TRAINING | 11,047 | 0 | 0 | 0 | 0 |
| 63370 | ARCHITECT SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63410 | DATA PROCESSING SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63420 | STATISTICAL SERVICES | 0 | 0 | 0 | 0 | 0 |
| 63441 | LEGAL LITIGATION | 0 | 0 | 0 | 0 | 0 |
| 63443 | LEGAL-DIST AS PLAINTIFF | 18,073 | 27,200 | 10,000 | 0 | 10,000 |
| 63470 | ARCHITECTURAL | 0 | 0 | 0 | 0 | 0 |
| 63490 | OTHER PROF SERV | 0 | 0 | 0 | 0 | 0 |
| 63530 | SOFTWARE MAINT & SUPPORT | 0 | 0 | 0 | 0 | 0 |
| 63900 | OTHER PURC PROF/TECH SVS | 145,109 | 86,414 | 100,220 | 48,339 | 51,881 |
| 64110 | WATER/SEWER | 16,826 | 13,082 | 13,100 | 4,664 | 8,436 |
| 64210 | DISPOSAL/SANATATION | 392 | 0 | 4,000 | 1,663 | 2,338 |
| 64310 | NON-TECH REPAIRS & MAINT | 356 | 1,600 | 2,000 | 0 | 2,000 |
| 64320 | TECH MAINT | 0 | 130 | 130 | 130 | 0 |
| 64420 | EQUIP & VEH RENTAL | 0 | 0 | 0 | 0 | 0 |
| 64500 | CONSTRUCTION SERVICES | 0 | 0 | 0 | 0 | 0 |
| 64900 | OTHER PURC PROPERTY SVS | 0 | 0 | 0 | 0 | 0 |
| 65190 | FROM OTHER SOURCES | 5,533 | 506 | 4,000 | 603 | 3,397 |
| 65210 | PROPERTY INSURANCE | 27,803 | 25,348 | 27,400 | 27,399 | 1 |
| 65220 | LIABILITY INSURANCE | 0 | 0 | 0 | 0 | 0 |
| 65240 | FLEET INSURANCE | 0 | 0 | 11,073 | 0 | 11,073 |
| 65250 | ACCIDENT INS FOR STUDENTS | 9,080 | 14,267 | 14,267 | 14,267 | 0 |
| 65290 | OTHER INSURANCE | 16,699 | 15,260 | 4,300 | 11,073 | (6,773) |
| 65300 | COMMUNICATIONS | 0 | 0 | 0 | 0 | 0 |
| 65310 | TELEPHONE | 11,778 | 20,398 | 20,500 | 7,204 | 13,296 |
| 65320 | POSTAGE | 1,448 | 3,891 | 4,300 | 1,390 | 2,911 |
| 65330 | INTERNET | 0 | 27,067 | 0 | 0 | 0 |
| 65400 | ADVERTISING | 2,136 | 2,014 | 1,900 | 1,463 | 437 |
| 65500 | PRINTING & BINDING | 0 | 0 | 0 | 0 | 0 |
| 65600 | TUITION | 0 | 0 | 0 | 0 | 0 |
| 65610 | TO LEA'S WITHIN STATE | 0 | 0 | 0 | 0 | 0 |
| 65640 | INTERM AGENCY-IN STATE | 0 | 0 | 0 | 0 | 0 |
| 65690 | OTHER TUITION | 0 | 0 | 0 | 0 | 0 |
| 65810 | TRVL-CERT-IN DISTRICT | 16,977 | 6,594 | 16,400 | 6,482 | 9,918 |

**Arkansas Department of Education
Hermitage School District
Unrestricted Funds Expenditures Report**

General Operating Funds:

1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2392|2393|2398|2399|2752|2920|4000|4394

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|---------|-------------------------|---------|---------|-------------|-------------------------|--------------------------------------|
| 65820 | TRVL-CLS IN DISTRICT | 1,670 | 384 | 500 | 154 | 346 |
| 65850 | TRVL CERT OUT STATE | 0 | 0 | 0 | 0 | 0 |
| 65870 | TRVL-NON-EMPLOYEE | 0 | 0 | 0 | 0 | 0 |
| 65900 | MISC PURC SVS | 0 | 0 | 0 | 0 | 0 |
| 65910 | SVS PURCHASED LOCALLY | 0 | 542 | 600 | 0 | 600 |
| 66100 | GEN SUPPLIES | 345,604 | 207,544 | 213,623 | 101,666 | 111,957 |
| 66107 | LOW VALUE EQUIPMENT | 1,821 | 0 | 0 | 0 | 0 |
| 66220 | ELECTRICITY | 128,594 | 104,079 | 110,100 | 39,880 | 70,220 |
| 66230 | BOTTLED GAS | 27,959 | 20,287 | 21,000 | 2,196 | 18,804 |
| 66260 | GASOLINE/DIESEL | 81,872 | 63,474 | 64,500 | 17,040 | 47,460 |
| 66300 | FOOD | 0 | 0 | 0 | 0 | 0 |
| 66400 | BOOKS & PERIODICALS | 0 | 0 | 0 | 0 | 0 |
| 66410 | TEXTBOOKS | 46,239 | 33 | 56,000 | 40,775 | 15,225 |
| 66420 | LIBRARY BOOKS | 2,305 | 0 | 2,000 | 546 | 1,454 |
| 66430 | PERIODICALS | 0 | 0 | 0 | 0 | 0 |
| 66440 | AUDIOVISUAL MATERIALS | 0 | 0 | 0 | 0 | 0 |
| 66443 | LEGAL-LITIGATION | 0 | 0 | 0 | 0 | 0 |
| 66500 | TECHN SUPPLIES | 0 | 0 | 0 | 0 | 0 |
| 66510 | SOFTWARE | 12,935 | 3,990 | 6,018 | 5,518 | 500 |
| 66520 | OTHER TECHN | 0 | 0 | 0 | 0 | 0 |
| 66527 | LOW VALUE TECH EQUIP | 0 | 0 | 0 | 0 | 0 |
| 67100 | LAND & IMPROVEMENTS | 0 | 0 | 0 | 0 | 0 |
| 67200 | BUILDINGS | 0 | 0 | 0 | 0 | 0 |
| 67300 | EQUIPMENT | 0 | 0 | 0 | 0 | 0 |
| 67310 | MACHINERY | 0 | 0 | 0 | 0 | 0 |
| 67320 | VEHICLES | 55,357 | 3,500 | 19,123 | 0 | 19,123 |
| 67330 | FURNITURE & FIXTURES | 0 | 0 | 3,287 | 3,287 | 0 |
| 67340 | TECHNOLOGY EQUIP | 6,764 | 1,692 | 2,000 | 0 | 2,000 |
| 67350 | TECHNOLOGY SOFTWARE | 0 | 0 | 0 | 0 | 0 |
| 67390 | OTHER EQUIPMENT | 3,783 | 3,496 | 0 | 0 | 0 |
| 67500 | TECHN EQUIP | 0 | 0 | 0 | 0 | 0 |
| 68100 | DUES AND FEES | 41,049 | 20,720 | 16,475 | 10,267 | 6,208 |
| 68200 | JUDGMENTS AGAINST LEA | 0 | 0 | 0 | 0 | 0 |
| 68300 | INTEREST | 204,120 | 211,390 | 194,754 | 97,508 | 97,246 |
| 68400 | INDIRECT COST | 0 | 0 | 0 | 0 | 0 |
| 68900 | MISC EXPENDITURES | 0 | 0 | 0 | 0 | 0 |
| 68999 | ATHLETIC EXPENSE | 0 | 0 | 13,100 | 0 | 13,100 |
| 69100 | REDEMPTION OF PRINCIPAL | 264,956 | 508,103 | 134,565 | 11,651 | 122,913 |
| 69330 | TO BUILDING FUND | 142,225 | 32,091 | 19,054 | 0 | 19,054 |
| 69360 | TO FEDERAL GRANTS FUND | 0 | 0 | 0 | 0 | 0 |

**Arkansas Department of Education
Hermitage School District
Unrestricted Funds Expenditures Report**

General Operating Funds:

1000|1001|1246|1365|1920|2000|2001|2002|2003|2017|2217|2218|2222|2227|2240|2246|2250|2265|2271|2365|2392|2393|2398|2399|2752|2920|4000|4394

Expenditures:

| Account | Account Description | FY12 | FY13 | FY14 Budget | FY14 YTD as of 10/31/13 | Variance in FY14 Budget and FY14 YTD |
|-----------------------------------|--------------------------|------------------|------------------|------------------|-------------------------------|---|
| 69370 | TO STUDENT ACTIVITY FUND | 0 | 0 | 0 | 0 | 0 |
| 69380 | TO FOOD SERVICE FUND | 64,873 | 43,760 | 44,000 | 0 | 44,000 |
| 69400 | FUNDING RETURN | 0 | 0 | 0 | 0 | 0 |
| Other Expenditure Totals | | 1,800,686 | 1,541,814 | 1,220,588 | 474,858 | 745,730 |
| Overall Expenditure Totals | | 4,764,752 | 4,115,618 | 3,677,168 | 1,047,481 | 2,629,687 |

K-8
Foreign Language Experiences

Foreign Languages
Curriculum Framework

Revised 2013

K-8 Foreign Language Experiences Curriculum Framework

The Student Learning Expectations (SLEs) within this framework document are for all K-8 students who are not enrolled in a foreign language class. These SLEs may be incorporated into any course, regardless of the teacher's training or lack of training in a foreign language.

| Strand | Content Standard |
|------------------------------------|---|
| Cultures | |
| 1. Cultural Products and Practices | Students will discuss products and practices from diverse cultures. |
| Connections | |
| 2. Cross-Cultural Connections | Students will develop connections to other languages and cultures. |

Notes:

1. Each grade level continues to address earlier Student Learning Expectations as needed.
2. Words that appear in italics within this document are defined in the glossary.
3. The examples given (e.g.,) are suggestions to guide the instructor.
4. Common Core State Standards (CCSS) alignment key, R.CCR.1 = Reading.College and Career Ready Anchor Standard.1

Strand: Cultures

Content Standard 1: Students will discuss products and practices from diverse cultures.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|---|--|--|---|---|-----------------------------------|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | CCSS ELA-Literacy Alignment |
| Cultural <i>Products and Practices</i> | CLT.1.K.1 Observe <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks) | CLT.1.1.1 Identify <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks) | CLT.1.2.1 Identify <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks) | CLT.1.3.1 Discuss <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks) | CLT.1.4.1 Discuss <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks) | R.CCR.7 SL.CCR.1, 2 L.CCR.3 |
| | CLT.1.K.2 Observe <i>customs and traditions</i> , as appropriate for the grade (e.g., celebrations, holidays) | CLT.1.1.2 Identify <i>customs and traditions</i> , as appropriate for the grade (e.g., celebrations, holidays) | CLT.1.2.2 Identify <i>customs and traditions</i> , as appropriate for the grade (e.g., celebrations, holidays) | CLT.1.3.2 Discuss <i>customs and traditions</i> , as appropriate for the grade (e.g., celebrations, holidays) | CLT.1.4.2 Discuss <i>customs and traditions</i> , as appropriate for the grade (e.g., celebrations, holidays) | |
| | CLT.1.K.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating) | CLT.1.1.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating) | CLT.1.2.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating) | CLT.1.3.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating) | CLT.1.4.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating) | |

Strand: Connections

Content Standard 2: Students will develop connections to other languages and cultures.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|--|---|---|---|--|---|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | CCSS ELA-Literacy Alignment |
| Cross-Cultural Connections | CNN.2.K.1 Recognize the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade | CNN.2.1.1 Recognize the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade | CNN.2.2.1 Recognize the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade | CNN.2.3.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade | CNN.2.4.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade | R.CCR.1, 4, 7, 10 SL.CCR.1, 3, 4, 6 L.CCR.1, 3, 4, 5, 6 |
| | CNN.2.K.2 Recognize that other languages exist, as appropriate for the grade | CNN.2.1.2 Recognize that other languages exist, as appropriate for the grade | CNN.2.2.2 Recognize some countries use another language, as appropriate for the grade | CNN.2.3.2 Recognize some countries use another language, as appropriate for the grade | CNN.2.4.2 Recognize groups within Arkansas that use or have used another language | |
| | CNN.2.K.3 Recognize words from other languages when encountered (e.g., greetings, holidays, food, <i>borrowed words</i>) | CNN.2.1.3 Identify words from other languages when encountered, as appropriate for the grade (e.g., greetings, holidays, food, <i>borrowed words</i>) | CNN.2.2.3 Identify words from other languages when encountered, as appropriate for the grade (e.g., greetings, celebrations, food, <i>borrowed words</i>) | CNN.2.3.3 Recognize words encountered in text that are the same or similar across languages (e.g., <i>borrowed words, cognates, word origins</i>) | CNN.2.4.3 Identify words encountered in text that are the same or similar across languages (e.g., <i>borrowed words, cognates, word origins</i>) | |
| | CNN.2.K.4 The SLE is not appropriate for this level/course | CNN.2.1.4 The SLE is not appropriate for this level/course | CNN.2.2.4 The SLE is not appropriate for this level/course | CNN.2.3.4 The SLE is not appropriate for this level/course | CNN.2.4.4 The SLE is not appropriate for this level/course | |

Strand: Cultures

Content Standard 1: Students will discuss products and practices from diverse cultures.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | |
|--|---|---|---|---|-----------------------------------|
| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | CCSS ELA-Literacy Alignment |
| Cultural <i>Products</i> and <i>Practices</i> | CLT.1.5.1 Compare and contrast <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks) | CLT.1.6.1 Compare and contrast <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks) | CLT.1.7.1 Compare and contrast <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks) | CLT.1.8.1 Compare and contrast <i>products</i> of various cultures, as appropriate for the grade (e.g., food, shelter, clothing, toys, music, art, sports, recreation, literature, flags, money, symbols, landmarks) | R.CCR.7 SL.CCR.1, 2 L.CCR.3 |
| | CLT.1.5.2 Discuss <i>customs</i> and <i>traditions</i> , as appropriate for the grade (e.g., celebrations, holidays) | CLT.1.6.2 Discuss <i>customs</i> and <i>traditions</i> , as appropriate for the grade (e.g., celebrations, holidays) | CLT.1.7.2 Discuss <i>customs</i> and <i>traditions</i> , as appropriate for the grade (e.g., celebrations, holidays) | CLT.1.8.2 Discuss <i>customs</i> and <i>traditions</i> , as appropriate for the grade (e.g., celebrations, holidays) | |
| | CLT.1.5.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating) | CLT.1.6.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating) | CLT.1.7.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating) | CLT.1.8.3 Participate in <i>multicultural</i> activities, as appropriate for the grade (e.g., reading literature, singing, playing sports, creating art, making crafts, dancing, celebrating) | |

Strand: Connections

Content Standard 2: Students will develop connections to other languages and cultures.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | |
|--|--|---|--|--|---|
| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | CCSS ELA-Literacy Alignment |
| Cross-Cultural Connections | CNN.2.5.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade | CNN.2.6.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade | CNN.2.7.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade | CNN.2.8.1 Discuss the need to communicate with members of other language or <i>cultural groups</i> , as appropriate for the grade | R.CCR.1, 4, 7, 10 SL.CCR.1, 3, 4, 6 L.CCR.1, 3, 4, 5, 6 |
| | CNN.2.5.2 Recognize groups in the United States that speak another language | CNN.2.6.2 Recognize groups in North America that speak another language | CNN.2.7.2 Recognize groups in other countries that speak another language | CNN.2.8.2 Recognize groups in other countries that speak another language | |
| | CNN.2.5.3 Identify words encountered in text that are the same or similar across languages and predict their meaning, as appropriate for the grade (e.g., <i>borrowed words</i> , <i>cognates</i> , word origins) | CNN.2.6.3 Identify words encountered in text that are the same or similar across languages and predict their meaning, as appropriate for the grade (e.g., <i>borrowed words</i> , <i>cognates</i> , word origins) | CNN.2.7.3 Identify words encountered in text that are the same or similar across languages and predict their meaning, as appropriate for the grade (e.g., <i>borrowed words</i> , <i>cognates</i> , word origins) | CNN.2.8.3 Identify words encountered in text that are the same or similar across languages and predict their meaning, as appropriate for the grade (e.g., <i>borrowed words</i> , <i>cognates</i> , word origins) | |
| | CNN.2.5.4 Discuss historical or current contributions of individuals representing other languages or cultures, as appropriate for the grade (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, immigrants, athletes) | CNN.2.6.4 Discuss historical or current contributions of groups representing other languages or cultures, as appropriate for the grade (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, immigrants, athletes) | CNN.2.7.4 Discuss historical or current contributions of individuals and/or groups representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migration groups, immigrants, athletes) | CNN.2.8.4 Discuss historical or current contributions of individuals and/or groups representing other languages or cultures (e.g., writers, artists, scientists, inventors, mathematicians, political leaders, historical figures, explorers, migration groups, immigrants, athletes) | |

Glossary for K-8 Foreign Language Experiences Curriculum Framework

| | |
|----------------|--|
| Borrowed word | A word or phrase adopted from one language into another with no significant change in spelling or pronunciation (e.g., et cetera, rodeo, kindergarten, plateau, algebra, buffet) |
| Cognate | A word from different languages that sounds or looks similar and has a similar meaning, typically evolved from a common origin (e.g., fabuloso, liberté, Haus, сестра) |
| Cultural group | A group of individuals related by culture |
| Custom | A practice common to a particular culture |
| Multicultural | Of, or relating to, many cultures |
| Practice | A pattern of behavior accepted by a society; knowledge of what to do, when, and where |
| Product | A concrete (tangible) or abstract (intangible) cultural element of a society |
| Tradition | A belief or custom transmitted through multiple generations |

Contributors

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K-8 Foreign Languages Acquisition

Foreign Languages Curriculum Framework

Revised 2013

K-8 Foreign Languages Acquisition

K-8 Foreign Languages Acquisition is designed for schools that offer foreign language education classes taught by a licensed foreign language teacher.

This framework document is based on the 1999 edition of *Standards for Foreign Language Learning in the 21st Century* developed by the American Council on the Teaching of Foreign Languages. Because communicative proficiency in a foreign language is not connected to grade level, this framework uses beginning, developing, and expanding to show increasing proficiency for all three standards within the Communication Strand, instead of establishing student learning expectations by grade level, as in the Cultures, Connections, Comparisons, and Communities strands.

This framework does not apply to programs offering high school credit at grade levels 5-8; such programs shall refer to the appropriate high school Foreign Languages Curriculum Framework for high school foreign language courses and must be approved by the Arkansas Department of Education.

K-8 Foreign Languages Acquisition

| Strand | Content Standard |
|----------------------------------|---|
| Communication | |
| 1. Interaction | Students will interact with others verbally and/or in writing in the target language. (interpersonal) |
| 2. Listening Reading | Students will process oral and/or written messages in the target language. (interpretive) |
| 3. Speaking Writing | Students will present to an audience of listeners and/or readers in the target language. (presentational) |
| Cultures | |
| 4. Practices and Perspectives | Students will discuss practices and perspectives from diverse cultures. |
| 5. Products and Perspectives | Students will discuss products and perspectives from diverse cultures. |
| Connections | |
| 6. Content Area Connections | Students will reinforce understanding of other content areas through the use of a target language. |
| 7. Cross-cultural Connections | Students will acquire information and recognize viewpoints only available through the target language and cultures. |
| Comparisons | |
| 8. Linguistic Comparisons | Students will compare the target language with the students' primary language. |
| 9. Cultural Comparisons | Students will compare the target culture(s) with the students' native culture. |
| Communities | |
| 10. Classroom Extensions | Students will examine ways to use the target language personally and professionally. |

Notes:

1. The three standards within the communication strand are designated as interpretive, interpersonal, or presentational. These classifications refer to the three modes of communication recognized in the 2012 edition of the "Performance Descriptors for Language Learners" promulgated by the American Council on the Teaching of Foreign Languages (ACTFL).
2. Each grade level continues to address earlier Student Learner Expectations as needed.
3. Words that appear in italics within this document are defined in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, R.CCR.1 = Reading.College and Career Ready Anchor Standard.1

Strand: Communication

Content Standard 1: Students will interact with others verbally and/or in writing in the target language. (interpersonal)

| | Beginning | Developing | Expanding | CCSS ELA-Literacy Alignment |
|-------------|---|---|--|--|
| Interaction | <p>CMC.1.B.1 Participate in simple social exchange using basic words and <i>learned phrases</i></p> <ul style="list-style-type: none"> • courtesy phrases • greetings and farewells • introductions • personal information • polite requests <p>CMC.1.B.2 Use appropriate forms of <i>register</i> (e.g., formal, informal, humble, polite)</p> <p>CMC.1.B.3 Answer simple questions using <i>learned phrases</i> (e.g., yes/no questions, questions that can be answered with one word)</p> | <p>CMC.1.D.1 Participate in short social exchanges in a limited manner</p> <ul style="list-style-type: none"> • expressing likes and dislikes • expressing preferences • discussing familiar topics (e.g., shopping, ordering in restaurants, discussing pastimes) <p>CMC.1.D.2 Use appropriate forms of <i>register</i> (e.g., formal, informal, humble, polite)</p> <p>CMC.1.D.3 Ask and answer questions in order to seek help, gather information, or clarify something that is not understood</p> | <p>CMC.1.E.1 Participate in social exchanges in various situations</p> <ul style="list-style-type: none"> • asking for directions and/or instructions • expressing and responding to feelings • giving or seeking personal opinions • discussing familiar topics (e.g., shopping, dining, traveling) <p>CMC.1.E.2 Use appropriate forms of <i>register</i> consistently (e.g., formal, informal, humble, polite)</p> <p>CMC.1.E.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p> | <p>R.CCR.2, 4, 6 W.CCR.1, 3, 4, 10 SL.CCR.1, 2, 3, 6 L.CCR.1, 2, 4</p> |

Strand: Communication

Content Standard 2: Students will process oral and/or written messages in the target language. (interpretive)

| | Beginning | Developing | Expanding | CCSS ELA-Literacy Alignment |
|-----------|--|--|---|--|
| Listening | <p>CMC.2.B.1 Recognize grade-appropriate words and basic phrases that relate to daily life and routines (e.g., self-awareness, family interactions, relationships, home life, community-mindedness)</p> <p>CMC.2.B.2 Recognize known words and phrases in familiar read-aloud texts</p> <p>CMC.2.B.3 Recognize essential information in highly contextualized speech</p> <p>CMC.2.B.4 Follow oral directions with one step</p> | <p>CMC.2.D.1 Recognize grade-appropriate words and understand phrases of increasing length and complexity that relate to daily life and routines (e.g., self-awareness, family interactions, relationships, home life, community-mindedness, environmental concerns)</p> <p>CMC.2.D.2 Recognize the main idea in short dialogues and read-aloud texts</p> <p>CMC.2.D.3 Recognize key information in short spoken passages (e.g., messages, announcements)</p> <p>CMC.2.D.4 Follow oral directions with two steps</p> | <p>CMC.2.E.1 Understand short conversations on matters regularly encountered in daily life and routines (e.g., self-awareness, family interactions, relationships, home life, community-mindedness, environmental concerns)</p> <p>CMC.2.E.2 Listen to short narratives to predict what will happen next</p> <p>CMC.2.E.3 Recognize main ideas delivered through non-print media (e.g., television, radio, Internet)</p> <p>CMC.2.E.4 Follow oral directions with three or more steps</p> | R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3 L.CCR.3 |

Strand: Communication

Content Standard 2: Students will process oral and/or written messages in the target language. (interpretive)

| | Beginning | Developing | Expanding | CCSS ELA-Literacy Alignment |
|---------|---|--|--|---|
| Reading | <p>CMC.2.B.5 Recognize words and basic phrases in environmental print (e.g., posters, signs)</p> <p>CMC.2.B.6 Recognize highly contextualized words and basic phrases in informational texts and short narratives with appropriate scaffolding and support</p> <p>CMC.2.B.7 The SLE is not appropriate for this level/course</p> <p>CMC.2.B.8 Follow one-step written directions aided by visual cues</p> | <p>CMC.2.D.5 Identify key information in written texts (e.g., menus, advertisements, schedules, letters, e-mails, travel brochures, movie listings)</p> <p>CMC.2.D.6 Recognize contextualized words and basic phrases in informational texts with scaffolding and support as needed</p> <p>CMC.2.D.7 Read and comprehend highly contextualized short narratives about familiar topics with scaffolding and support</p> <p>CMC.2.D.8 Follow one-step written directions aided by visual cues as appropriate</p> | <p>CMC.2.E.5 Identify main ideas or purpose in written texts (e.g., stories, song lyrics, poems, newspapers, magazines, web pages)</p> <p>CMC.2.E.6 Read and comprehend contextualized informational texts and narratives with scaffolding and support as needed (e.g., stories, song lyrics, newspapers, magazines, letters, e-mail messages)</p> <p>CMC.2.E.7 The SLE is not appropriate for this level/course</p> <p>CMC.2.E.8 Follow written directions with two or more steps aided by visual cues as appropriate</p> | <p>R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3 L.CCR.3</p> |

Strand: Communication

Content Standard 3: Students will present to an audience of listeners and/or readers in the target language. (presentational)

| | Beginning | Developing | Expanding | CCSS ELA-Literacy Alignment |
|----------|---|---|---|--|
| Speaking | <p>CMM.3.B.1 Describe familiar people, places, things, and events, with prompting and support</p> <p>CMM.3.B.2 Sequence events of a story using pictures, actions, or limited vocabulary</p> | <p>CMM.3.D.1 Describe familiar people, places, things, and events and, with prompting and support, provide details</p> <p>CMM.3.D.2 Retell a story using pictures or actions and limited vocabulary</p> | <p>CMM.3.E.1 Describe familiar people, places, things, and events and provide details</p> <p>CMM.3.E.2 Retell a story orally with or without visual cues</p> | R.CCR.1, 2, 3, 4 W.CCR.3, 4, 5, 6, 10 SL.CCR.2, 3, 4, 5, 6 |
| Writing | <p>CMM.3.B.3 Write simple phrases or sentences regarding familiar people, places, things, and events with prompting and support</p> <p>CMM.3.B.4 The SLE is not appropriate for this level/course</p> | <p>CMM.3.D.3 Produce complete sentences when appropriate to task and situation</p> <p>CMM.3.D.4 The SLE is not appropriate for this level/course</p> | <p>CMM.3.E.3 Produce simple paragraphs to provide requested detail or clarification</p> <p>CMM.3.E.4 Write about an event, including references to place and time</p> | R.CCR.1, 2, 3, 4 W.CCR.3, 4, 5, 6, 10 SL.CCR.2, 3, 4, 5, 6 |

Strand: Cultures

Content Standard 4: Students will discuss practices and perspectives from diverse cultures.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|---|---|---|---|---|-----------------------------|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | CCSS ELA-Literacy Alignment |
| <i>Practices and Perspectives</i> | CLT.4.K.1 Recognize customs and traditions (e.g., holidays, family life) | CLT.4.1.1 Identify customs and traditions (e.g., holidays, school life) | CLT.4.2.1 Describe customs and traditions (e.g., holidays, community life) | CLT.4.3.1 Discuss customs and traditions (e.g., holidays, community life) | CLT.4.4.1 Examine customs and traditions (e.g., holidays, community life) | SL.CCR.1, 2, 3, 6 |
| | CLT.4.K.2 Observe and/or participate in activities appropriate to the target culture(s) (e.g., crafts, games, sports, songs, celebrations) | CLT.4.1.2 Observe and/or participate in activities appropriate to the target culture(s) (e.g., crafts, games, sports, songs, celebrations) | CLT.4.2.2 Observe and/or participate in activities appropriate to the target culture(s) (e.g., crafts, games, sports, songs, celebrations) | CLT.4.3.2 Observe and/or participate in activities appropriate to the target culture(s) (e.g., crafts, games, sports, songs, celebrations) | CLT.4.4.2 Observe and/or participate in activities appropriate to the target culture(s) (e.g., crafts, games, sports, songs, celebrations) | |

Strand: Cultures

Content Standard 5: Students will discuss products and perspectives from diverse cultures.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|---|--|---|--|--|-----------------------------|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | CCSS ELA-Literacy Alignment |
| <i>Products and Perspectives</i> | CLT.5.K.1 Recognize various cultural symbols (e.g., flags, money, art, verbal and non-verbal language) | CLT.5.1.1 Identify various cultural symbols (e.g., flags, money, art, verbal and non-verbal language) | CLT.5.2.1 Discuss various cultural symbols (e.g., flags, money, art, verbal and non-verbal language) | CLT.5.3.1 Interpret the meaning of various cultural symbols (e.g., flags, money, art, verbal and non-verbal language, landmarks, monuments) | CLT.5.4.1 Evaluate the significance of various cultural symbols (e.g., landmarks, monuments, architecture) | R.CCR.2 SL.CCR.1, 2, 3 |
| | CLT.5.K.2 Recognize tangible <i>products</i> of culture (e.g., food, shelter, clothing, toys, art, transportation) | CLT.5.1.2 Identify tangible <i>products</i> of culture (e.g., food, shelter, clothing, toys, art, transportation) | CLT.5.2.2 Discuss tangible <i>products</i> of culture (e.g., food, shelter, clothing, toys, art, transportation) | CLT.5.3.2 Describe various tangible <i>products</i> across cultures (e.g., food, shelter, clothing, toys, art, transportation) | CLT.5.4.2 Examine tangible and intangible <i>products</i> across cultures (e.g., food, shelter, clothing, art, transportation, music, dance, sports, recreation, language, customs, traditions, literature) | |

Strand: Connections

Content Standard 6: Students will reinforce understanding of other content areas through the use of a target language.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|--|--|--|--|--|------------------------------------|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | CCSS ELA-Literacy Alignment |
| Content Area Connections | CNN.6.K.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade (e.g., weather, math facts, measurement, animals, insects, geographical concepts) | CNN.6.1.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade (e.g., weather, math facts, measurement, animals, insects, geographical concepts) | CNN.6.2.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade (e.g., weather, math facts, measurement, animals, insects, geographical concepts) | CNN.6.3.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade (e.g., weather, math facts, measurement, animals, insects, geographical concepts) | CNN.6.4.1 Discuss concepts learned in other content areas in the target language, as appropriate for the grade (e.g., weather, math facts, measurement, animals, insects, geographical concepts) | R.CCR.3, 4, 7, 8 SL.CCR.1, 4, 6 |

Strand: Connections

Content Standard 7: Students will acquire information and recognize viewpoints only available through the target language and cultures.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|--|--|--|--|--|------------------------------------|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | CCSS ELA-Literacy Alignment |
| Cross-cultural Connections | CNN.7.K.1 Recognize that languages other than English exist | CNN.7.1.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, advertisements) | CNN.7.2.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, advertisements) | CNN.7.3.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, advertisements) | CNN.7.4.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, advertisements) | R.CCR.1, 2, 4, 7 SL.CCR.1, 2, 3 |
| | CNN.7.K.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating) | CNN.7.1.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating) | CNN.7.2.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating) | CNN.7.3.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating) | CNN.7.4.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating) | |

Strand: Comparisons

Content Standard 8: Students will compare the target language with the students' primary language.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|--|--|---|--|--|-----------------------------|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | CCSS ELA-Literacy Alignment |
| Linguistic Comparisons | CMP.8.K.1 Identify <i>borrowed words</i> in the target language and the primary language | CMP.8.1.1 Use <i>borrowed words</i> in the target language and the primary language | CMP.8.2.1 Use <i>borrowed words</i> in the target language and the primary language | CMP.8.3.1 Use <i>borrowed words</i> in the target language and the primary language | CMP.8.4.1 Use <i>borrowed words</i> in the target language and the primary language | L.CCR.2, 3, 4, 5, 6 |
| | CMP.8.K.2 Identify <i>cognates</i> | CMP.8.1.2 Use <i>cognates</i> to enhance comprehension of language | CMP.8.2.2 Use <i>cognates</i> to enhance comprehension of language | CMP.8.3.2 Use <i>cognates</i> to enhance comprehension of language | CMP.8.4.2 Use <i>cognates</i> to enhance comprehension of language | |
| | CMP.8.K.3 Observe similarities and differences between the sound and writing systems of English and the target language (e.g., ñ, ç, ö) | CMP.8.1.3 Recognize similarities and differences between the sound and writing systems of English and the target language (e.g., ñ, ç, ö) | CMP.8.2.3 Identify similarities and differences between the sound and writing systems of English and the target language (e.g., ñ, ç, ö) | CMP.8.3.3 Discuss similarities and differences between the sound and writing systems of English and the target language (e.g., ñ, ç, ö) | CMP.8.4.3 Use similarities and differences between the sound and writing systems of English and the target language to make predictions regarding the spelling and/or pronunciation of unfamiliar words | |
| | CMP.8.K.4 Mimic critical sounds in read-aloud texts and/or teacher speech (e.g., intonations, accented syllables) | CMP.8.1.4 Imitate sounds that are crucial to communicate meaning (e.g., intonations, accented syllables) | CMP.8.2.4 Repeat sounds that are crucial to communicate meaning with increasing accuracy (e.g., intonations, accented syllables) | CMP.8.3.4 Reproduce sounds that are crucial to communicate meaning with increasing accuracy (e.g., intonations, accented syllables) | CMP.8.4.4 Use sounds that are crucial to communicate meaning (e.g., intonations, accented syllables) | |

Strand: Comparisons

Content Standard 9: Students will compare the target culture(s) with the students' native culture.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|---|--|---|--|--|---|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | CCSS ELA-Literacy Alignment |
| Cultural Comparisons | CMP.9.K.1 Recognize similarities and differences in <i>practices</i> across cultures (e.g., holidays, family life) | CMP.9.1.1 Identify similarities and differences in <i>practices</i> across cultures (e.g., holidays, school life) | CMP.9.2.1 Describe similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life) | CMP.9.3.1 Discuss similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life) | CMP.9.4.1 Explain similarities and differences in <i>practices</i> across cultures (e.g., holidays, community life) | R.CCR.7 SL.CCR.1, 2, 3, 6 L.CCR.3 |
| | CMP.9.K.2 Recognize similarities and differences in <i>products</i> across cultures (e.g., menus, clothing) | CMP.9.1.2 Identify similarities and differences in <i>products</i> across cultures (e.g., menus, clothing) | CMP.9.2.2 Describe similarities and differences in <i>products</i> across cultures (e.g., menus, clothing) | CMP.9.3.2 Discuss similarities and differences in <i>products</i> across cultures (e.g., menus, clothing) | CMP.9.4.2 Explain similarities and differences in <i>products</i> across cultures (e.g., menus, clothing) | |
| | CMP.9.K.3 The SLE is not appropriate for this level/course | CMP.9.1.3 The SLE is not appropriate for this level/course | CMP.9.2.3 The SLE is not appropriate for this level/course | CMP.9.3.3 Recognize similarities and differences in <i>perspectives</i> across cultures | CMP.9.4.3 Identify similarities and differences in <i>perspectives</i> across cultures | |

Strand: Communities

Content Standard 10: Students will examine ways to use the target language personally and professionally.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | | |
|--|--|--|--|--|--|---|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | CCSS ELA-Literacy Alignment |
| Classroom Extensions | <p>CMN.10.K.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school, community events)</p> | <p>CMN.10.1.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school, community events)</p> | <p>CMN.10.2.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school, community events)</p> | <p>CMN.10.3.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school, community events)</p> | <p>CMN.10.4.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school, community events)</p> | <p>R.CCR.7 W.CCR.3, 4, 6, 10 SL.CCR.1, 2, 3, 6 L.CCR.2, 3</p> |
| | <p>CMN.10.K.2 Identify professions that may use the target language (e.g., medical, legal, technical, retail, tourism)</p> | <p>CMN.10.1.2 Identify professions that may use the target language (e.g., medical, legal, technical, retail, tourism)</p> | <p>CMN.10.2.2 Identify professions that may use the target language (e.g., medical, legal, technical, retail, tourism)</p> | <p>CMN.10.3.2 Identify professions that benefit from proficiency in the target language (e.g., medical, legal, technical, retail, tourism)</p> | <p>CMN.10.4.2 Identify professions that benefit from proficiency in the target language (e.g., medical, legal, technical, retail, tourism)</p> | |

Strand: Cultures

Content Standard 4: Students will discuss practices and perspectives from diverse cultures.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | |
|--|---|--|--|--|-----------------------------|
| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | CCSS ELA-Literacy Alignment |
| <i>Practices and Perspectives</i> | CLT.4.5.1 Identify cultural <i>practices</i> in societies (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping) | CLT.4.6.1 Describe cultural <i>practices</i> in societies (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping) | CLT.4.7.1 Discuss diverse cultural <i>practices</i> in other societies (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment) | CLT.4.8.1 Analyze diverse cultural <i>practices</i> in other societies (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment) | L.CCR.1, 2, 3, 6 |
| | CLT.4.5.2 Recognize the relationship between cultural <i>practices</i> and <i>perspectives</i> among groups within society (e.g., living in a compound relates to the <i>perspective</i> of extended family, closing down businesses for siesta relates to the <i>perspective</i> of rest) | CLT.4.6.2 Identify the relationship between cultural <i>practices</i> and <i>perspectives</i> among groups within society (e.g., living in a compound relates to the <i>perspective</i> of extended family, closing down businesses for siesta relates to the <i>perspective</i> of rest) | CLT.4.7.2 Discuss the relationship between cultural <i>practices</i> and <i>perspectives</i> among people in other societies (e.g., personal space relates to the <i>perspective</i> of comfort zone, inquiries about family members relates to the <i>perspective</i> of extended family, punctuality relates to the <i>perspective</i> of time) | CLT.4.8.2 Examine the relationship between cultural <i>practices</i> and <i>perspectives</i> among people in other societies (e.g., personal space relates to the <i>perspective</i> of comfort zone, inquiries about family members relates to the <i>perspective</i> of extended family, punctuality relates to the <i>perspective</i> of time) | |

Strand: Cultures

Content Standard 5: Students will discuss products and perspectives from diverse cultures.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | |
|--|---|--|--|---|-----------------------------|
| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | CCSS ELA-Literacy Alignment |
| <i>Products and Perspectives</i> | <p>CLT.5.5.1 Examine tangible and intangible <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports, recreation, language, customs, traditions, literature)</p> | <p>CLT.5.6.1 Examine tangible and intangible <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports, recreation, language, customs, traditions, literature)</p> | <p>CLT.5.7.1 Produce tangible and intangible <i>products</i> across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports, recreation, language, customs, traditions, literature)</p> | <p>CLT.5.8.1 Explore the effects of expressive <i>products</i>, both tangible and intangible, across cultures (e.g., literature, music, art, dance, drama, customs, language)</p> | R.CCR.2 SL.CCR.1, 2, 3 |
| | <p>CLT.5.5.2 Recognize relationships between tangible and intangible cultural <i>products</i> and <i>perspectives</i> (e.g., food, shelter, clothing, transportation, music, art, dance, sports, recreation, language, customs, traditions, literature)</p> | <p>CLT.5.6.2 Identify relationships between tangible and intangible cultural <i>products</i> and <i>perspectives</i> (e.g., food, shelter, clothing, transportation, music, art, dance, sports, recreation, language, customs, traditions, literature)</p> | <p>CLT.5.7.2 Discuss the relationships between cultural <i>products</i> and <i>perspectives</i> (e.g., mythology to belief system, personal property to ownership, clothing styles to modesty)</p> | <p>CLT.5.8.2 Examine the relationships between <i>products</i> and <i>perspectives</i> (e.g., mythology to belief system, personal property to ownership, clothing styles to modesty)</p> | |

Strand: Connections

Content Standard 6: Students will reinforce understanding of other content areas through the use of a target language.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | |
|--|---|---|---|---|--|
| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | CCSS ELA-Literacy Alignment |
| Content Area Connections | <p>CNN.6.5.1 Discuss concepts learned in other content areas in the target language (e.g., weather, math facts, measurement, animals, insects, geography)</p> <p>CNN.6.5.2 Discuss resources in the target language on topics relating to other content areas (e.g., texts, articles, short videos)</p> | <p>CNN.6.6.1 Discuss concepts learned in other content areas in the target language (e.g., geographical terms and concepts, historical facts and concepts, mathematical terms and problems, scientific information)</p> <p>CNN.6.6.2 Discuss resources in the target language on topics relating to other content areas (e.g., texts, articles, short videos)</p> | <p>CNN.6.7.1 Discuss concepts learned in other content areas in the target language (e.g., geographical terms and concepts, historical facts and concepts, mathematical terms and problems, scientific information)</p> <p>CNN.6.7.2 Discuss resources in the target language on topics relating to other content areas (e.g., texts, articles, short videos)</p> | <p>CNN.6.8.1 Discuss concepts learned in other content areas in the target language (e.g., geographical terms and concepts, historical facts and concepts, mathematical terms and problems, scientific information)</p> <p>CNN.6.8.2 Discuss resources in the target language on topics relating to other content areas (e.g., texts, articles, short videos)</p> | <p>R.CCR.3, 4, 7, 8 SL.CCR.1, 4, 6</p> |

Strand: Connections

Content Standard 7: Students will acquire information and recognize viewpoints only available through the target language and cultures.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | |
|--|--|--|--|--|------------------------------------|
| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | CCSS ELA-Literacy Alignment |
| Cross-cultural Connections | CNN.7.5.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, money, advertisements) | CNN.7.6.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, money, advertisements) | CNN.7.7.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, money, advertisements) | CNN.7.8.1 Discuss authentic and/or adapted materials that have been read or listened to, as appropriate for the grade (e.g., folktales, poems, songs, money, advertisements) | R.CCR.1, 2, 4, 7 SL.CCR.1, 2, 3 |
| | CNN.7.5.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating, fashion shows of traditional dress) | CNN.7.6.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating, fashion shows of traditional dress) | CNN.7.7.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating, fashion shows of traditional dress) | CNN.7.8.2 Participate in activities from the target culture(s), as appropriate for the grade (e.g., singing, playing, storytelling, rhyming, celebrating, fashion shows of traditional dress) | |

Strand: Comparisons

Content Standard 8: Students will compare the target language with the students' primary language.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | |
|--|---|---|--|---|-----------------------------|
| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | CCSS ELA-Literacy Alignment |
| Linguistic Comparisons | <p>CMP.8.5.1 Enhance comprehension of the target language through <i>borrowed words</i> and <i>cognates</i>, as appropriate for the grade</p> <p>CMP.8.5.2 Use similarities and differences between the sound and writing systems of English and the target language to make predictions regarding the spelling and/or pronunciation of unfamiliar words</p> <p>CMP.8.5.3 The SLE is not appropriate for this level/course</p> <p>CMP.8.5.4 Recognize grammatical concepts in the target language</p> | <p>CMP.8.6.1 Enhance comprehension of the target language through <i>borrowed words</i> and <i>cognates</i>, as appropriate for the grade</p> <p>CMP.8.6.2 The SLE is not appropriate for this level/course</p> <p>CMP.8.6.3 Identify <i>idiomatic expressions</i> in English and the target language</p> <p>CMP.8.6.4 Discuss similarities and differences in grammatical concepts between English and the target language</p> | <p>CMP.8.7.1 Enhance comprehension of the target language through <i>borrowed words</i> and <i>cognates</i>, as appropriate for the grade</p> <p>CMP.8.7.2 The SLE is not appropriate for this level/course</p> <p>CMP.8.7.3 Discuss <i>idiomatic expressions</i> in English and the target language, as appropriate for the grade</p> <p>CMP.8.7.4 Compare and contrast grammatical concepts in English and the target language</p> | <p>CMP.8.8.1 Enhance comprehension of the target language through <i>borrowed words</i> and <i>cognates</i>, as appropriate for the grade</p> <p>CMP.8.8.2 The SLE is not appropriate for this level/course</p> <p>CMP.8.8.3 Discuss <i>idiomatic expressions</i> in English and the target language, as appropriate for the grade</p> <p>CMP.8.8.4 Use knowledge of grammatical similarities and differences to improve accuracy in both English and the target language</p> | L.CCR.2, 3, 4, 5, 6 |

Strand: Comparisons

Content Standard 8: Students will compare the target language with the students' primary language.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | |
|--|---|---|---|---|-----------------------------|
| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | CCSS ELA-Literacy Alignment |
| Linguistic Comparisons | CMP.8.5.5 Use sounds that are crucial to communicate meaning (e.g., intonations, accented syllables) | CMP.8.6.5 Discuss sounds that are crucial to communicate meaning (e.g., intonations, accented syllables) | CMP.8.7.5 Demonstrate awareness that sound distinctions are crucial for meaningful communication | CMP.8.8.5 Demonstrate awareness that sound distinctions are crucial for meaningful communication | L.CCR.2, 3, 4, 5, 6 |

Strand: Comparisons

Content Standard 9: Students will compare the target culture(s) with the students' native culture.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | CCSS ELA-Literacy Alignment |
|----------------------|--|---|---|---|--|
| Cultural Comparisons | <p>CMP.9.5.1 Explain similarities and differences in <i>practices</i> across cultures (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping)</p> | <p>CMP.9.6.1 Compare and contrast similarities and differences in <i>practices</i> across cultures (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping)</p> | <p>CMP.9.7.1 Analyze similarities and differences in <i>practices</i> across cultures (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping, traditions, customs, observation of life stages, marriage, rites of passage, belief systems, entertainment)</p> | <p>CMP.9.8.1 Analyze similarities and differences in <i>practices</i> across cultures (e.g., concepts of time, personal space, property ownership, family roles, hygiene, shopping, traditions, customs, marriage, observation of life stages, rites of passage, belief systems, entertainment)</p> | <p>R.CCR.7 SL.CCR.1, 2, 3, 6 L.CCR.3</p> |
| | <p>CMP.9.5.2 Explain similarities and differences in <i>products</i> across cultures (e.g., celebrations, art, literature, architecture, music, dance, theater, educational systems, number systems)</p> | <p>CMP.9.6.2 Compare and contrast similarities and differences in <i>products</i> across cultures (e.g., celebrations, art, literature, architecture, music, dance, theater, educational systems, number systems)</p> | <p>CMP.9.7.2 Analyze similarities and differences in <i>products</i> across cultures (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)</p> | <p>CMP.9.8.2 Analyze similarities and differences in <i>products</i> across cultures (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems)</p> | |
| | <p>CMP.9.5.3 Describe similarities and differences in <i>perspectives</i> across cultures</p> | <p>CMP.9.6.3 Discuss similarities and differences in <i>perspectives</i> across cultures</p> | <p>CMP.9.7.3 Explain similarities and differences in <i>perspectives</i> across cultures</p> | <p>CMP.9.8.3 Analyze similarities and differences in <i>perspectives</i> across cultures</p> | |

Strand: Communities

Content Standard 10: Students will examine ways to use the target language personally and professionally.

| THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES. | | | | | |
|--|---|---|--|--|---|
| | Grade 5 | Grade 6 | Grade 7 | Grade 8 | CCSS ELA-Literacy Alignment |
| Classroom Extensions | <p>CMN.10.5.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school or community events, video games)</p> <p>CMN.10.5.2 Identify professions that benefit from proficiency in the target language (e.g., medical, legal, technical, tourism)</p> <p>CMN.10.5.3 The SLE is not appropriate for this level/course</p> | <p>CMN.10.6.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school or community events, video games, drama)</p> <p>CMN.10.6.2 Use community resources to gain an understanding of how the target language is beneficial to the regional economy (e.g., career day, job shadowing, Internet)</p> <p>CMN.10.6.3 The SLE is not appropriate for this level/course</p> | <p>CMN.10.7.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school or community events, video games, drama, social media, texting)</p> <p>CMN.10.7.2 Use community resources to gain an understanding of how the target language is beneficial to the regional economy (e.g., career day, job shadowing, Internet)</p> <p>CMN.10.7.3 Recognize the benefits of target language proficiency in higher educational pursuits</p> | <p>CMN.10.8.1 Use the target language outside of the classroom in various ways (e.g., <i>e-pals</i>, pen pals, letters, writing stories, greeting cards, school or community events, video games, drama, social media, texting)</p> <p>CMN.10.8.2 Use community resources to gain an understanding of how the target language is beneficial to the regional economy (e.g., career day, job shadowing, Internet)</p> <p>CMN.10.8.3 Discuss the benefits of target language proficiency in higher educational pursuits</p> | <p>R.CCR.7 W.CCR.3, 4, 6, 10 SL.CCR.1, 2, 3, 6 L.CCR.2, 3</p> |

Glossary for K-8 Foreign Languages Acquisition

| | |
|----------------------|--|
| Borrowed word | A word or phrase adopted from one language into another with no significant change in spelling or pronunciation (e.g., et cetera, rodeo, kindergarten, plateau, algebra, buffet) |
| Cognate | A word from different languages that sounds or looks similar and has a similar meaning, typically evolved from a common origin (e.g., fabuloso, liberté, Haus, сестра) |
| E-pal | Similar to pen pal except that communication takes place using electronic media |
| Idiomatic expression | An expression which functions as a single unit and whose meaning cannot be translated word for word; a group of words that means something other than the literal translation |
| Learned phrase | A phrase that has been previously taught and repeatedly practiced |
| Perspective | An attitude or worldview associated with a particular culture or cultures; a traditional idea, attitude, meaning, or value of members of that society |
| Practice | A pattern of behavior accepted by a society; knowledge of what to do, when, and where |
| Product | A concrete (tangible) or abstract (intangible) cultural element of a society |
| Register | A manner of addressing another according to the title, relationship, or social situation |

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Modern Languages I-IV

Foreign Languages Curriculum Framework

Revised 2013

Course Title: Modern Languages I-IV
Course/Unit Credit: 1 per course

| | Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV |
|--------------------|-----------------------|------------------------|-------------------------|------------------------|
| Course Number: | | | | |
| Chinese (Mandarin) | 447000 | 447010 | 447030 | 447040 |
| French | 441000 | 441010 | 441030 | 441040 |
| German | 442000 | 442010 | 442030 | 442040 |
| Italian | 443000 | 443010 | 443020 | 443030 |
| Japanese | 446000 | 446010 | 446030 | 446040 |
| Russian | 444000 | 444010 | 444030 | 444040 |
| Spanish | 440000 | 440020 | 440030 | 440040 |

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: There is no prerequisite for Modern Languages I. The student entering Modern Languages II, III, or IV must successfully complete the preceding year of study of the same language.

Modern Languages I-IV

Modern Languages I, II, III, and IV provide basic instruction in pronunciation, aural comprehension, vocabulary, and grammar, and eventually lead to increased communicative and cultural proficiency in the target language(s). Target language cultures, traditions, and current events are introduced on the appropriate level through selected readings, audio/visual recordings, and other authentic materials. Listening, speaking, writing, role-playing, and group activities are designed to instruct, reinforce, and connect language skills. Modern Languages I, II, III, and IV include applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments. Arkansas Department of Education approval for the courses listed above is not required.

Modern Languages I-IV

| Strand | Content Standard |
|---------------|---|
| Communication | |
| | 1. Students will interpret aural, written, and visual messages in the target language. (interpretive) |
| | 2. Students will interact by speaking and writing in the target language. (interpersonal) |
| | 3. Students will present information in the target language. (presentational) |
| Culture | |
| | 4. Students will investigate the practices, products, and perspectives of the target culture(s). |
| Connections | |
| | 5. Students will apply the target language to reinforce and expand knowledge of other subject areas. |
| | 6. Students will recognize the common and unique views and contributions of the target language and its cultures. |
| Comparisons | |
| | 7. Students will explain the similarities and differences between the target language and the students' primary language. |
| | 8. Students will explain the similarities and differences between the target culture(s) and the students' native culture. |
| Communities | |
| | 9. Students will examine ways to use the target language personally and professionally. |

Notes:

1. The three standards within the communication strand are designated as interpretive, interpersonal, or presentational. These classifications refer to the three modes of communication recognized in the 2012 edition of the "Performance Descriptors for Language Learners" promulgated by the American Council on the Teaching of Foreign Languages (ACTFL).
2. Words that appear in italics within this document are defined in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. Common Core State Standards (CCSS) alignment key, R.CCR.1 = Reading.College and Career Ready Anchor Standard.1

Strand: Communication

Content Standard 1: Students will interpret aural, written, and visual messages in the target language. (interpretive)

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|---|---|---|---|
| <p>CMC.1.MLI.1 Recognize elements of speech</p> <ul style="list-style-type: none"> • <i>intonation</i> • patterns • <i>pitch</i> • rhythms • sounds • syllables • <i>tones</i> | <p>CMC.1.MLII.1 Identify elements of speech</p> <ul style="list-style-type: none"> • <i>intonation</i> • patterns • <i>pitch</i> • rhythms • sounds • syllables • <i>tones</i> | <p>CMC.1.MLIII.1 Interpret the principal message of</p> <ul style="list-style-type: none"> • emotions • gestures • <i>intonation</i> • <i>nuances</i> • <i>pitch</i> • <i>tones</i> | <p>CMC.1.MLIV.1 Interpret the complex and subtle message of</p> <ul style="list-style-type: none"> • emotions • gestures • <i>intonation</i> • <i>nuances</i> • <i>pitch</i> • <i>tones</i> | <p>R.CCR.1, 4 SL.CCR.2 L.CCR.4</p> |
| <p>CMC.1.MLI.2 Recognize <i>orthographic</i> characters or symbols (e.g., accent mark, umlaut, Chinese stroke order, <i>radical</i>, <i>Cyrillic</i> characters)</p> | <p>CMC.1.MLII.2 Identify <i>orthographic</i> characters or symbols (e.g., accent mark, umlaut, Chinese stroke order, <i>radical</i>, <i>Cyrillic</i> characters)</p> | <p>CMC.1.MLIII.2 Identify the relationship between the writer/speaker and his/her audience based on the style and use of language</p> | <p>CMC.1.MLIV.2 Identify the relationship between the writer/speaker and his/her audience based on the style and use of language in conceptually complex texts</p> | <p>R.CCR.1, 4, 5, 6 SL.CCR.3 L.CCR.4</p> |
| <p>CMC.1.MLI.3 Recognize <i>cognates</i>, <i>place names</i>, and <i>borrowings</i></p> | <p>CMC.1.MLII.3 Identify <i>cognates</i>, <i>place names</i>, and <i>borrowings</i> in context</p> | <p>The SLE is not appropriate for this level/course</p> | <p>The SLE is not appropriate for this level/course</p> | <p>R.CCR.1, 2, 3, 4 SL.CCR.2, 3 L.CCR.5</p> |
| <p>CMC.1.MLI.4 Recognize language <i>registers</i> (e.g., formal, informal)</p> | <p>CMC.1.MLII.4 Interpret language <i>registers</i> in context (e.g., formal, informal)</p> | <p>The SLE is not appropriate for this level/course</p> | <p>The SLE is not appropriate for this level/course</p> | <p>R.CCR.1, 4, 5, 6 SL.CCR.3</p> |
| <p>CMC.1.MLI.5 Follow simple directions (e.g., classroom commands, procedures)</p> | <p>CMC.1.MLII.5 Follow multi-step directions in familiar contexts (e.g., instructions, recipes, map directions)</p> | <p>CMC.1.MLIII.5 Follow multi-step directions in familiar and unfamiliar contexts in which a problem must be solved</p> | <p>The SLE is not appropriate for this level/course</p> | <p>R.CCR.1, 2, 4, 5, 6 SL.CCR.3, 5</p> |
| <p>CMC.1.MLI.6 Understand basic <i>idiomatic expressions</i></p> | <p>CMC.1.MLII.6 Interpret a variety of <i>idiomatic expressions</i></p> | <p>CMC.1.MLIII.6 Identify <i>proverbs</i>, <i>colloquialisms</i>, and complex <i>idiomatic expressions</i></p> | <p>CMC.1.MLIV.6 Examine <i>proverbs</i>, <i>colloquialisms</i>, and complex <i>idiomatic expressions</i></p> | <p>R.CCR.2, 3, 4 SL.CCR.2, 3, 5 L.CCR.5</p> |

Strand: Communication

Content Standard 1: Students will interpret aural, written, and visual messages in the target language. (interpretive)

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|---|--|--|---|
| CMC.1.MLI.7 Interpret the principal message of gestures, <i>nuances</i> , and <i>intonation</i> | CMC.1.MLII.7 Interpret gestures, <i>nuances</i> , and <i>intonation</i> | The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | R.CCR.1, 2, 4, 5, 7, 8, 9 SL.CCR.2, 4, 5, 6 L.CCR.5 |
| CMC.1.MLI.8 Use reading and listening strategies to enhance comprehension (e.g., <i>cognates</i> , contextual clues, visual cues, inferences, predictions) | CMC.1.MLII.8 Apply reading and listening strategies to enhance comprehension (e.g., <i>cognates</i> , <i>place names</i> , <i>borrowings</i> , contextual clues, visual cues, inferences, predictions) | CMC.1.MLIII.8 Apply reading and listening strategies to enhance comprehension of complex texts (e.g., <i>cognates</i> , <i>place names</i> , <i>borrowings</i> , contextual clues, visual cues, inferences, predictions) | CMC.1.MLIV.8 Apply reading and listening strategies to enhance comprehension of complex texts | R.CCR.1, 2, 7 SL.CCR.2, 3 L.CCR.4 |
| CMC.1.MLI.9 Identify central idea(s) and specific information from a variety of appropriate texts and visual media on familiar topics | CMC.1.MLII.9 Examine a variety of appropriate texts and visual media on familiar and unfamiliar topics for <ul style="list-style-type: none"> • central idea • key details • point of view • purpose | CMC.1.MLIII.9 Identify elements, citing evidence, from a variety of <i>authentic</i> texts and visual media on familiar and unfamiliar topics for <ul style="list-style-type: none"> • audience • central idea • genre • key details • point of view • purpose • theme | CMC.1.MLIV.9 Analyze elements, citing evidence, from a variety of <i>authentic</i> texts and visual media on familiar and unfamiliar topics for <ul style="list-style-type: none"> • audience • central idea • genre • key details • point of view • purpose • theme | R.CCR.1, 2, 5, 6 SL.CCR.3 |

Strand: Communication

Content Standard 1: Students will interpret aural, written, and visual messages in the target language. (interpretive)

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|--|--|---|---|---|
| <p>CMC.1.MLI.10 Identify central idea(s) and specific information from a variety of auditory sources with or without visual cues</p> | <p>CMC.1.MLII.10 Analyze a variety of auditory sources with or without visual cues for</p> <ul style="list-style-type: none"> • central idea • key details • point of view • purpose | <p>CMC.1.MLIII.10 Analyze, with or without visual cues, a variety of <i>authentic</i> auditory sources for</p> <ul style="list-style-type: none"> • audience • central idea • genre • key details • point of view • purpose • theme <p>and cite evidence</p> | <p>CMC.1.MLIV.10 Explain, in the target language with or without visual cues, a variety of <i>authentic</i> auditory sources for</p> <ul style="list-style-type: none"> • audience • central idea • genre • key details • point of view • purpose • theme <p>and cite evidence</p> | <p>SL.CCR.2, 3</p> |
| <p>CMC.1.MLI.11 Interpret <i>authentic</i> materials</p> | <p>CMC.1.MLII.11 Summarize information contained in <i>authentic</i> materials</p> | <p>The SLE is not appropriate for this level/course</p> | <p>The SLE is not appropriate for this level/course</p> | <p>R.CCR.1, 2, 4, 5 SL.CCR.4, 5, 6</p> |
| <p>CMC.1.MLI.12 Draw conclusions from a variety of simple oral, visual, and textual sources, citing evidence</p> | <p>CMC.1.MLII.12 Make inferences from a variety of oral, visual, and textual sources, citing evidence</p> | <p>CMC.1.MLIII.12 Identify common themes and elements among a variety of <i>authentic</i> oral, visual, and textual sources</p> | <p>CMC.1.MLIV.12 Examine common themes and elements among a variety of <i>authentic</i> oral, visual, and textual sources</p> | <p>R.CCR.1, 2, 4, 5, 8 SL.CCR.4, 5, 6</p> |

Strand: Communication

Content Standard 2: Students will interact by speaking and writing in the target language. (interpersonal)

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|--|--|--|--|---|
| CMC.2.MLI.1 Interact effectively in a range of conversations and collaborations in the appropriate time frames | CMC.2.MLII.1 Initiate conversations and collaborations, in the appropriate <i>tenses</i> | CMC.2.MLIII.1 Engage in unrehearsed conversations and collaborations in the appropriate <i>tenses</i> | CMC.2.MLIV.1 Engage in extended, unrehearsed conversations and collaborations in the appropriate <i>tenses</i> | W.CCR.4, 10 SL.CCR.1, 4 L.CCR.1 |
| CMC.2.MLI.2 Engage in simple conversations using <i>cultural conventions</i> and <i>social conventions</i> <ul style="list-style-type: none"> • courtesy phrases • culturally appropriate greetings and farewells • gestures • introductions • learned phrases • <i>idiomatic expressions</i> | CMC.2.MLII.2 Engage in conversations using <i>cultural conventions</i> and <i>social conventions</i> <ul style="list-style-type: none"> • courtesy phrases • culturally appropriate greetings and farewells • gestures • introductions • learned phrases • <i>idiomatic expressions</i> | CMC.2.MLIII.2 Engage in conversations using <i>cultural conventions</i> and <i>social conventions</i> (e.g., interviews, problem solving) | CMC.2.MLIV.2 Engage in conversations about abstract, complex, and unfamiliar topics (e.g., negotiation, reporting incidents, emergencies) | W.CCR.2, 3, 4, 10 SL.CCR.1, 3 L.CCR.1, 2, 5 |

Strand: Communication

Content Standard 2: Students will interact by speaking and writing in the target language. (interpersonal)

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|--|--|---|--|--|
| <p>CMC.2.MLI.3 Exchange information through dialogue or in writing about familiar topics</p> <ul style="list-style-type: none"> • clothing • daily life • family and friends • feelings and emotions • food • likes and dislikes • needs and wants • parts of the body • pastimes • personal information • time and calendar • weather | <p>CMC.2.MLII.3 Exchange information through dialogue or in writing about familiar and unfamiliar topics</p> <ul style="list-style-type: none"> • asking for and giving directions • daily routine • family life • geographic terms • nationalities • past experiences • personal interests • school • travel | <p>CMC.2.MLIII.3 Use <i>circumlocution</i> skills to exchange information through dialogue or in writing about familiar and unfamiliar topics</p> <ul style="list-style-type: none"> • current issues • family life • future plans • historical events • leisure activities • past activities • personal interests • travel | <p>CMC.2.MLIV.3 Use <i>circumlocution</i> skills to exchange information through dialogue or in writing about complex or unfamiliar topics (e.g., future plans, global issues, historical themes, past activities)</p> | <p>W.CCR.2, 3, 4 SL.CCR.1, 3, 6 L.CCR.1, 4, 5, 6</p> |

Strand: Communication

Content Standard 2: Students will interact by speaking and writing in the target language. (interpersonal)

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|--|--|---|---|---|
| <p>CMC.2.MLI.4 Apply conversational strategies to increase understanding in rehearsed, familiar situations</p> <ul style="list-style-type: none"> ask basic questions (e.g., who, what, when, where, why, how, how much, how many) ask for repetition request clarification | <p>CMC.2.MLII.4 Apply conversational strategies to increase understanding in unrehearsed, familiar situations</p> <ul style="list-style-type: none"> ask basic questions ask for repetition request clarification | <p>CMC.2.MLIII.4 Apply conversational strategies to increase understanding in unfamiliar situations</p> <ul style="list-style-type: none"> ask detailed questions ask for repetition or paraphrase request clarification | <p>CMC.2.MLIV.4 Apply conversational strategies to increase understanding in a variety of complex situations</p> | <p>W.CCR.2, 7 SL.CCR.5, 6 L.CCR.4</p> |
| <p>CMC.2.MLI.5 Use survival phrases and gestures to meet basic needs (e.g., directions, simple requests)</p> | <p>CMC.2.MLII.5 Use survival phrases, gestures, and <i>circumlocution</i> to acquire goods, services, and information</p> | <p>CMC.2.MLIII.5 Use survival phrases, gestures, and <i>circumlocution</i> to acquire goods, services, and information</p> | <p>CMC.2.MLIV.5 Engage in <i>connected discourse</i> on a variety of topics in multiple <i>moods</i> and <i>tenses</i> (e.g., beauty and aesthetics, science and technology, family and community, personal and public identities, global challenges)</p> | <p>W.CCR.1, 2, 3, 10 SL.CCR.1, 6 L.CCR.3, 6</p> |
| <p>CMC.2.MLI.6 Apply numeric concepts in context</p> <ul style="list-style-type: none"> age cardinal numbers dates time | <p>CMC.2.MLII.6 Apply numeric concepts in context</p> <ul style="list-style-type: none"> cardinal numbers ordinal numbers | <p>CMC.2.MLIII.6 Demonstrate command of numeric concepts in context</p> <ul style="list-style-type: none"> cardinal numbers ordinal numbers | <p>The SLE is not appropriate for this level/course</p> | <p>W.CCR.1, 2, 3, 5, 6 SL.CCR.1, 2, 3, 4</p> |

Strand: Communication

Content Standard 2: Students will interact by speaking and writing in the target language. (interpersonal)

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|--|--|--|---|--|
| The SLE is not appropriate for this level/course | CMC.2.MLII.7 Apply comparison phrases in context (e.g., more than, less than, as ... as) | CMC.2.MLIII.7 Demonstrate command of comparison phrases in context (e.g., more than, less than, as ... as) | CMC.2.MLIV.7 Share analysis of, reactions to, and solutions to universal issues | W.CCR.4, 5, 8, 9 SL.CCR.1, 9 L.CCR.1, 3 |
| The SLE is not appropriate for this level/course | CMC.2.MLII.8 State feelings, opinions, viewpoints, and personal preferences | CMC.2.MLIII.8 Interact in multiple <i>moods</i> and <i>tenses</i> to <ul style="list-style-type: none"> • ask and answer questions • describe • express feelings, uncertainties, desires, preferences • narrate • support opinions | CMC.2.MLIV.8 Understand conversational partners' reasoning based on validity of evidence | W.CCR.1, 2, 3, 4, 5, 6, 7, 9 SL.CCR.1, 2, 3, 4 L.CCR.5 |
| The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | CMC.2.MLIII.9 Discuss reactions to literary and multimedia sources | CMC.2.MLIV.9 Discuss rhetorical devices in literary texts or multimedia sources | R.CCR.4, 5, 6, 7, 9 W.CCR.9 SL.CCR.2, 3 |

Strand: Communication

Content Standard 3: Students will present information in the target language. (presentational)

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|---|---|--|---|
| CMC.3.MLI.1 Describe people, places, actions, and objects | CMC.3.MLII.1 Describe characters, events, and settings | CMC.3.MLIII.1 Explain the relationships among characters, events, and settings | CMC.3.MLIV.1 Present a literary analysis <ul style="list-style-type: none"> • characters • events • settings • themes and cite evidence | R.CCR.10 W.CCR.1, 2, 3, 9 SL.CCR.4 L.CCR.4 |
| CMC.3.MLI.2 Write about familiar topics (e.g., labels, lists, notes, short paragraphs) | CMC.3.MLII.2 Write about a variety of topics in simple compositions (e.g., labels, lists, notes) | CMC.3.MLIII.2 Write about a variety of topics in well-structured compositions (e.g., notes, poems, paragraphs, essays) | CMC.3.MLIV.2 Use a variety of writing formats to convey points of view (e.g., persuasive, argumentative, narrative) | W.CCR.1, 2, 3, 4, 5, 6, 10 |
| CMC.3.MLI.3 Use acquired language skills through brief rehearsed presentations (e.g., skits, songs, poems, show and tell, mock interviews, speeches) | CMC.3.MLII.3 Use acquired language skills through brief rehearsed and simple impromptu presentations (e.g., skits, songs, poems, show and tell, mock interviews, speeches) | CMC.3.MLIII.3 Use acquired language skills through extended rehearsed and brief, multipart impromptu presentations (e.g., skits, songs, poems, show and tell, mock interviews, speeches) | CMC.3.MLIV.3 Use acquired language skills through complex rehearsed and spontaneous, extended presentations (e.g., skits, songs, poems, show and tell, mock interviews, speeches) | W.CCR.4 SL.CCR.1, 4, 5, 6 L.CCR.1, 6 |
| CMC.3.MLI.4 Create visual and/or multimedia presentations about familiar topics (e.g., menu, poster, slide show, <i>podcast</i> , brochure, <i>blog</i> , graphic organizer) | CMC.3.MLII.4 Create visual and/or multimedia presentations about simple unfamiliar topics (e.g., menu, poster, slide show, <i>podcast</i> , brochure, <i>blog</i> , graphic organizer) | CMC.3.MLIII.4 Create visual and/or multimedia presentations about a variety of complex topics (e.g., menu, poster, slide show, <i>podcast</i> , brochure, <i>blog</i> , graphic organizer) | CMC.3.MLIV.4 Produce visual and/or multimedia presentations about a variety of complex topics, considering audience, context, and purpose | W.CCR.2, 6, 8 SL.CCR.5 |

Strand: Communication

Content Standard 3: Students will present information in the target language. (presentational)

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|--|--|---|---|---|
| CMC.3.MLI.5 Use elements of the target language effectively according to language development level about simple familiar topics (e.g., grammar, pronunciation, <i>orthography/spelling, syntax</i>) | CMC.3.MLII.5 Use elements of the target language effectively according to language development level about simple familiar and unfamiliar topics (e.g., grammar, pronunciation, <i>orthography/spelling, syntax</i>) | CMC.3.MLIII.5 Use elements of the target language effectively according to language development level about detailed familiar and unfamiliar topics (e.g., grammar, pronunciation, <i>orthography/spelling, syntax</i>) | CMC.3.MLIV.5 Use elements of the target language effectively according to language development level about complex familiar and unfamiliar topics (e.g., grammar, pronunciation, <i>orthography/spelling, syntax</i>) | W.CCR.4 SL.CCR.6 L.CCR.1, 2, 3 |
| The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | CMC.3.MLIV.6 Synthesize information from a variety of sources | R.CCR.7, 9, 10 W.CCR.2, 3, 5, 8, 9 SL.CCR.2 |
| The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | CMC.3.MLIV.7 Adapt <i>register</i> to a variety of contexts and communicative tasks | W.CCR.4 SL.CCR.6 |

Strand: Culture

Content Standard 4: Students will investigate the practices, products, and perspectives of the target culture(s).

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|---|--|---|--|
| <p>CLT.4.MLI.1 Demonstrate <i>practices</i> of the <i>target culture(s)</i> by</p> <ul style="list-style-type: none"> • identifying culturally appropriate behavior (e.g., verbal/nonverbal greetings, gestures, customs) • identifying differences among <i>target culture(s)</i> (e.g., greetings, food preparation) • recognizing shared cultural <i>practices</i> (e.g., common holidays, rituals, traditions) | <p>CLT.4.MLII.1 Demonstrate <i>practices</i> of the <i>target culture(s)</i> by</p> <ul style="list-style-type: none"> • discussing differences among <i>target culture(s)</i> (e.g., greetings, food preparation) • discussing shared cultural <i>practices</i> (e.g., common holidays, rituals, traditions) • modeling culturally appropriate behavior (e.g., verbal/nonverbal greetings, gestures, customs) | <p>CLT.4.MLIII.1 Demonstrate <i>practices</i> of the <i>target culture(s)</i> by</p> <ul style="list-style-type: none"> • analyzing differences among <i>target culture(s)</i> (e.g., greetings, food preparation) • comparing shared cultural <i>practices</i> (e.g., common holidays, rituals, traditions) • interacting with culturally appropriate behavior (e.g., verbal/nonverbal greetings, gestures, customs) | <p>CLT.4.MLIV.1 Demonstrate, in the target language, <i>practices</i> of the <i>target culture(s)</i> by</p> <ul style="list-style-type: none"> • analyzing differences among <i>target culture(s)</i> (e.g., music, technology, recycling, health and wellness) • comparing and contrasting cultural <i>practices</i> (e.g., common holidays, rituals, traditions) • interacting in a culturally appropriate manner in various contexts (e.g., verbal/nonverbal greetings, gestures, customs) | <p>R.CCR.1, 2, 4, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |

Strand: Culture

Content Standard 4: Students will investigate the practices, products, and perspectives of the target culture(s).

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|---|---|--|---|
| <p>CLT.4.MLI.2 Identify the <i>products</i> of the <i>target culture(s)</i></p> <ul style="list-style-type: none"> global influences (e.g., automobiles, composers, fashion, fireworks, dance, sports) <i>intangible products</i> (e.g., philosophy, law, entertainment, educational systems) <i>tangible products</i> (e.g., architecture, art, food, clothing, technology) | <p>CLT.4.MLII.2 Discuss <i>products</i> of the <i>target culture(s)</i></p> <ul style="list-style-type: none"> global influences (e.g., automobiles, composers, fashion, fireworks, dance, sports) <i>intangible products</i> (e.g., philosophy, law, entertainment, educational systems) <i>tangible products</i> (e.g., architecture, art, food, clothing, technology) | <p>CLT.4.MLIII.2 Analyze the effects of <i>products</i> of the <i>target culture(s)</i></p> <ul style="list-style-type: none"> global influences (e.g., automobiles, composers, fashion, fireworks, dance, sports) <i>intangible products</i> (e.g., philosophy, law, entertainment, educational systems) <i>tangible products</i> (e.g., architecture, art, food, clothing, technology) | <p>CLT.4.MLIV.2 Evaluate, in the target language, the effects of <i>products</i> of the <i>target culture(s)</i></p> <ul style="list-style-type: none"> global influences (e.g., automobiles, composers, fashion, fireworks, dance, sports, personal technology) <i>intangible products</i> (e.g., philosophy, law, entertainment, educational systems, political systems) <i>tangible products</i> (e.g., architecture, art, food, clothing, technology) | <p>R.CCR.1, 2, 4, 6, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |

Strand: Culture

Content Standard 4: Students will investigate the practices, products, and perspectives of the target culture(s).

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|--|---|---|---|
| <p>CLT.4.MLI.3 Identify the <i>perspectives</i> of the <i>target culture(s)</i> reflected in</p> <ul style="list-style-type: none"> • <i>practices</i> (e.g., value of education, rites of passage, holidays, family units) • <i>products</i> (e.g., literature, art, music, housing, transportation) | <p>CLT.4.MLII.3 Discuss <i>perspectives</i> of the <i>target culture(s)</i> reflected in</p> <ul style="list-style-type: none"> • <i>practices</i> (e.g., value of education, rites of passage, holidays, family units, fostering social ties) • <i>products</i> (e.g., literature, art, music, housing, transportation) | <p>CLT.4.MLIII.3 Examine <i>perspectives</i> of the <i>target culture(s)</i> reflected in</p> <ul style="list-style-type: none"> • <i>practices</i> (e.g., value of education, rites of passage, holidays, family units, fostering social ties) • <i>products</i> (e.g., literature, art, music, housing, transportation) | <p>CLT.4.MLIV.3 Analyze, in the target language, <i>perspectives</i> of the <i>target culture(s)</i> reflected in</p> <ul style="list-style-type: none"> • <i>practices</i> (e.g., value of education, rites of passage, holidays, family units, fostering social ties) • <i>products</i> (e.g., literature, art, music, housing, transportation) | <p>R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |
| <p>CLT.4.MLI.4 Examine the factors that influence <i>practices, products, and perspectives</i> of the <i>target culture(s)</i> (e.g., climate, geography, history, politics, environment, economics)</p> | <p>CLT.4.MLII.4 Investigate factors that influence <i>practices, products, and perspectives</i> of the <i>target culture(s)</i> (e.g., climate, geography, history, politics, environment, economics)</p> | <p>CLT.4.MLIII.4 Evaluate factors that influence <i>practices, products, and perspectives</i> of the <i>target culture(s)</i> (e.g., climate, geography, history, politics, environment, economics)</p> | <p>CLT.4.MLIV.4 Evaluate, using the target language, factors that influence <i>practices, products, and perspectives</i> of the <i>target culture(s)</i> (e.g., history, politics, environment, economics, global challenges, technology)</p> | <p>R.CCR.1, 2, 4, 6, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |

Strand: Culture

Content Standard 4: Students will investigate the practices, products, and perspectives of the target culture(s).

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|--|---|---|---|
| CLT.4.MLI.5 Identify <i>practices, products, and perspectives</i> among <i>target culture(s)</i> | CLT.4.MLII.5 Discuss <i>practices, products, and perspectives</i> among <i>target culture(s)</i> | CLT.4.MLIII.5 Analyze <i>practices, products, and perspectives</i> among <i>target culture(s)</i> | CLT.4.MLIV.5 Evaluate, in the target language, <i>practices, products, and perspectives</i> among <i>target culture(s)</i> | R.CCR.1, 2, 4, 6, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6 |
| CLT.4.MLI.6 Identify the written, visual, and/or performing arts of the <i>target culture(s)</i> (e.g., plays, poems, art, music, movies) | CLT.4.MLII.6 Discuss the written, visual, and/or performing arts of the <i>target culture(s)</i> (e.g., plays, poems, art, music, movies) | CLT.4.MLIII.6 Analyze the written, visual, and/or performing arts of the <i>target culture(s)</i> (e.g., plays, poems, art, music, movies) | CLT.4.MLIV.6 Interpret, in the target language, the written, visual, and/or performing arts of the <i>target culture(s)</i> (e.g., plays, poems, art, music, movies) | R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6 |
| CLT.4.MLI.7 Research major institutions, contemporary and historical figures, contributions, and/or time periods of the <i>target culture(s)</i> | CLT.4.MLII.7 Research major institutions, contemporary and historical figures, contributions, current events, and/or time periods of the <i>target culture(s)</i> | CLT.4.MLIII.7 Evaluate the impact of major institutions, contemporary and historical figures, contributions, current events, and/or time periods of the <i>target culture(s)</i> | The SLE is not appropriate for this level/course | R.CCR.1, 2, 6, 7, 9, 10 W.CCR. 2, 6, 7, 8, 10 SL.CCR. 2, 4 |
| The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | CLT.4.MLIV.8 Create original works that reflect the unique <i>perspectives</i> of the <i>target culture(s)</i> | W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6 |
| The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | CLT.4.MLIV.9 Debate, using the target language, <i>perspectives</i> within the <i>target culture(s)</i> (e.g., politics, entertainment, stereotypes, citizenship) | W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6 |

Strand: Connections

Content Standard 5: Students will apply the target language to reinforce and expand knowledge of other subject areas.

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|--|---|--|--|---|
| CNN.5.MLI.1 Recognize terms and concepts from other disciplines (e.g., climate, geography, measurements, money, animals, musical instruments) | CNN.5.MLII.1 Relate content learned from other disciplines (e.g., climate, geography, measurements, money, animals, musical instruments) | CNN.5.MLIII.1 Discuss content learned from other disciplines (e.g., climate, geography, measurements, money, animals, musical instruments) | CNN.5.MLIV.1 Analyze topics from other disciplines (e.g., political concepts, historical concepts, environmental concerns, world health issues) | R.CCR.2, 3, 4, 5, 7, 9 W.CCR.4, 6, 8, 9 SL.CCR.2, 4, 5 L.CCR.3, 4, 5, 6 |
| CNN.5.MLI.2 Recognize vocabulary from the target language found in other disciplines (e.g., Fahrenheit, kindergarten, laissez-faire, coup d'état, mural, mesa, yin yang, tofu, opera, concerto, Kremlin, balalaika, haiku, algebra) | CNN.5.MLII.2 Explore vocabulary from the target language found in other disciplines (e.g., Fahrenheit, kindergarten, laissez-faire, coup d'état, mural, mesa, yin yang, tofu, opera, concerto, Kremlin, balalaika, haiku, algebra) | CNN.5.MLIII.2 Investigate vocabulary from the target language found in other disciplines (e.g., Fahrenheit, kindergarten, laissez-faire, coup d'état, mural, mesa, yin yang, tofu, opera, concerto, Kremlin, balalaika, haiku, algebra) | The SLE is not appropriate for this level/course | R.CCR.4 L.CCR.3, 4, 5, 6 |
| CNN.5.MLI.3 Apply skills and content learned from other disciplines (e.g., temperature conversion, mathematical computation) | CNN.5.MLII.3 Apply skills and content learned from other disciplines (e.g., length conversion, volume conversion, table reading skills, map reading skills) | CNN.5.MLIII.3 Apply skills and content learned from other disciplines (e.g., health and wellness, literary terms and genres, nutrition and health) | CNN.5.MLIV.3 Apply skills and content learned from other disciplines (e.g., science, technology, statistical data) | R.CCR.1, 3, 4, 5, 7, 8, 10 W.CCR.1, 3, 4, 6 SL.CCR.3, 4 L.CCR.3, 4, 5, 6 |
| The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | CNN.5.MLIV.4 Locate target language resources in order to analyze and synthesize information for use in other content areas | R.CCR.1, 4, 7, 8, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5 L.CCR.3, 4, 6 |

Strand: Connections

Content Standard 6: Students will recognize the common and unique views and contributions of the target language and its cultures.

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|--|--|---|---|--|
| CNN.6.MLI.1 Identify basic characteristics that make <i>target culture(s)</i> unique (e.g., <i>dialect</i> , regional accent, dietary habit) | CNN.6.MLII.1 Describe characteristics that make <i>target culture(s)</i> unique (e.g., <i>dialect</i> , regional accent, dietary habit) | CNN.6.MLIII.1 Discuss unique cultural characteristics present in <i>authentic</i> or <i>adapted texts</i> (e.g., songs, folk tales, short stories, poems) | CNN.6.MLIV.1 Analyze, in the target language, unique cultural characteristics present in <i>authentic</i> or <i>adapted texts</i> (e.g., songs, folk tales, short stories, poems, informational texts) | R.CCR.1, 2, 3, 6, 7, 10 W.CCR.1, 7, 8, 10 SL.CCR.1, 2, 3, 4, 5 L.CCR.1, 2, 3, 4, 5, 6 |
| CNN.6.MLI.2 Recognize unique cultural characteristics present in <i>authentic</i> or <i>adapted texts</i> (e.g., songs, folk tales, short stories, poems) | CNN.6.MLII.2 Describe unique cultural characteristics present in <i>authentic</i> or <i>adapted texts</i> (e.g., songs, folk tales, short stories, poems) | CNN.6.MLIII.2 Evaluate factors that contribute to other worldviews (e.g., political, social, artistic) | The SLE is not appropriate for this level/course | R.CCR.2, 3, 6, 7, 9, 10 W.CCR.1, 2, 6, 7, 8, 9 SL.CCR.2, 3 L.CCR.3, 4, 5, 6 |
| CNN.6.MLI.3 Identify cultural and linguistic relationships between the <i>target culture(s)</i> and the students' own culture (e.g., <i>place names</i> , surnames) | CNN.6.MLII.3 Examine cultural and linguistic relationships between the <i>target culture(s)</i> and the students' own culture (e.g., <i>place names</i> , surnames) | CNN.6.MLIII.3 Evaluate contributions from the <i>target culture(s)</i> (e.g., pasteurization, Braille, printing press, gun powder, acupuncture, chocolate, Theory of Relativity, Periodic Table of Elements, piano, bicycle, crystallization, exploration) | The SLE is not appropriate for this level/course | R.CCR.2, 6, 9 W.CCR.1, 2, 7, 8 SL.CCR.2, 3, 4 L.CCR.3, 5, 6 |

Strand: Connections

Content Standard 6: Students will recognize the common and unique views and contributions of the target language and its cultures.

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|--|---|---|---|---|
| CNN.6.MLI.4 Recognize the existence of other worldviews (e.g., political, social, artistic) | CNN.6.MLII.4 Investigate factors that contribute to other worldviews (e.g., political, social, artistic) | CNN.6.MLIII.4 Compare and contrast the views of the <i>target culture(s)</i> with the views of the student's culture (e.g., dating, driving, current events) | CNN.6.MLIV.4 Compare and contrast, in the target language, the views of the <i>target culture(s)</i> with the views of the student's culture (e.g., social customs, values, generational issues, relationships, national identity) | R.CCR.1, 2, 3, 6, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 3, 4, 5 L.CCR.3, 4, 5, 6 |
| CNN.6.MLI.5 Recognize contributions from the <i>target culture(s)</i> (e.g., pasteurization, Braille, printing press, gun powder, acupuncture, chocolate, Theory of Relativity, Periodic Table of Elements, piano, bicycle, crystallization, exploration) | CNN.6.MLII.5 Investigate contributions from the <i>target culture(s)</i> (e.g., pasteurization, Braille, printing press, gun powder, acupuncture, chocolate, Theory of Relativity, Periodic Table of Elements, piano, bicycle, crystallization, exploration) | CNN.6.MLIII.5 Examine the interdependence that exists between the <i>target culture(s)</i> and the world, using <i>authentic</i> sources | CNN.6.MLIV.5 Analyze, in the target language, the interdependence that exists between the <i>target culture(s)</i> and the world, using <i>authentic</i> sources (e.g., global trade, treaties, environmental concerns) | R.CCR.2, 6, 7, 10 W.CCR.2, 6, 7, 8, 9 SL.CCR.1, 2, 4 L.CCR.5, 6 |
| The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | CNN.6.MLIV.6 Investigate solutions to global issues (e.g., immigration, unemployment, world hunger, energy, environment) | R.CCR.1, 7, 8, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5 L.CCR.3, 4, 6 |

Strand: Comparisons

Content Standard 7: Students will explain the similarities and differences between the target language and the students' primary language.

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|--|---|--|--|
| CMP.7.MLI.1 Identify <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , and shared <i>derivatives</i> | CMP.7.MLII.1 Use knowledge of <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , shared <i>derivatives</i> , and word families to determine meaning | CMP.7.MLIII.1 Use knowledge of <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , shared <i>derivatives</i> , and word families to expand vocabulary | CMP.7.MLIV.1 Use knowledge of <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , shared <i>derivatives</i> , and word families to expand vocabulary | R.CCR.1, 4, 5, 7 W.CCR.2, 3, 4 SL.CCR.1, 2 L.CCR.3, 4 |
| CMP.7.MLI.2 Compare basic <i>idiomatic expressions</i> | CMP.7.MLII.2 Compare <i>idiomatic expressions</i> | CMP.7.MLIII.2 Compare <i>proverbial</i> and <i>idiomatic expressions</i> | CMP.7.MLIV.2 Compare <i>proverbial</i> , <i>colloquial</i> , and <i>idiomatic expressions</i> | R.CCR.1, 2, 3, 4, 5, 10 W.CCR.3, 8, 9 SL.CCR.1, 3 L.CCR.5 |
| CMP.7.MLI.3 Recognize the similarities and differences in simple language structure (e.g., word order) | CMP.7.MLII.3 Recognize the similarities and differences in grammar and language structure (e.g., question structures, past <i>tenses</i> , prepositional phrases) | CMP.7.MLIII.3 Explain the similarities and differences in grammar and language structure (e.g., question structures, past <i>tenses</i> , prepositional phrases) | CMP.7.MLIV.3 Analyze the similarities and differences in grammar and language structure (e.g., question structures, past <i>tenses</i> , prepositional phrases) | R.CCR.1, 2, 4, 5 SL.CCR.5 L.CCR.1, 2, 3 |
| CMP.7.MLI.4 Identify the use of <i>register</i> | CMP.7.MLII.4 Recognize the use of <i>register</i> in a variety of social situations (e.g., <i>intonation</i> , word choice, imperatives) | CMP.7.MLIII.4 Recognize the use of <i>register</i> in familiar and unfamiliar contexts (e.g., <i>intonation</i> , word choice, imperatives) | The SLE is not appropriate for this level/course | R.CCR.1, 4, 5, 6, 9 W.CCR.4 SL.CCR.1, 3 L.CCR.1, 3 |

Strand: Comparisons

Content Standard 7: Students will explain the similarities and differences between the target language and the students' primary language.

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|--|---|---|---|
| <p>CMP.7.MLI.5 Compare writing systems (e.g., accent marks, punctuation, characters, symbols, numbers, handwriting)</p> | <p>CMP.7.MLII.5 Explain similarities and differences in writing systems (e.g., accent marks, punctuation, characters, symbols, numbers, handwriting, keyboard differences)</p> | <p>CMP.7.MLIII.5 Differentiate between writing systems in <i>authentic</i> texts (e.g., accent marks, punctuation, characters, symbols, numbers, handwriting, keyboard differences)</p> | <p>CMP.7.MLIV.5 Use <i>aspects</i> of the target language writing system (e.g., accent marks, punctuation, characters, symbols, numbers, handwriting, keyboard differences)</p> | <p>R.CCR.4,10 W.CCR.4,5,6 L.CCR.1,2</p> |
| <p>CMP.7.MLI.6 Compare linguistic sounds (e.g., sound-letter correspondence, <i>tones</i>, <i>pitch</i>, <i>intonation</i>)</p> | <p>CMP.7.MLII.6 Use linguistic sounds (e.g., sound-letter correspondence, contextualized <i>tones</i>, <i>inflection</i>, repeated syllables)</p> | <p>CMP.7.MLIII.6 Analyze similarities and differences in linguistic sounds (e.g., sound-letter correspondence, contextualized <i>tones</i>, <i>inflection</i>, repeated syllables)</p> | <p>CMP.7.MLIV.6 Explain similarities and differences in linguistic sounds (e.g., sound-letter correspondence, contextualized <i>tones</i>, <i>inflection</i>, repeated syllables)</p> | <p>SL.CCR.2, 5 L.CCR.3</p> |

Strand: Comparisons

Content Standard 8: Students will explain the similarities and differences between the target culture(s) and the students' native culture.

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|--|---|--|---|
| CMP.8.MLI.1 Identify daily living patterns (e.g., meals, transportation, shopping, greeting) | CMP.8.MLII.1 Compare and contrast daily living patterns (e.g., meals, transportation, shopping, greeting, employment) | CMP.8.MLIII.1 Compare and contrast <i>aspects</i> of contemporary life (e.g., dining, employment, environmental sustainability) | CMP.8.MLIV.1 Compare and contrast, in the target language, <i>aspects</i> of contemporary life (e.g., beauty and aesthetics, science and technology, family and community, global challenges, personal and public identities) | R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.7, 8, 9 SL.CCR.1, 2, 3, 5 L.CCR.1, 2, 3, 4, 5, 6 |
| CMP.8.MLI.2 Compare and contrast major holidays and celebrations | CMP.8.MLII.2 Compare and contrast customs and traditions | CMP.8.MLIII.2 Analyze customs and traditions | CMP.8.MLIV.2 Discuss, in the target language, similarities and differences in customs and traditions | R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.7, 8, 9 SL.CCR.1, 2, 3, 5 L.CCR.1, 2, 3, 4, 5, 6 |
| CMP.8.MLI.3 Recognize different meanings of gestures and body language | CMP.8.MLII.3 Compare and contrast the native cultures' <ul style="list-style-type: none"> • <i>perspectives</i> • <i>practices</i> • <i>products</i> | CMP.8.MLIII.3 Analyze <i>target culture(s)</i> through comparisons of <ul style="list-style-type: none"> • <i>perspectives</i> • <i>practices</i> • <i>products</i> | CMP.8.MLIV.3 Discuss, in the target language, <i>target culture(s)</i> through comparisons of <ul style="list-style-type: none"> • <i>perspectives</i> • <i>practices</i> • <i>products</i> | R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.2, 3, 6, 8, 9 SL.CCR.1, 2, 3, 4 L.CCR.1, 2, 3, 4, 5, 6 |

Strand: Communities

Content Standard 9: Students will examine ways to use the target language personally and professionally.

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|--|---|--|--|
| <p>CMN.9.MLI.1 Recognize the use of the target language in the community (e.g., <i>place names</i>, cuisine, <i>products</i>)</p> | <p>CMN.9.MLII.1 Discuss the influence of the target language in the United States</p> | <p>CMN.9.MLIII.1 Discuss the influence of the target language in the world</p> | <p>CMN.9.MLIV.1 Discuss the influence of the target language on global themes (e.g., global challenges, science, technology, contemporary life)</p> | <p>R.CCR.3, 4, 7, 9, 10 W.CCR.7, 8, 9, 10 SL.CCR.2, 5 L.CCR.1, 3, 4, 6</p> |
| <p>CMN.9.MLI.2 Identify ways to use the target language in the community (e.g., perform songs and skits, present arts and crafts)</p> | <p>CMN.9.MLII.2 Explain ways to use the target language in the United States</p> | <p>CMN.9.MLIII.2 Explain ways to use the target language in the world</p> | <p>CMN.9.MLIV.2 Explain ways to use the target language to address global themes (e.g., global challenges, science, technology, contemporary life)</p> | <p>R.CCR.1, 3, 7 W.CCR.2, 6, 7, 8 SL.CCR.4, 5 L.CCR.1, 2, 6</p> |
| <p>CMN.9.MLI.3 Identify <i>global competency skills</i> and relate them to possible career pathways</p> | <p>CMN.9.MLII.3 Research possible career pathways and relate the <i>global competency skills</i> required</p> | <p>CMN.9.MLIII.3 Identify world regions and potential employers where <i>global competency skills</i> are required to pursue careers</p> | <p>CMN.9.MLIV.3 Research world regions and potential employers where <i>global competency skills</i> are required to pursue careers</p> | <p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9 SL.CCR.1, 2, 3, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |
| <p>CMN.9.MLI.4 Identify <i>authentic</i> activities of the <i>target culture(s)</i> (e.g., sports, games, cooking, music, media)</p> | <p>CMN.9.MLII.4 Discuss <i>authentic</i> activities of the <i>target culture(s)</i> (e.g., sports, games, cooking, music, media)</p> | <p>CMN.9.MLIII.4 Explain <i>authentic</i> activities of the <i>target culture(s)</i> (e.g., sports, games, cooking, music, media)</p> | <p>CMN.9.MLIV.4 Simulate <i>authentic</i> activities of the <i>target culture(s)</i> (e.g., sports, games, cooking, music, media)</p> | <p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9 SL.CCR.1, 2, 3, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |

Strand: Communities

Content Standard 9: Students will examine ways to use the target language personally and professionally.

| Modern Languages I | Modern Languages II | Modern Languages III | Modern Languages IV | CCSS ELA-Literacy Alignment |
|---|---|---|--|--|
| <p>CMN.9.MLI.5 Explain the advantages of foreign language proficiency in college and/or career (e.g., occupation, education, travel)</p> | <p>CMN.9.MLII.5 Examine the role of target language use in college and/or career</p> | <p>CMN.9.MLIII.5 Explore ways to implement target language use in college and/or career</p> | <p>CMN.9.MLIV.5 Develop ways to incorporate target language use in college and/or career</p> | <p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9 SL.CCR.1, 2, 3, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |
| <p>CMN.9.MLI.6 Identify ways to communicate and/or collaborate with speakers of the target language (e.g., pen pals, <i>e-pals</i>, audio recordings, video recordings)</p> | <p>CMN.9.MLII.6 Compare ways to communicate and/or collaborate with speakers of the target language</p> | <p>CMN.9.MLIII.6 Examine purposes for communicating and/or collaborating with speakers of the target language</p> | <p>CMN.9.MLIV.6 Communicate purposefully with speakers of the target language (e.g., <i>wikis</i>, surveys, interviews, emails, letters)</p> | <p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9 SL.CCR.1, 2, 3, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |
| <p>CMN.9.MLI.7 Research globally influential individuals or groups from the <i>target culture(s)</i> (e.g., actors, musicians, artists, politicians, athletes)</p> | <p>CMN.9.MLII.7 Research influential individuals in the target language community in an area of personal interest (e.g., actors, musicians, artists, politicians, athletes)</p> | <p>CMN.9.MLIII.7 Research global trends reflected in the <i>target culture(s)</i> (e.g., beauty and aesthetics, science and technology, family and communities, contemporary life, global challenges, personal and public identities)</p> | <p>CMN.9.MLIV.7 Research a global need or concern reflected in the <i>target culture(s)</i></p> | <p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.3, 4, 5, 6 SL.CCR.1, 2, 3, 5, 6 L.CCR.6</p> |

Glossary for Modern Languages I-IV

| | |
|-------------------------|---|
| Adapted text | Print, non-print, or digital material, source, or medium in the target language, not necessarily from a country or culture where the target language is spoken; may include translations or materials modified, created, or simplified to meet a specific educational purpose |
| Aspect | In Russian, a form of a verb occurring only in the past and future tenses to indicate the status of the action's completeness, duration, or recurrence; Russian uses a perfective aspect to indicate completed actions and an imperfective aspect to denote actions that are incomplete, recurring, or of indefinite duration |
| Authentic | Original; without modification; having an undisputed, genuine origin; designed by native speakers for native speakers; authentic materials, sources, or texts are those that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world |
| Blog | An online journal; literally, a web log |
| Borrowing | A word or phrase adopted from one language into another with no significant change in spelling or pronunciation |
| Case | A grammatical category whose value reflects the grammatical function performed by a noun or pronoun in a phrase, clause, or sentence |
| Circumlocution | A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., "the thing that stops a car" for "brakes") |
| Cognate | A word from different languages that sounds or looks similar and has a similar meaning, typically evolved from a common origin (e.g., <i>fabuloso</i> , <i>liberté</i> , <i>Haus</i> , <i>сестра</i>) |
| Colloquialism | A word or phrase unique to a geographic region, culture, or subculture |
| Connected discourse | Sustained formal discussion of a subject in speech or writing |
| Convention | A symbol, theme, motif, or archetype |
| Cultural convention | A custom or practice applied by a specific culture |
| Cyrillic | Alphabet used by several East European and Central Asian languages, including Russian |
| Declension | In Latin, the division of nouns into groups based on genitive singular form; in Russian, the pattern of inflections of nouns and adjectives to indicate grammatical number, gender, and case |
| Derivative | A word formed from existing words, bases, or roots; in Latin, a word or family of words which have the same Latin base (e.g., <i>deduce</i> = <i>de</i> + <i>ducere</i> ; <i>conduct</i> = <i>cum</i> + <i>ducere</i> , <i>induct</i> = <i>in</i> + <i>ducere</i>) |
| Dialect | Distinct differences of a language which are characteristic of a particular group of the language's speakers |
| E-pal | Similar to pen pal except that communication takes place using electronic media |
| False cognate | A word that looks and sounds similar to a word in more than one language but does not have the same meaning |
| Fluid word sequence | A feature of sentence structure that allows word sequence to be changed freely to achieve differences in emphasis |
| Global competency skill | Knowledge of languages and cultures, which gives one the ability to engage successfully with global affairs, communities, and events |
| Idiomatic expression | An expression which functions as a single unit and whose meaning cannot be translated word for word; a group of words that means something other than the literal translation |

Glossary for Modern Languages I-IV

| | |
|--------------------------|--|
| Infix | An affix inserted inside a word stem (an existing word); it contrasts with a prefix or suffix |
| Inflection | The ways words change in context (e.g., declension, conjugation) |
| Intangible product | An abstract cultural element of a society (e.g., legal system, education system, religion, music) |
| Intonation | The use of vocal inflections or pitch to contribute to meaning; the pattern or melody of pitch that changes in connected speech, especially the pitch pattern which distinguishes kinds of sentences or speakers of different languages |
| Mood | A characteristic of a verb that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive) |
| Nuance | A subtle difference in meaning |
| Orthography | The correct use of writing, symbols, and spelling |
| Perspective | An attitude or worldview associated with a particular culture or cultures; a traditional idea, attitude, meaning, or value of members of that society |
| Pitch | The degree to which a sound has a high or low quality |
| Place name | A proper noun such as the name of a city |
| Podcast | An auditory or visual electronic file available via the Internet |
| Practice | A pattern of behavior accepted by a society; knowledge of what to do, when, and where |
| Product | A concrete (tangible) or abstract (intangible) cultural element of a society |
| Proverb | A short saying expressing a well-known idea or truth (e.g., a bird in the hand is worth two in the bush, all that glitters is not gold) |
| Radical | In Mandarin Chinese, the semantic component of a character |
| Register | A manner of addressing another according to the title, relationship, or social situation |
| Social convention | A custom or practice widely observed within a group |
| Syntax | The order of words required to make grammatically correct sentences; in Russian, the organization of words to create coherent, properly structured sentences |
| Tangible product | A concrete cultural element of a society (e.g., literature, foods, tools, dwellings, clothing) |
| Target culture(s) | Any culture or cultures found in countries or regions where the target language is spoken, including subcultures that don't speak the target language |
| Tense | A characteristic of a verb that indicates the time of the action or state of being that a verb expresses |
| Tone | A pitch used to distinguish words |
| Tones (Mandarin Chinese) | The relative heights of pitch with which a syllable or word is pronounced to distinguish meaning; every syllable has a tone, and the same syllable pronounced with different tones can have different meanings; the four basic tones in Mandarin are high level (first tone), rising (second tone), falling-rising (third tone), and falling (fourth tone) |
| Wiki | A collaborative web site for use in knowledge management, which may be edited by users |

Appendix 1: Mandarin Chinese – Exceptions

This appendix contains exceptions that apply to the teaching of Mandarin Chinese within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study and the student learning expectation (SLE) indicated.

| SLE | Exception |
|---------------|--|
| CMC.1.MLI.3 | <i>Cognates</i> are not applicable to Chinese |
| CMC.1.MLI.4 | This SLE is not applicable for Level I Chinese (higher proficiency level is required); instead, identify the message from a variety of simple oral, visual, and textual sources (e.g., signs, posters, stories, dialogues) |
| CMC.1.MLI.8 | In the list of examples, <i>radicals</i> should be used instead of <i>cognates</i> (e.g., <i>radicals</i> , contextual clues, visual cues, inferences, predictions) |
| CMC.1.MLI.9 | This SLE is not applicable for Level I Chinese (higher proficiency level is required) |
| CMC.1.MLI.11 | Examples include lunar calendar, posters, and songs |
| CMC.2.MLI.1 | <i>Tenses</i> are not applicable in Chinese |
| CMC.3.MLI.2 | This SLE is not applicable for Level I Chinese (higher proficiency level is required) |
| CMP.7.MLI.1 | <i>Cognates</i> or false <i>cognates</i> are not applicable in Chinese |
| CMP.7.MLI.2 | Add “long time no see” as an example |
| CMN.9.MLI.1 | This SLE is not applicable for Level I Chinese (higher proficiency level is required) |
| | |
| CMC.1.MLII.3 | <i>Cognates</i> are not applicable to Chinese |
| CMC.1.MLII.6 | Idiomatic expressions are introduced based on the frequency of use and difficulty level |
| CMC.1.MLII.7 | This SLE is not applicable to Level II Chinese |
| CMC.1.MLII.9 | This SLE is not applicable to Level II Chinese (higher proficiency level is required) |
| CMC.1.MLII.11 | This SLE is not applicable to Level II Chinese (higher proficiency level is required) |
| CMC.1.MLII.12 | This SLE is not applicable to Level II Chinese (higher proficiency level is required) |
| CMC.2.MLII.1 | <i>Tenses</i> are not applicable in Chinese |
| CMC.2.MLII.3 | Omit “unfamiliar topics” |
| CMC.2.MLII.8 | Omit “opinions” and “viewpoints” (higher proficiency level is required) |
| CMC.3.MLII.1 | Add “in rehearsed settings” |
| CMC.3.MLII.3 | Delete “impromptu” |
| CMC.3.MLII.4 | Replace “about a variety of” with “on limited” |
| CNN.5.MLII.1 | Add “abacus” to the list of examples |
| CNN.5.MLII.3 | Add “philosophy, history, current affairs, and government” to the list of examples |
| CNN.6.MLII.1 | Add “Chinese medicine, unique language group” to the list of examples |

Appendix 1: Mandarin Chinese – Exceptions

This appendix contains exceptions that apply to the teaching of Mandarin Chinese within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study and the student learning expectation (SLE) indicated.

| SLE | Exception |
|---------------|--|
| CNN.6.MLII.2 | Add “calligraphy” to the list of examples |
| CMP.7.MLII.1 | <i>Cognates, false cognates, and shared derivatives</i> are not applicable in Chinese |
| CMP.7.MLII.2 | This SLE is not applicable to Level II Chinese (higher proficiency level is required) |
| CMP.7.MLII.3 | Omit “ <i>tense</i> ” |
| CMP.7.MLII.4 | This SLE is not applicable to Level II Chinese (higher proficiency level is required) |
| | |
| CMC.1.MLIII.3 | Omit “unfamiliar contexts” (higher proficiency level is required) |
| CMC.1.MLIII.4 | This SLE is not applicable to Level III Chinese (higher proficiency level is required) |
| CMC.1.MLIII.6 | This SLE is not applicable to Level III Chinese (higher proficiency level is required) |
| CMC.2.MLIII.1 | Change “unrehearsed” to “rehearsed” and change “in the appropriate <i>tenses</i> ” to “in a culturally appropriate manner” |
| CMC.2.MLIII.3 | This SLE is not applicable to Level III Chinese (higher proficiency level is required) |
| CMC.2.MLIII.8 | Omit this SLE |
| CMC.3.MLIII.1 | This SLE is not applicable to Level III Chinese (higher proficiency level is required) |
| CMC.3.MLIII.2 | Replace current SLE with “Compose cohesive paragraphs with supporting sentences in Chinese” |
| CMC.3.MLIII.3 | Omit “and impromptu” from SLE |
| CNN.5.MLIII.2 | Replace “Investigate” with “Apply” |
| CNN.6.MLIII.5 | This SLE is not applicable to Level III Chinese (higher proficiency level is required) |
| CMP.7.MLIII.1 | This SLE is not applicable to Chinese |
| CMP.7.MLIII.2 | Replace “Compare” with “Introduce level appropriate” |
| CMP.7.MLIII.4 | Omit “unfamiliar” |
| CMP.7.MLIII.6 | This SLE is not applicable to Level III Chinese (higher proficiency level is required) |
| CMN.9.MLIII.1 | Replace “Discuss” with “Recognize” |
| | |
| CMC.1.MLIV.2 | Omit “in conceptually complex texts” |
| CMC.1.MLIV.3 | Omit “complex” |
| CMC.1.MLIV.4 | Omit “of complex texts” |
| CMC.1.MLIV.5 | Replace SLE with “Distinguish the features from a variety of aural, visual, and textual sources on familiar topics” |
| CMC.1.MLIV.7 | Delete this SLE |
| CMC.2.MLIV.1 | Change “unrehearsed” to “rehearsed” and change “in the appropriate <i>tenses</i> ” to “in a culturally appropriate manner” |

Appendix 1: Mandarin Chinese – Exceptions

This appendix contains exceptions that apply to the teaching of Mandarin Chinese within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study and the student learning expectation (SLE) indicated.

| SLE | Exception |
|--------------|--|
| CMC.2.MLIV.2 | Omit “abstract, complex, and unfamiliar” and replace given examples with “bargaining, family, personal interests” |
| CMC.2.MLIV.3 | Replace SLE with “Use <i>circumlocution</i> skills to sustain a conversation (e.g., words to indicate logic connections or transitions, such as <u>chu le...wai, bu guan, ji shi</u>)” |
| CMC.2.MLIV.5 | This SLE is not applicable to Level IV Chinese (higher proficiency level is required) |
| CMC.2.MLIV.6 | This SLE is not applicable to Level IV Chinese (higher proficiency level is required) |
| CMC.2.MLIV.7 | This SLE is not applicable to Level IV Chinese (higher proficiency level is required) |
| CMC.2.MLIV.8 | This SLE is not applicable to Level IV Chinese (higher proficiency level is required) |
| CMC.3.MLIV.1 | This SLE is not applicable to Level IV Chinese (higher proficiency level is required) |
| CMC.3.MLIV.2 | Replace current SLE with “Write compositions of varying sentence length and structure in Chinese using appropriate grammar, punctuation, and <i>conventions</i> (e.g., compound or complex sentences)” |
| CMC.3.MLIV.3 | Replace this SLE with “Employ proper rhythm and <i>tones</i> in impromptu presentations (e.g., skits, dialogues)” |
| CMC.3.MLIV.4 | Replace this SLE with “Produce simple visual or multimedia projects (e.g., posters, PowerPoint presentations, videos)” |
| CMC.3.MLIV.7 | This SLE is not applicable to Level IV Chinese (higher proficiency level is required) |
| CLT.4.MLIV.2 | Replace “Evaluate” with “Identify”; this SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese |
| CLT.4.MLIV.3 | This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese |
| CLT.4.MLIV.4 | This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese |
| CLT.4.MLIV.5 | This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese |
| CLT.4.MLIV.8 | Replace this SLE with “Justify <i>perspectives</i> within the <i>target culture(s)</i> ” |
| CNN.5.MLIV.3 | This SLE is not applicable to Level IV Chinese (higher proficiency level is required) |
| CNN.6.MLIV.1 | This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese |
| CNN.6.MLIV.2 | This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese |
| CNN.6.MLIV.3 | This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese |
| CMP.7.MLIV.1 | This SLE is not applicable to Chinese |
| CMP.7.MLIV.2 | Replace the current SLE with “Expand the knowledge of level appropriate <i>proverbial</i> , colloquial, and idiomatic expressions” |
| CMP.8.MLIV.1 | This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese |
| CMP.8.MLIV.2 | This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese |
| CMP.8.MLIV.3 | This SLE may be done in English; a higher proficiency level is required to perform this SLE in Chinese |

Appendix 2: German – Exceptions

This appendix contains exceptions that apply to the teaching of German within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study and the student learning expectation (SLE) indicated.

| SLE | Exception |
|--------------|--|
| CMC.1.MLI.2 | Add “understanding the difference in usage between ß and ss based on the length of the preceding vowel” |
| CMC.2.MLI.1 | Add “and apply the word sequence rule of ‘verb second’ for statements” |
| CMC.2.MLI.2 | Add “understanding regional differences in greetings, salutations, and farewells (e.g., Grüss Gott, Servus)” |
| CMC.2.MLI.2 | Add “understanding ‘good luck’ gestures (e.g., pressing the thumbs instead of crossing the fingers)” |
| CMC.2.MLI.5 | Add “using finger signals to indicate quantities in a restaurant context (e.g., thumb and forefinger instead of forefinger and middle finger)” |
| CMC.3.MLI.1 | Add “using adjectives correctly as both attributives and predicate adjectives” |
| CMC.3.MLI.1 | Add “noting the position of the verb at the end of an infinitive phrase (e.g., Fußball spielen)” |
| CLT.4.MLI.1 | Add “noting the special importance of a very firm handshake with both greetings and farewells” |
| CLT.4.MLI.1 | Add “noting the customary removal of shoes upon entering a private home” |
| CLT.4.MLI.1 | Add “noting that doors inside a private home are normally kept closed to conserve energy, not to keep people out” |
| CLT.4.MLI.1 | Add “noting the illegality and absolute unacceptability of the display of any symbols or gestures relating to Nazism” |
| CLT.4.MLI.5 | Add “noting that traditional dress differs from region to region” |
| | |
| CMC.1.MLII.2 | Add “understanding the difference in usage between ß and ss based on the length of the preceding vowel” |
| CLT.4.MLII.4 | Add “noting the particular influence of mountainous terrain on the development of the cultures of Alpine areas (e.g., yodeling, Alphorns)” |

Appendix 3: Russian – Exceptions

This appendix contains exceptions that apply to the teaching of Russian within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and student learning expectation (SLE) indicated.

| SLE | Exception |
|-------------|--|
| CMC.1.MLI.2 | Add “Understand the sound values of <i>Cyrillic</i> letters and pronounce words written in <i>Cyrillic</i> script” |
| CMC.2.MLI.1 | Add “appropriate <i>aspects</i> ” along with “appropriate <i>tenses</i> ”; add “employ prefixes, suffixes, and <i>infixes</i> to show <i>aspect</i> ” |
| CMC.2.MLI.2 | Add “components of the Russian name (имя, отчество, фамилия)” |
| CMC.2.MLI.2 | Add “use of diminutive and pejorative forms of Russian names” |
| CMC.2.MLI.2 | Add “differences in honorifics <ul style="list-style-type: none"> • never calling a Russian ‘comrade’ (товарищ), even as a joke • using господин, госпожа, гражданин, гражданка, сударь, сыдарыня to show respect” |
| CMC.2.MLI.5 | Add “using finger signals to indicate quantities in a restaurant context (e.g., thumb and forefinger instead of forefinger and middle finger)” |
| CMC.3.MLI.2 | Add “using adjectives correctly as both attributives and predicate adjectives” |
| CMC.3.MLI.5 | Add “cases of nouns, pronouns, and adjectives, <i>tenses</i> and <i>aspects</i> of verbs” |
| CLT.4.MLI.1 | Add “greeting a person only once during the day upon seeing the individual for the first time” |
| CLT.4.MLI.1 | Add “applying meeting etiquette <ul style="list-style-type: none"> • greeting each other with three kisses on the cheek, starting with the left and then alternating (among female friends) • greeting with a very firm handshake while maintaining direct eye contact and giving the appropriate greeting for the time of day • patting each other on the back and hugging when meeting (among close male friends) • using a less firm handshake when greeting a woman” |
| CLT.4.MLI.1 | Add “understanding that men are expected to open doors for women” |
| CLT.4.MLI.1 | Add “never shaking hands across the threshold of a doorway” |
| CLT.4.MLI.1 | Add “covering all mirrors in the house during the traditional nine days of mourning following a death” |
| CLT.4.MLI.1 | Add “never sitting at the corner of a table” |
| CLT.4.MLI.1 | Add “applying customs of accidental physical contact <ul style="list-style-type: none"> • avoiding an argument with a friend by deliberately bumping heads a second time after first accidentally bumping heads • reciprocating the gesture when a person accidentally steps on one’s foot” |
| CLT.4.MLI.3 | Add “understanding particular points of Russian national pride <ul style="list-style-type: none"> • ability to endure suffering and hardship • cultural and scientific achievements • military victories” |

Appendix 3: Russian – Exceptions

This appendix contains exceptions that apply to the teaching of Russian within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and student learning expectation (SLE) indicated.

| SLE | Exception |
|--------------|--|
| CLT.4.MLI.4 | Add “understanding the special influence of <ul style="list-style-type: none"> • the Mongol invasion • tsarist rule • the 1917 revolution (or ‘Great October Socialist Revolution’, Великая Октябрьская Социалистическая Революция) and civil war • Stalinism • the Second World War (or ‘Great Patriotic War’, Великая Отчественная Война)” |
| CNN.6.MLI.1 | Add “noting the Russian habit of correcting strangers who break rules” |
| CMP.7.MLI.3 | Add “applying the concept of <i>fluid word sequence</i> ” |
| CMP.8.MLI.1 | Add “understanding that two or three generations of a family often live in one small apartment” |
| CMP.8.MLI.1 | Add “expecting to wait in line to make any purchase” |
| CMP.8.MLI.2 | Add “understanding the exceptional importance of the May 9 ‘Victory Day’ (День Победы) celebration” |
| CMP.8.MLI.3 | Add “understanding gestures that are considered rude in Russia <ul style="list-style-type: none"> • making the ‘OK’ sign • pointing with one finger (pointing with the whole hand is acceptable) • putting the thumb through the index and middle fingers” |
| CMP.8.MLI.3 | Add “understanding that an individual’s personal space in Russia is only approximately twelve inches |
| | |
| CMC.2.MLII.1 | Add “appropriate <i>aspects</i> ” along with “appropriate <i>tenses</i> ”; add “employ prefixes, suffixes, and <i>infixes</i> to show <i>aspect</i> ” |
| CMC.3.MLII.5 | Add “ <i>declension</i> and <i>cases</i> of nouns, pronouns, and adjectives, <i>tenses</i> and <i>aspects</i> of verbs” |
| CLT.4.MLII.1 | Add “using proper Russian table manners <ul style="list-style-type: none"> • holding the fork in the left hand and the knife in the right while eating • leaving a small amount of food on the plate to indicate that the hosts have provided ample hospitality • offering to help clean up after a meal and helping when the offer is accepted • remaining seated until invited by the host to leave the table • resting elbows on the table is not acceptable, but keeping the hands visible at all times while eating is necessary • serving the oldest or most honored guest first • soaking up gravy or sauce with bread • treating military veterans as the guest of honor, regardless of age • understanding men pour drinks for women seated next to them • urging guests to take second helpings • waiting to eat until invited by the host” |

Appendix 3: Russian – Exceptions

This appendix contains exceptions that apply to the teaching of Russian within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and student learning expectation (SLE) indicated.

| SLE | Exception |
|---------------|--|
| CLT.4.MLII.1 | Add “noting the importance of giving a gift when arriving as a guest in a private home <ul style="list-style-type: none"> • expecting the gift to be declined at first, but always offering it a second time • giving an odd number of flowers greater than three but fewer than eleven (but never yellow flowers) • giving the gifts (always unwrapped) immediately upon entering the home • offering tea, especially English tea • providing small gifts for young children” |
| CLT.4.MLII.1 | Add “using proper etiquette as a guest in a private home <ul style="list-style-type: none"> • arriving fifteen to twenty minutes late for dinner in a private home • complimenting something in the host’s home, preferably an item that a member of the family has made and that is too large for the host to offer it as a gift • dressing nicely for dinner in a private home to show respect for the host and hostess • removing shoes and donning slippers (тапочки) upon entering a private home • saying good-bye to everybody present when leaving dinner or a party • sitting quietly for a few moments before leaving the house and then not returning for any reason • telephoning the host the day after a party to express thanks” |
| CLT.4.MLII.4 | Add “investigating the special influence of <ul style="list-style-type: none"> • the Mongol invasion • tsarist rule • the 1917 revolution (or ‘Great October Socialist Revolution’, Великая Октябрьская Социалистическая Революция) and civil war • Stalinism • the Second World War (or ‘Great Patriotic War’, Великая Отчественная Война)” |
| CMP.8.MLII.3 | Add “using proper etiquette when attending theatrical or musical performances <ul style="list-style-type: none"> • arriving on time • facing toward others while stepping over them to get to one’s seat • using the cloakroom (never wearing a coat into the theater) • whistling after a performance indicates that the performance was bad” |
| CMC.2.MLIII.1 | Add “appropriate <i>aspects</i> ” along with “appropriate <i>tenses</i> ”. Add “employ prefixes, suffixes, and <i>infixes</i> to show <i>aspect</i> ” |

Appendix 3: Russian – Exceptions

This appendix contains exceptions that apply to the teaching of Russian within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and student learning expectation (SLE) indicated.

| SLE | Exception |
|---------------|---|
| CMC.3.MLIII.5 | Add “ <i>declension</i> and <i>cases</i> of nouns, pronouns, and adjectives, <i>tenses</i> and <i>aspects</i> of verbs” |
| CLT.4.MLIII.4 | Add “evaluating the special influence of <ul style="list-style-type: none"> • the Mongol invasion • tsarist rule • the 1917 revolution (or ‘Great October Socialist Revolution’, Великая Октябрьская Социалистическая Революция) and civil war • Stalinism • the Second World War (or ‘Great Patriotic War’, Великая Отчественная Война)” |
| | |
| CMC.2.MLIV.1 | Add “appropriate <i>aspects</i> ” along with “appropriate <i>tenses</i> ”; add “employ prefixes, suffixes, and <i>infixes</i> to show <i>aspect</i> ” |
| CMC.3.MLIV.5 | Add “ <i>declension</i> and <i>cases</i> of nouns, pronouns, and adjectives, <i>tenses</i> and <i>aspects</i> of verbs” |
| CLT.4.MLIV.4 | Add “evaluating, in Russian, the special influence of <ul style="list-style-type: none"> • the Mongol invasion • tsarist rule • the 1917 revolution (or ‘Great October Socialist Revolution’, Великая Октябрьская Социалистическая Революция) and civil war • Stalinism • the Second World War (or ‘Great Patriotic War’, Великая Отчественная Война)” |

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Spanish for Heritage and Native Speakers I-III

Foreign Languages Curriculum Framework

Revised 2013

Course Title: Spanish for Heritage and Native Speakers (SHNS) I-III
Course/Unit Credit: 1 per course
Course Number: SHNS I: 540100 SHNS II: 540110 SHNS III: 540120
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
Grades: 9-12
Prerequisites: There is no prerequisite for SHNS I; however, students should be conversant in Spanish. Students entering SHNS II and SHNS III must successfully complete the preceding year of study.

Spanish for Heritage and Native Speakers I-III

Spanish for Heritage and Native Speakers I, II, and III are intended for native speakers (those raised in an environment using mainly a language other than English) and heritage speakers (those raised in an environment where the language was most likely spoken in the home). The courses provide a thorough review of the Spanish language and are conducted entirely in Spanish. Students improve literacy through extensive, varied writing activities and exposure to a variety of Hispanic literature, newspapers, magazines, films, music, and current issues. Language skills are improved through oral presentations, debates, and class discussions in both formal and informal settings. Hispanic culture and traditions are presented to deepen students' appreciation of the native language. Spanish for Heritage and Native Speakers I, II, and III include applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Although there is no prerequisite for Spanish for Heritage and Native Speakers I, students should be conversant in Spanish. Arkansas Department of Education approval is not required.

Spanish for Heritage and Native Speakers I-III

| Strand | Content Standard |
|---------------|--|
| Communication | |
| | 1. Students will process oral, written, and/or visual messages in standard Spanish. (interpretive) |
| | 2. Students will interact verbally and/or in writing in standard Spanish. (interpersonal) |
| | 3. Students will present to an audience of listeners and/or readers in standard Spanish. (presentational) |
| Culture | |
| | 4. Students will investigate the relationship between the practices and perspectives of the culture studied. |
| | 5. Students will investigate the relationship between the products and perspectives of the culture studied. |
| Connections | |
| | 6. Students will apply the Spanish language to reinforce and expand knowledge of other subject areas. |
| | 7. Students will recognize the distinctive contributions of the language and cultures of the Spanish-speaking world. |
| Comparisons | |
| | 8. Students will explain the similarities and differences between the Spanish language and the students' primary language. |
| | 9. Students will explain the similarities and differences between the cultures of the Spanish-speaking world and the students' native culture. |
| Communities | |
| | 10. Students will examine ways to use Spanish personally and professionally. |

Notes:

1. The three standards within the communication strand are designated as interpretive, interpersonal, or presentational. These classifications refer to the three modes of communication recognized in the 2012 edition of the "Performance Descriptors for Language Learners" promulgated by the American Council on the Teaching of Foreign Languages (ACTFL).
2. Words that appear in italics within this document are defined in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. Common Core State Standards (CCSS) alignment key, R.CCR.1 = Reading.College and Career Ready Anchor Standard.1

Strand: Communication

Content Standard 1: Students will process oral, written, and/or visual messages in standard Spanish. (interpretive)

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|---|---|--|---|
| CMC.1.SHNSI.1 Identify the structure of short <i>contextualized</i> and <i>adapted texts</i> on a variety of topics (e.g., stanza, introduction, thesis) | CMC.1.SHNSII.1 Interpret words and phrases as used in a short, <i>authentic</i> texts (e.g., technical, connotative, figurative) | CMC.1.SHNSIII.1 Comprehend <i>authentic</i> , complex literary and informational texts independently | R.CCR.5 L.CCR.3, 4, 6 |
| CMC.1.SHNSI.2 Identify main ideas, setting, theme, characters, and details in short <i>contextualized</i> and <i>adapted texts</i> | CMC.1.SHNSII.2 Interpret and make logical inferences about theme, characters, setting, and supporting details in <i>adapted</i> and <i>authentic texts</i> | CMC.1.SHNSIII.2 Analyze elements of a short story in complex <i>authentic</i> texts (e.g., theme, character, setting, supporting details) | R.CCR.1, 2 SL.CCR.2 L.CCR.3, 4, 5, 6 |
| CMC.1.SHNSI.3 Identify <i>literary styles</i> and techniques (e.g., classical literature, modern literature) | CMC.1.SHNSII.3 Compare and contrast <i>literary styles</i> and techniques (e.g., classical literature, modern literature) | CMC.1.SHNSIII.3 Analyze <i>literary styles</i> and techniques (e.g., classical literature, modern literature) | R.CCR.4, 5, 6 L.CCR.3, 4, 5, 6 |
| CMC.1.SHNSI.4 Follow multi-step directions in familiar contexts (e.g., recipes, map directions) | CMC.1.SHNSII.4 Follow multi-step directions in familiar or unfamiliar contexts in which a problem must be solved | CMC.1.SHNSIII.4 Follow spontaneous, complex directions in a variety of unfamiliar situations | R.CCR.4, 6, 7 SL.CCR.2, 3, 10 L.CCR.3, 4, 6 |
| CMC.1.SHNSI.5 Interpret simple correspondence from a variety of sources and <i>registers</i> (e.g., informal letters, business letters, notes, e-mail) | CMC.1.SHNSII.5 Interpret complex correspondence from a variety of sources | CMC.1.SHNSIII.5 Interpret spontaneous, complex correspondence from a variety of sources | R.CCR.1, 4, 6, 7 SL.CCR.2, 3, 10 L.CCR.3, 4, 5, 6 |

Strand: Communication

Content Standard 1: Students will process oral, written, and/or visual messages in standard Spanish. (interpretive)

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|---|--|--|--|
| CMC.1.SHNSI.6 Identify <i>cognates</i> , <i>borrowings</i> , <i>idiomatic expressions</i> , abbreviations, and acronyms in context | CMC.1.SHNSII.6 Use <i>colloquialisms</i> , <i>regionalisms</i> , and linguistic <i>borrowings</i> (e.g., coquí, guajolote, palta) | CMC.1.SHNSIII.6 Differentiate between various accents, <i>idiomatic expressions</i> , and proverbs | R.CCR.4, 7 SL.CCR.2 L.CCR.3, 4, 5, 7 |
| CMC.1.SHNSI.7 Identify <i>intonation</i> of syllables to recognize accentuation (e.g., papa vs. papá, hablo vs. hablé) | CMC.1.SHNSII.7 Use <i>intonation</i> of syllables to recognize accentuation (e.g., papa vs. papá, hablo vs. hablé) | CMC.1.SHNSIII.7 Use <i>intonation</i> of syllables to recognize accentuation in complex structures (e.g., <i>hiato</i> , poetic syllables, adverbs such as 'rápidamente') | L.CCR.3, 4 |

Strand: Communication

Content Standard 2: Students will interact verbally and/or in writing in standard Spanish. (interpersonal)

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|--|---|--|--|
| CMC.2.SHNSI.1 Exchange ideas and information about familiar and routine matters using appropriate <i>register</i> | CMC.2.SHNSII.1 Discuss a variety of topics using appropriate <i>register</i> | CMC.2.SHNSIII.1 Defend opinions on a variety of topics in <i>standard Spanish</i> with supporting evidence | W.CCR.4, 6, 10 SL.CCR.1, 3 L.CCR.3 |
| CMC.2.SHNSI.2 Initiate spontaneous conversation (e.g., greetings, quick questions) | CMC.2.SHNSII.2 Initiate <i>fluid</i> , spontaneous conversation using appropriate <i>register</i> and nonverbal communication | CMC.2.SHNSIII.2 Sustain extended conversation on a variety of topics | SL.CCR.1, 3 L.CCR.3, 4, 5, 6 |
| CMC.2.SHNSI.3 Correspond in <i>standard Spanish</i> using appropriate <i>register</i> (e.g., letter, e-mail) | CMC.2.SHNSII.3 Use written correspondence to exchange personal viewpoints, ideas, and opinions on concrete and abstract topics | CMC.2.SHNSIII.3 Correspond in formal situations using correct <i>register</i> (e.g., business letters, resués) | R.CCR.1 W.CCR.3, 6, 10 L.CCR.3, 5, 6 |
| CMC.2.SHNSI.4 Express feelings, emotions, and opinions orally and in writing | CMC.2.SHNSII.4 Express detailed feelings, emotions, and opinions orally and in writing | CMC.2.SHNSIII.4 Use persuasion to advocate a point of view orally and in writing | R.CCR.1 W.CCR.3, 6, 10 L.CCR.3, 5, 6 |
| CMC.2.SHNSI.5 Discuss historical events through <i>authentic</i> literary texts | CMC.2.SHNSII.5 Share personal reactions and opinions about historical events using <i>authentic</i> literary texts | CMC.2.SHNSIII.5 Substantiate opinions about historical events through elaboration, summarization, rephrasing, and synthesis of ideas in <i>authentic</i> literary texts | R.CCR.1, 7 SL.CCR.1, 2, 3, 4, 7, 10 L.CCR.3, 4, 5, 6 |

Strand: Communication

Content Standard 2: Students will interact verbally and/or in writing in standard Spanish. (interpersonal)

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|--|---|--|---|
| <p>CMC.2.SHNSI.6 Identify, conjugate, and communicate present and past <i>tenses</i> in context</p> <ul style="list-style-type: none"> • immediate future • imperfect • present indicative • preterite • progressive | <p>CMC.2.SHNSII.6 Identify, conjugate, and communicate using appropriate vocabulary, <i>tenses</i>, and <i>moods</i></p> <ul style="list-style-type: none"> • commands • conditional • future • immediate future • imperfect • perfect <i>tenses</i> • present indicative • preterite • progressive <i>tenses</i> • subjunctive | <p>CMC.2.SHNSIII.6 Communicate using complex sentences containing appropriate compound <i>tenses</i> and <i>moods</i> (e.g., “if” clauses, sequence of <i>tenses</i>)</p> | <p>R.CCR.4, 5 W.CCR.4, 10 SL.CCR.1 L.CCR.3, 4, 5, 6</p> |
| <p>CMC.2.SHNSI.7 Identify skills to exchange information about unfamiliar topics (e.g., <i>circumlocution</i>, gestures)</p> | <p>CMC.2.SHNSII.7 Employ <i>circumlocution</i> skills to exchange information about unfamiliar topics</p> | <p>CMC.2.SHNSIII.7 Employ <i>circumlocution</i> skills to exchange information about complex or unfamiliar topics</p> | <p>R.CCR.1, 4 SL.CCR.1 L.CCR.3, 4, 5</p> |
| <p>CMC.2.SHNSI.8 Communicate using linguistic, structural, and grammatical variations</p> <ul style="list-style-type: none"> • punctuation • simple sentence structure (e.g., subject-verb agreement, placement) • spelling (e.g., accents) | <p>CMC.2.SHNSII.8 Communicate using linguistic, structural, and grammatical variations</p> <ul style="list-style-type: none"> • complex sentence structure • compound sentence structure • punctuation • spelling (e.g., accents) | <p>CMC.2.SHNSIII.8 Communicate using linguistic, structural, and grammatical variations</p> <ul style="list-style-type: none"> • compound-complex sentence structure • punctuation • spelling (e.g., accents) | <p>R.CCR.5 W.CCR.4, 10 L.CCR.1, 2, 3</p> |
| <p>CMC.2.SHNSI.9 Apply numeric concepts in context in oral and written forms</p> <ul style="list-style-type: none"> • cardinal numbers 0+ • ordinal numbers 1st – 20th | <p>The SLE is not appropriate for this level/course</p> | <p>The SLE is not appropriate for this level/course</p> | <p>R.CCR.7 L.CCR.3</p> |

Strand: Communication

Content Standard 3: Students will present to an audience of listeners and/or readers in standard Spanish. (presentational)

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|--|---|--|--|
| CMC.3.SHNSI.1 Write simple formal and informal compositions on a variety of topics | CMC.3.SHNSII.1 Write clear, detailed, straight-forward compositions on a variety of topics | CMC.3.SHNSIII.1 Formulate well-constructed and relevant compositions on a variety of complex topics | W.CCR.1, 4, 6, 10 L.CCR.3, 4, 5, 6 |
| CMC.3.SHNSI.2 Sustain <i>fluid</i> , sequential, straight-forward written and/or verbal presentations on a variety of topics | CMC.3.SHNSII.2 Sustain <i>fluid</i> , sequential, straight-forward presentations citing evidence and relevant examples | CMC.3.SHNSIII.2 Sustain <i>fluid</i> extemporaneous presentations on complex subjects citing evidence and relevant examples | W.CCR.1, 4, 6, 10 SL.CCR.1, 3, 5, 6 |
| CMC.3.SHNSI.3 Illustrate various historic events from Spanish-speaking communities in the United States and the world | CMC.3.SHNSII.3 Present <i>authentic</i> short literary or musical works illustrating historic events in Spanish-speaking communities in the United States and the world | CMC.3.SHNSIII.3 Respond in written or spoken <i>standard Spanish</i> to literary or musical works which illustrate historic events in Spanish-speaking communities in the United States and the world | R.CCR.1, 3 W.CCR.2, 10 SL.CCR.1, 3 L.CCR.3, 6 |
| CMC.3.SHNSI.4 Write a variety of texts using graphic organizers for pre-writing and rubrics for peer editing | CMC.3.SHNSII.4 Write short informational/explanatory or argumentative compositions citing evidence | CMC.3.SHNSIII.4 Research a complex topic | W.CCR.5, 6, 9, 10 L.CCR.3, 6 |
| CMC.3.SHNSI.5 Produce level-appropriate visual or multimedia demonstrations with special characters using available technology (e.g., poster, brochure, slideshow, <i>blog</i> , <i>podcast</i>) | CMC.3.SHNSII.5 Produce level-appropriate visual or multimedia projects with special characters using available technology (e.g., poster, brochure, slideshow, <i>podcast</i>) | CMC.3.SHNSIII.5 Produce level-appropriate visual or multimedia projects with special characters using available technology (e.g., poster, brochure, slideshow, video, <i>podcast</i>) | W.CCR.6, 10 SL.CCR.1, 2, 3, 6 |

Strand: Communication

Content Standard 3: Students will present to an audience of listeners and/or readers in standard Spanish. (presentational)

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|--|---|--|--------------------------------------|
| The SLE is not appropriate for this level/course | CMC.3.SHNSII.6 Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level <ul style="list-style-type: none"> • capitalization • <i>phonetic</i> homonyms (e.g., ll/y, g/j, s/c/z) • written accents | CMC.3.SHNSIII.6 Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level <ul style="list-style-type: none"> • capitalization • <i>phonetic</i> homonyms (e.g., ll/y, g/j, s/c/z) • written accents | W.CCR.4 SL.CCR.6 L.CCR.1, 2, 3 |

Strand: Culture

Content Standard 4: Students will investigate the relationship between the practices and perspectives of the culture studied.

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|---|---|--|--|
| CLT.4.SHNSI.1 Identify social, historical, and literary traditions and viewpoints of Spanish-speaking communities found in the United States and the world | CLT.4.SHNSII.1 Analyze social, historical, and literary traditions and viewpoints of Spanish-speaking communities found in the United States and the world | CLT.4.SHNSIII.1 Investigate social, historical, and literary traditions and viewpoints of Spanish-speaking communities found in the United States and the world | R.CCR.1, 3, 6 W.CCR.7, 10 SL.CCR.2, 3 L.CCR.3, 6 |
| CLT.4.SHNSI.2 Identify the influence of other cultures on the language of Spanish-speaking communities (e.g., lonche, parquear) | CLT.4.SHNSII.2 Analyze the influence of other cultures on the language of Spanish-speaking communities (e.g., aguacate, almohada, ojalá, vos) | CLT.4.SHNSIII.2 Investigate the influence of other cultures on the language of Spanish-speaking communities (e.g., chao/ciao, gua-gua) | R.CCR.1, 3, 4 W.CCR.7, 10 SL.CCR.2, 3 L.CCR.1, 2, 3 |
| CLT.4.SHNSI.3 Identify culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions) | CLT.4.SHNSII.3 Compare and contrast culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions) | CLT.4.SHNSIII.3 Interact using culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions) | W.CCR.4, 10 SL.CCR.1, 6 L.CCR.1, 2, 3 |
| CLT.4.SHNSI.4 Identify gender roles in history, literature, and the media in Spanish-speaking communities found in the United States and the world | CLT.4.SHNSII.4 Analyze gender roles in history, literature, and the media in Spanish-speaking communities found in the United States and the world | CLT.4.SHNSIII.4 Evaluate gender roles in history, literature, and the media in Spanish-speaking communities found in the United States and the world | R.CCR.1, 3, 6, 7 W.CCR.7, 10 SL.CCR.1, 3 L.CCR.3, 4, 5, 6 |
| CLT.4.SHNSI.5 Discuss unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., las posadas, La Tomatina, corridas) | CLT.4.SHNSII.5 Analyze unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., día de los muertos, cinco de mayo, independencia) | CLT.4.SHNSIII.5 Evaluate unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., la Pascua, carnaval, Navidad) | R.CCR.6 W.CCR.1, 2, 3, 4, 7, 10 SL.CCR.1, 2, 3 L.CCR.3, 6 |

Strand: Culture

Content Standard 5: Students will investigate the relationship between the products and perspectives of the culture studied.

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|---|---|---|---|
| CLT.5.SHNSI.1 Identify <i>products</i> and perspectives of <i>indigenous</i> groups of Spanish-speaking people found in the United States and the world | CLT.5.SHNSII.1 Analyze <i>products</i> and perspectives of <i>indigenous</i> groups of Spanish-speaking people found in the United States and the world | CLT.5.SHNSIII.1 Research the influence of <i>products</i> and perspectives of <i>indigenous</i> groups of Spanish-speaking people found in the United States and the world | R.CCR.7 W.CCR.7, 8, 9, 10 SL.CCR.1, 2, 3 L.CCR.5, 6 |
| CLT.5.SHNSI.2 Describe artistic expression of the Spanish-speaking world (e.g., visual art, music, dance, plays) | CLT.5.SHNSII.2 Interpret artistic expression of the Spanish-speaking world (e.g., visual art, music, dance, plays) | CLT.5.SHNSIII.2 Create original work, in <i>standard Spanish</i> , if applicable, based on the arts of Spanish-speaking cultures (e.g., visual art, drama, music, dance, plays) | R.CCR.7 W.CCR.4, 7, 8, 9, 10 SL.CCR.1, 2 L.CCR.5, 6 |
| CLT.5.SHNSI.3 Investigate historical contributions of Spanish-speaking communities to the rest of the world through literature and music (e.g., “Un día de estos” by Gabriel García Márquez, flamenco) | CLT.5.SHNSII.3 Research historical contributions of Spanish-speaking communities to the rest of the world through literature and music (e.g., “A Roosevelt” by Ruben Darío, “Mi caballo mago” by Sabine Ulibarrí, salsa) | CLT.5.SHNSIII.3 Analyze historical contributions of Spanish-speaking communities to the rest of the world through literature and music (e.g., “San Manuel Bueno, Mártir” by Miguel de Unamuno, tango) | R.CCR.1, 3, 6 W.CCR.7, 8, 9, 10 SL.CCR.2, 3 L.CCR.3, 4, 5, 6 |
| CLT.5.SHNSI.4 Discuss the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., geography, climate, natural resources, politics, society, migration) | CLT.5.SHNSII.4 Analyze the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., geography, climate, natural resources, politics, society, migration) | CLT.5.SHNSIII.4 Analyze, in <i>standard Spanish</i> , the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., geography, climate, natural resources, politics, society, migration) | R.CCR.1, 3, 7 W.CCR.2, 7, 10 SL.CCR.1, 2 L.CCR.6 |

Strand: Culture

Content Standard 5: Students will investigate the relationship between the products and perspectives of the culture studied.

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|--|--|---|---|
| CLT.5.SHNSI.5 Recognize the influence of historical events and figures on individual and group perspectives (e.g., revolutionary movements, Emiliano Zapata, Simón Bolívar) | CLT.5.SHNSII.5 Discuss in <i>standard Spanish</i> the influence of historical events and figures on individual and group perspectives (e.g., revolutionary movements, Emiliano Zapata, Simón Bolívar) | CLT.5.SHNSIII.5 Evaluate the influence of historical events and figures on individual and group perspectives (e.g., revolutionary movements, Emiliano Zapata, Simón Bolívar) | R.CCR.1, 3, 6 W.CCR.7, 10 SL.CCR.2, 3 L.CCR.3, 6 |
| CLT.5.SHNSI.6 Recognize the influence of contemporary events on individual and group perspectives (e.g., elections, immigration) | CLT.5.SHNSII.6 Compare and contrast the influence of contemporary events on individual and group perspectives, in <i>standard Spanish</i> (e.g., narcotráfico, political asylum) | CLT.5.SHNSIII.6 Evaluate the influence of contemporary events on individual and group perspectives, in <i>standard Spanish</i> (e.g., human rights, maquiladoras) | R.CCR.1, 3 W.CCR.7, 10 SL.CCR.2, 3 L.CCR.3, 6 |
| CLT.5.SHNSI.7 Describe the geography of Spanish-speaking communities | CLT.5.SHNSII.7 Analyze the impact of geography on daily life in Spanish-speaking communities | CLT.5.SHNSIII.7 Investigate the impact of geography on the economy of Spanish-speaking communities | W.CCR.2, 10 SL.CCR.1, 2 L.CCR.3, 6 |
| CLT.5.SHNSI.8 Discuss unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., piñata, abanico, mate) | CLT.5.SHNSII.8 Compare and contrast unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., Virgen de Guadalupe, luchadores) | CLT.5.SHNSIII.8 Evaluate unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., calaveras de azúcar, maíz, Popol Vuh) | W.CCR.2, 4, 10 SL.CCR.1, 2, 3 L.CCR.3, 6 |
| CLT.5.SHNSI.9 Recognize facts, informed opinions, and bias in mass media, multimedia, and the Internet | CLT.5.SHNSII.9 Discuss the facts, informed opinions, and bias in mass media, multimedia, and the Internet | CLT.5.SHNSIII.9 Assess the validity, relevance, and sufficiency of the evidence in mass media, multimedia, and the Internet | R.CCR.1, 2, 3, 6, 7, 8 W.CCR.7, 8, 10 SL.CCR.2, 3 L.CCR.3, 4, 5, 6 |

Strand: Connections

Content Standard 6: Students will apply the Spanish language to reinforce and expand knowledge of other subject areas.

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|---|---|---|---|
| CNN.6.SHNSI.1 Identify various pre-Columbian societies (e.g., Incas, Aztecs, Taironas, Muiscas, Taínos, Mayas) | CNN.6.SHNSII.1 Investigate various aspects of pre-Columbian societies (e.g., social structure, architecture) | CNN.6.SHNSIII.1 Make connections between pre-Columbian societies and modern indigenous communities | R.CCR.1, 7, 10 L.CCR.6 |
| CNN.6.SHNSI.2 Identify various modern Spanish-speaking communities in the United States and the world | CNN.6.SHNSII.2 Investigate various aspects of modern Spanish-speaking communities in the United States and the world (e.g., dance, education, family) | CNN.6.SHNSIII.2 Make connections between modern Spanish-speaking communities in the United States, the world, and pre-Columbian communities | R.CCR.1, 7, 10 L.CCR.6 |
| CNN.6.SHNSI.3 Identify examples of artistic expression in Spanish-speaking communities (e.g., dance, music, art, film/video) | CNN.6.SHNSII.3 Compare and contrast examples of artistic expression representative of Spanish-speaking communities (e.g., art, dance, music, film/video) | CNN.6.SHNSIII.3 Create original examples of artistic expression representative of Spanish-speaking communities, using available technology (e.g., art, music, dance, film/video) | R.CCR.1, 7 L.CCR.6 |
| CNN.6.SHNSI.4 Identify <i>authentic</i> games and sports | CNN.6.SHNSII.4 Participate in <i>authentic</i> games and sports | CNN.6.SHNSIII.4 Make connections between <i>authentic</i> games and sports and their origins | L.CCR.6 |
| CNN.6.SHNSI.5 Identify <i>authentic</i> research sources in various disciplines | CNN.6.SHNSII.5 Evaluate the credibility and accuracy of <i>authentic</i> research sources in various disciplines | CNN.6.SHNSIII.5 Gather and utilize information from credible <i>authentic</i> research sources in various disciplines | R.CCR.8 W.CCR.7, 9, 10 L.CCR.5, 6 |
| CNN.6.SHNSI.6 Recognize the <i>dialects</i> of various geographical regions | The SLE is not appropriate for this level/course | The SLE is not appropriate for this level/course | L.CCR.3, 4, 5, 6 |

Strand: Connections

Content Standard 7: Students will recognize the distinctive contributions of the language and cultures of the Spanish-speaking world.

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|--|---|---|--|
| CNN.7.SHNSI.1 Recognize the influence of notable Spanish speakers (e.g., Sonia Sotomayor, Carlos Slim, Eva Perón, Diego Rivera) | CNN.7.SHNSII.1 Investigate the influences of notable Spanish speakers (e.g., Fidel Castro, Jorge Ramos, Salma Hayek) | CNN.7.SHNSIII.1 Analyze the influence of notable Spanish speakers (e.g., Isabel Allende, Pope Francis, Shakira) | W.CCR.1, 2, 7, 10 L.CCR.6 |
| CNN.7.SHNSI.2 Identify regions/countries where Spanish is the predominant or official language | CNN.7.SHNSII.2 Investigate the spread of Spanish language and culture from the Iberian peninsula | CNN.7.SHNSIII.2 Analyze causes and effects of the spread of Spanish language and culture | R.CCR.1, 2, 3, 6 W.CCR.1, 3, 7, 10 L.CCR.6 |
| CNN.7.SHNSI.3 Identify superstitions and legends (e.g., Chupacabra, Siguanaba, Yerba Mate, el duende) | CNN.7.SHNSII.3 Compare and contrast superstitions and legends to those of the United States (e.g., breaking a mirror, mal de ojo, <u>La Llorona</u> , Headless Horseman) | CNN.7.SHNSIII.3 Analyze modern views of superstitions and legends, which influence daily life (e.g., New Year's traditions, "limpias") | R.CCR.7 W.CCR.4, 10 L.CCR.5, 6 |
| CNN.7.SHNSI.4 Identify political systems found in the United States and the Spanish-speaking world (e.g., democracy, monarchy) | CNN.7.SHNSII.4 Compare and contrast political systems of Spanish-speaking countries to those of the United States (e.g., laws protecting citizens' rights, naturalization) | CNN.7.SHNSIII.4 Analyze the effects of political systems found in the United States and the Spanish-speaking world on daily life (e.g., mordidas, los desaparecidos, socialized health care) | W.CCR.1, 2, 7, 10 L.CCR.6 |

Strand: Connections

Content Standard 7: Students will recognize the distinctive contributions of the language and cultures of the Spanish-speaking world.

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|--|--|--|---|
| <p>CNN.7.SHNSI.5 Analyze, in <i>standard Spanish</i> using <i>authentic</i> Spanish sources, the influence of the United States as viewed by various Spanish-speaking peoples (e.g., literary viewpoints, political policies, stereotypes)</p> | <p>CNN.7.SHNSII.5 Analyze, in <i>standard Spanish</i> using <i>authentic</i> sources, the interdependence that exists between the Spanish-speaking cultures and the world (e.g., imports/exports, natural resources, medicine)</p> | <p>CNN.7.SHNSIII.5 Discuss, in <i>standard Spanish</i> using <i>authentic</i> sources, the political and economic implications of the interdependence that exists between the Spanish-speaking cultures and the world (e.g., imports/exports, natural resources, medicine)</p> | <p>R.CCR.1, 7, 9 W.CCR.1, 2, 4, 7, 8, 9, 10 L.CCR.6</p> |
| <p>CNN.7.SHNSI.6 Identify <i>products</i> of Spanish-speaking cultures that are found in other cultures (e.g., piñata, chocolate, sugar cane, coffee, the arts)</p> | <p>CNN.7.SHNSII.6 Investigate the contribution of <i>products</i> to other cultures (e.g., piñata, chocolate, sugar cane, coffee, the arts)</p> | <p>CNN.7.SHNSIII.6 Evaluate the assimilation of <i>products</i> of Spanish-speaking cultures into other cultures (e.g., piñata, chocolate, sugar cane, coffee, the arts)</p> | <p>L.CCR.6</p> |

Strand: Comparisons

Content Standard 8: Students will explain the similarities and differences between the Spanish language and the students' primary language.

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|---|---|---|---|
| CMP.8.SHNSI.1 Identify <i>idioms</i> , <i>regionalisms</i> , and <i>colloquialisms</i> from various Spanish-speaking countries | CMP.8.SHNSII.1 Compare and contrast <i>idioms</i> , <i>regionalisms</i> , <i>colloquialisms</i> , and proverbs from various Spanish-speaking countries | CMP.8.SHNSIII.1 Research the origins of various <i>idioms</i> , <i>regionalisms</i> , <i>colloquialisms</i> , and proverbs | R.CCR.4, 9 L.CCR.3, 4, 5 |
| CMP.8.SHNSI.2 Identify different <i>dialects</i> and pronunciations used in Spanish-speaking countries and the United States | CMP.8.SHNSII.2 Classify <i>dialects</i> , <i>pitch</i> , and <i>intonation</i> used in Spanish-speaking countries and the United States | CMP.8.SHNSIII.2 Research the origins of various <i>dialects</i> , <i>pitch</i> , and <i>intonation</i> | R.CCR.9 L.CCR.3, 4, 5 |
| CMP.8.SHNSI.3 Identify <i>indigenous</i> languages of Spanish-speaking countries | CMP.8.SHNSII.3 Identify the influence of <i>indigenous</i> languages of Spanish-speaking countries on modern Spanish | CMP.8.SHNSIII.3 Research storytelling traditions of <i>indigenous</i> peoples (e.g., hieroglyphics, quipu) | R.CCR.1, 3 |
| CMP.8.SHNSI.4 Identify <i>Anglicisms</i> , <i>false cognates</i> , and <i>code switching</i> (e.g., <i>parquear</i> , <i>asistir/atender</i>) | CMP.8.SHNSII.4 Investigate the various effects of <i>Anglicisms</i> in Spanish-speaking countries | CMP.8.SHNSIII.4 Use <i>Anglicisms</i> and <i>false cognates</i> correctly in appropriate context | R.CCR.4, 9 W.CCR.4, 10 SL.CCR.1 L.CCR.3, 4 |

Strand: Comparisons

Content Standard 9: Students will explain the similarities and differences between the cultures of the Spanish-speaking world and the students' native culture.

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|--|--|--|---|
| CMP.9.SHNSI.1 Recognize cultural traditions and celebrations of Spanish-speaking communities (e.g., visual arts, music, dance, food) | CMP.9.SHNSII.1 Investigate cultural traditions and celebrations of Spanish-speaking communities (e.g., visual arts, music, dance, food) | CMP.9.SHNSIII.1 Recreate cultural traditions and celebrations of Spanish-speaking communities (e.g., visual arts, music, dance, food) | R.CCR.7 W.CCR.2, 4, 7, 8, 9, 10 SL.CCR.1, 2, 3 L.CCR.6 |
| CMP.9.SHNSI.2 Recognize social and religious beliefs and views of Spanish-speaking communities (e.g., social hierarchy, religion) | CMP.9.SHNSII.2 Investigate social and religious beliefs and views of Spanish-speaking communities (e.g., social hierarchy, religion) | CMP.9.SHNSIII.2 Compare and contrast personal viewpoints on controversial issues to viewpoints within the Spanish-speaking communities | R.CCR.7, W.CCR.1, 2, 4, 7, 8, 9, 10 SL.CCR.1, 2, 3 L.CCR.6 |
| CMP.9.SHNSI.3 Identify social <i>conventions</i> (e.g., meeting new people, dating, school, employment, transportation) | CMP.9.SHNSII.3 Compare social <i>conventions</i> of other Spanish-speaking communities to the students' community (e.g., meeting new people, dating, school, employment, transportation) | CMP.9.SHNSIII.3 Compare familiar social systems to social systems of Spanish-speaking communities (e.g., education, economy, politics, the arts) | L.CCR.6 |

Strand: Communities

Content Standard 10: Students will examine ways to use Spanish personally and professionally.

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|--|--|---|---|
| CMN.10.SHNSI.1 Identify local businesses and/or media in Spanish-speaking communities | CMN.10.SHNSII.1 Explain the role of businesses and media in Spanish speaking communities, using available technology as appropriate | CMN.10.SHNSIII.1 Examine the role of businesses and media in Spanish-speaking communities, using available technology as appropriate | R.CCR.7 W.CCR.2, 3, 4, 5, 6, 7, 8 SL.CCR.2, 4, 5 L.CCR.6 |
| CMN.10.SHNSI.2 Use Spanish language skills in the classroom, using available technology as appropriate | CMN.10.SHNSII.2 Identify ways to use Spanish language skills in the community and beyond, using available technology as appropriate | CMN.10.SHNSIII.2 Explain the use of Spanish language skills in the community and beyond, using available technology as appropriate | W.CCR.1, 4, 6, 10 SL.CCR.1, 2, 3 L.CCR.5, 6 |
| CMN.10.SHNSI.3 Identify organizations that support Spanish-speaking communities | CMN.10.SHNSII.3 Investigate contributions from local and national Spanish-speaking leaders and organizations | CMN.10.SHNSIII.3 Explain ways that service organizations support Spanish-speaking communities within the United States and globally | R.CCR.7 W.CCR.7, 8 |
| CMN.10.SHNSI.4 Identify <i>authentic</i> activities within the local Spanish-speaking communities (e.g., sports, games, travel, media, music) | CMN.10.SHNSII.4 Discuss <i>authentic</i> activities within the local Spanish-speaking communities (e.g., sports, games, travel, media, music) | CMN.10.SHNSIII.4 Simulate <i>authentic</i> activities representative of Spanish-speaking communities (e.g., carnival, multicultural festival) | R.CCR.7 W.CCR.7, 8 SL.CCR.1, 2 |
| CMN.10.SHNSI.5 Identify available Spanish literature (e.g., informational brochures, official documents, library resources) | CMN.10.SHNSII.5 Discuss available Spanish literature (e.g., informational brochures, official documents, library resources) | CMN.10.SHNSIII.5 Assess the need for Spanish literature within the local community (e.g., brochures for newcomers in the school or community, children's books, Spanish language maps) | R.CCR.7 W.CCR.7, 8 |

Strand: Communities

Content Standard 10: Students will examine ways to use Spanish personally and professionally.

| Spanish for Heritage and Native Speakers I | Spanish for Heritage and Native Speakers II | Spanish for Heritage and Native Speakers III | CCSS ELA-Literacy Alignment |
|--|---|--|--|
| <p>CMN.10.SHNSI.6 Identify ways to communicate and/or collaborate with speakers of the Spanish language (e.g., pen pals, e-pals, audio recordings, video recordings)</p> | <p>CMN.10.SHNSII.6 Compare ways to communicate and/or collaborate with speakers of the Spanish language</p> | <p>CMN.10.SHNSIII.6 Examine purposes for communicating and/or collaborating with speakers of the Spanish language</p> | <p>R.CCR.1, 7 SL.CCR.1, 2, 3 L.CCR.3, 5, 6</p> |
| <p>CMN.10.SHNSI.7 Explore personal occupation opportunities available in which Spanish language abilities are beneficial (e.g., career requirements, educational plan)</p> | <p>CMN.10.SHNSII.7 Investigate occupations within the local community in which Spanish-language abilities are beneficial (e.g., interview a Spanish-speaking community member about his/her occupation)</p> | <p>CMN.10.SHNSIII.7 Research occupation-specific vocabulary related to personal career goals (e.g., role-play careers, presentations, mock employment interview)</p> | <p>R.CCR.1, 7 L.CCR.3, 5, 6</p> |

Glossary for Spanish for Heritage and Native Speakers I-III

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|-------------------------------|--|
| Adapted text | Printed, non-print, or digital material, source, or medium in the target language, not necessarily from a country or culture where the target language is spoken; may include translations or materials modified, created, or simplified to meet a specific educational purpose |
| Anglicism | A word in the target language adapted from English |
| Authentic | Original; without modification; having an undisputed, genuine origin; designed by native speakers for native speakers; authentic materials, sources, or texts are those that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world |
| Blog | An online journal; literally, a web log |
| Borrowing | A word or phrase adopted from one language into another with no significant change in spelling or pronunciation |
| Circumlocution | A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., “the thing that stops a car” for “brakes”) |
| Code switching | Alternate use of two or more languages or varieties of language, especially within the same discourse |
| Cognate | A word from different languages that sounds or looks similar and has a similar meaning, typically evolved from a common origin (e.g., fabuloso, libertad) |
| Colloquialism | A word or phrase unique to a geographic region, culture, or subculture |
| Contextualized | Print and non-print materials, sources, or media that help students easily make connections and infer meaning |
| Convention | A symbol, theme, motif, or archetype |
| Dialect | Distinct differences of a language which are characteristic of a particular group of the language’s speakers |
| E-pal | Similar to pen pal except that communication takes place using electronic media |
| False cognate | A word that looks and sounds similar to a word in more than one language but does not have the same meaning |
| Fluid | Natural-sounding, smooth-flowing |
| Hiato | In Spanish, two vowels are separated into different syllables (e.g., baúl, caos) |
| Idiom or Idiomatic expression | An expression which functions as a single unit and whose meaning cannot be translated word for word; a group of words that means something other than the literal translation |
| Indigenous | Originating in and characteristic of a particular region or country; native to a region (e.g., the plants indigenous to Argentina; the indigenous peoples of Guatemala) |
| Intonation | The use of vocal inflections or pitch to contribute to meaning; the pattern or melody of pitch that changes in connected speech, especially the pitch pattern which distinguishes kinds of sentences or speakers of different languages |
| Literary style | Characteristics of a work that reflect the author’s distinctive way of writing; an author’s use of language, its effects, and its appropriateness to the author’s intent and theme |
| Mood | A characteristic of a verb that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive) |
| Orthography | The correct use of writing, symbols, and spelling |
| Perspective | An attitude or worldview associated with a particular culture or cultures; a traditional idea, attitude, meaning, or value of members of that society |
| Phonetic | Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter or grapheme of the alphabet stands for one or more sounds or phonemes |
| Pitch | The degree to which a sound has a high or low quality |

Glossary for Spanish for Heritage and Native Speakers I-III

| | |
|------------------|--|
| Podcast | An auditory or visual electronic file available via the Internet |
| Practice | A pattern of behavior accepted by a society; knowledge of what to do, when, and where |
| Product | A concrete (tangible) or abstract (intangible) cultural element of a society |
| Regionalism | A variation in speech or writing based on the particular area from which a speaker comes; the variation may occur with respect to pronunciation, vocabulary, or syntax |
| Register | A manner of addressing another according to the title, relationship, or social situation |
| Standard Spanish | Spanish language that follows the grammatical and structural rules that have been recognized by the Real Academia Española |
| Syntax | The order of words required to make grammatically correct sentences |
| Tense | A characteristic of a verb that indicates the time of the action or state of being that a verb expresses |

Contributors

The following people contributed to the development of this document:

| | |
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Latin I - II

**Foreign Languages
Curriculum Framework**

Revised 2013

Course Title: Latin I - II
 Course/Unit Credit: 1 per course
 Course Number: Latin I: 445000 Latin II: 445010
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for current licensure codes.
 Grades: 9-12
 Prerequisites: There is no prerequisite for Latin I. Students must successfully complete Latin I before entering Latin II.

Latin I - II

Latin I provides an introduction to the language, history, and culture of the ancient Romans. Basic instruction in grammar, vocabulary, and syntax prepares the student for reading and discussing selected works by ancient Roman authors. Latin II continues the introduction to classical Latin with additional instruction in vocabulary, grammar, and more complex syntax. Reading and translating selections from ancient works builds comprehension ability. The Latin II course includes advanced discussions of Greco-Roman life and culture. The courses are defined by the content standards of the Arkansas Foreign Languages Curriculum Framework for Latin I - II and include applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Arkansas Department of Education approval is not required.

| Strand | Content Standard |
|---------------|--|
| Communication | 1. Students will read, understand, and translate Latin. (interpretive) |
| | 2. Students will use spoken and/or written responses as part of the language learning process. (interpersonal) |
| | 3. Students will present to an audience of listeners and/or readers in Latin. (presentational) |
| Culture | 4. Students will investigate the practices of Greco-Roman culture. |
| | 5. Students will investigate the products of Greco-Roman culture. |
| | 6. Students will investigate the perspectives of Greco-Roman culture. |
| Connections | 7. Students will reinforce and further their knowledge of other disciplines through the study of Latin. |
| | 8. Students will expand their knowledge of the modern world through the reading of Latin and study of Greco-Roman culture. |
| Comparisons | 9. Students will explain the similarities and differences between the Latin language and the English language. |
| | 10. Students will explain the similarities and differences between Greco-Roman culture and their own culture. |
| Communities | 11. Students will use knowledge of Latin and Greek in a multilingual world. |
| | 12. Students will use knowledge of Greco-Roman culture in a world of diverse cultures. |

Notes:

- The three standards within the communication strand are designated as interpretive, interpersonal, or presentational. These classifications refer to the three modes of communication recognized in the 2012 edition of the “Performance Descriptors for Language Learners” promulgated by the American Council on the Teaching of Foreign Languages (ACTFL).
- Words that appear in italics within this document are defined in the glossary.
- All items in a bulleted list are required to be taught.
- The examples given (e.g.,) are suggestions to guide the instructor.
- Common Core State Standards (CCSS) alignment key, R.CCR.1 = Reading.College and Career Ready Anchor Standard.1

Strand: Communication

Content Standard 1: Students will read, understand, and translate Latin. (interpretive)

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|--|---|------------------------------|
| CMC.1.LI.1 Interpret passages appropriate to level of study | CMC.1.LII.1 Translate passages of Latin adapted from original authors | R.CCR.1, 2, 4 |
| CMC.1.LI.2 Recognize the phonics of Latin | CMC.1.LII.2 Explain the conventions of Latin grammar through parsing | L.CCR.3 |
| CMC.1.LI.3 Recognize simple questions, statements, and commands | The SLE is not appropriate for this level/course | SL.CCR.1 L.CCR.1, 2, 3, 4 |
| CMC.1.LI.4 Interpret vocabulary, <i>inflections</i> , and <i>syntax</i> appropriate to level of study <ul style="list-style-type: none"> • <i>conjugations</i> • <i>declensions</i> | CMC.1.LII.4 Interpret vocabulary, <i>inflections</i> , and <i>syntax</i> appropriate to level of study | L.CCR.1, 2, 3, 4, 5, 6 |
| The SLE is not appropriate for this level/course | CMC.1.LII.5 Interpret the meaning of written passages | R.CCR.1, 2, 4 |

Strand: Communication

Content Standard 2: Students will use spoken and/or written responses as part of the language learning process. (interpersonal)

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|--|--|-----------------------------|
| CMC.2.LI.1 Respond to questions, statements, and commands | CMC.2.LII.1 Respond to questions, statements, commands, and other stimuli | SL.CCR.1, 2, 3 |
| CMC.2.LI.2 Use vocabulary, <i>inflection</i> , and <i>syntax</i> (e.g., word games, board drills) | CMC.2.LII.2 Use vocabulary, <i>inflection</i> , and <i>syntax</i> appropriate to the level of study <ul style="list-style-type: none"> • <i>conjugations</i> • <i>declensions</i> | L.CCR.1, 2, 3, 4, 5, 6 |
| CMC.2.LI.3 Write basic phrases and simple sentences | CMC.2.LII.3 Write phrases and sentences (e.g., board drills, word games, puzzles) | W.CCR.4 |
| The SLE is not appropriate for this level/course | CMC.2.LII.4 Respond to open-ended questions | SL.CCR.1, 2, 3 |

Strand: Communication

Content Standard 3: Students will present to an audience of listeners and/or readers in Latin. (presentational)

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|--|--|-----------------------------|
| CMC.3.LI.1 Read aloud with accurate pronunciation | CMC.3.LII.1 Read more complex texts aloud with accurate pronunciation | L.CCR.1, 2, 4, 5 |
| CMC.3.LI.2 Compose basic phrases and simple sentences | CMC.3.LII.2 Compose complex phrases and compound sentences | W.CCR.1, 2, 3, 4, 5, 7, 10 |

Strand: Culture

Content Standard 4: Students will investigate the practices of Greco-Roman culture.

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|---|---|---|
| <p>CLT.4.LI.1 Identify social, geographical, and historical factors that influenced daily routines and cultural <i>practices</i> (e.g., wars, geological changes)</p> | <p>CLT.4.LII.1 Explain social, geographical, and historical factors that influenced daily routines and past and present cultural <i>practices</i> (e.g., wars, religions, geological changes)</p> | <p>R.CCR.1, 2, 4, 6, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |
| <p>CLT.4.LI.2 Identify influences of Greco-Roman culture on modern civilization (e.g., democracy, funeral games, Olympic Games, chariot games, NASCAR)</p> | <p>CLT.4.LII.2 Investigate influences of the Greco-Roman empire on modern civilization (e.g., democracy, funeral games, Olympic Games, chariot games, NASCAR)</p> | <p>R.CCR.1, 2, 4, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |
| <p>CLT.4.LI.3 Recognize common words, phrases, mottos, or <i>idioms</i> that reflect Greco-Roman culture</p> | <p>CLT.4.LII.3 Interpret common words, phrases, mottos, or <i>idioms</i> that reflect Greco-Roman culture</p> | <p>R.CCR.1, 2, 3, 4, 5 W.CCR.3, 8 SL.CCR.1, 3 L.CCR.5</p> |
| <p>CLT.4.LI.4 Recognize gestures and behaviors appropriate to Greco-Roman culture (e.g., amusements, Roman baths, social hierarchy)</p> | <p>CLT.4.LII.4 Explain gestures and behaviors appropriate to Greco-Roman culture (e.g., amusements, Roman baths, social hierarchy)</p> | <p>R.CCR.1, 2, 4, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |

Strand: Culture

Content Standard 5: Students will investigate the products of Greco-Roman culture.

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|--|---|---|
| <p>CLT.5.LI.1 Identify objects, images, <i>products</i>, and symbols of Greco-Roman culture (e.g., architecture, sculpture, mosaics)</p> | <p>CLT.5.LII.1 Categorize objects, images, <i>products</i>, and symbols of Greco-Roman culture (e.g., plumbing, concrete, sculpture, architecture, mosaics)</p> | <p>R.CCR.1, 2, 4, 6, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |
| <p>CLT.5.LI.2 Identify influences of Greco-Roman culture on modern civilization (e.g., plumbing, concrete, sculpture, mosaics)</p> | <p>CLT.5.LII.2 Investigate influences of Greco-Roman culture on modern civilization (e.g., plumbing, concrete)</p> | <p>R.CCR.1, 2, 4, 6, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6</p> |
| <p>CLT.5.LI.3 Describe the philosophy, literature, art, and religion of Greco-Roman culture (e.g., mythology, Socratic method)</p> | <p>CLT.5.LII.3 Discuss the development of philosophy, literature, art, and religion of Greco-Roman culture (e.g., mythology, Socratic method)</p> | <p>R.CCR.1, 2, 6, 7, 9, 10 W.CCR.2, 6, 7, 8, 10 SL.CCR.2, 4</p> |

Strand: Culture

Content Standard 6: Students will investigate the perspectives of Greco-Roman culture.

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|--|--|---|
| CLT.6.LI.1 Identify cultural <i>perspectives</i> of Greco-Roman culture | CLT.6.LII.1 Describe cultural <i>perspectives</i> of Greco-Roman culture | R.CCR.1, 2, 4, 6, 7, 9, 10 W.CCR.1, 2, 4, 6, 7, 8, 9, 10 SL.CCR.1, 2, 4, 5, 6 L.CCR.1, 2, 3, 4, 5, 6 |
| CLT.6.LI.2 Identify common generalizations about Greco-Roman culture (e.g., rituals, gender roles, superstitions, politics, slavery) | CLT.6.LII.2 Discuss common generalizations about Greco-Roman culture (e.g., rituals, gender roles, superstitions, politics, slavery) | R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.2, 6, 8 SL.CCR.2, 3 |

Strand: Connections

Content Standard 7: Students will reinforce and further their knowledge of other disciplines through the study of Latin.

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|--|--|---|
| <p>CNN.7.LI.1 Identify Latin words used in specialized vocabulary in other disciplines (e.g., English, foreign languages, math, social science, history, science, technology, fine arts)</p> | <p>CNN.7.LII.1 Apply knowledge of Latin in understanding specialized vocabulary in other disciplines (e.g., English, foreign languages, math, social science, history, science, technology, fine arts)</p> | <p>R.CCR.4 L.CCR.3, 4, 5, 6</p> |
| <p>CNN.7.LI.2 Discuss how the language skills learned in the study of Latin apply in other content areas</p> | <p>CNN.7.LII.2 Apply the language skills learned in the study of Latin to other content areas</p> | <p>R.CCR.1, 3, 4, 5, 7, 8, 10 SL.CCR.3, 4</p> |

Strand: Connections

Content Standard 8: Students will expand their knowledge of the modern world through the reading of Latin and study of Greco-Roman culture.

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|---|--|--|
| CNN.8.LI.1 Recognize plots and themes of Greco-Roman myths in the literature of other cultures | CNN.8.LII.1 Analyze plots and themes of Greco-Roman myths in the literature of other cultures | R.CCR.2, 3, 6, 7 W.CCR.7, 8 SL.CCR.2, 3 L.CCR.3, 4 |
| CNN.8.LI.2 Discuss the geography and political boundaries of the Greco-Roman world | CNN.8.LII.2 Compare and contrast the geography and political boundaries of the Greco-Roman world with those of the modern world | R.CCR.1, 2, 3, 6, 7, 10 W.CCR.3, 6, 7, 8, 9 SL.CCR.1, 2, 3 L.CCR.3, 5 |
| CNN.8.LI.3 Discuss the social and political systems of the Greco-Roman world | CNN.8.LII.3 Compare and contrast the social and political systems of the Greco-Roman world with those of the modern world | R.CCR.1, 2, 3, 6, 7, 10 W.CCR.3, 6, 7, 8, 9 SL.CCR.1, 2, 3 L.CCR.3, 5 |
| CNN.8.LI.4 Discuss literature and the arts of Greco-Roman culture | CNN.8.LII.4 Compare and contrast literature and the arts of Greco-Roman culture with those of the modern world | R.CCR.2, 6, 7, 10 W.CCR.2, 6, 7, 8, 9 SL.CCR.1, 2, 4 L.CCR.5, 6 |
| CNN.8.LI.5 Research topics pertaining to Greco-Roman culture using available technology | CNN.8.LII.5 Research complex topics pertaining to Greco-Roman culture using available technology | R.CCR.7 W.CCR.6, 7, 8 |

Strand: Comparisons

Content Standard 9: Students will explain the similarities and differences between the Latin language and the English language.

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|---|---|---|
| CMP.9.LI.1 Recognize <i>cognates/derivatives</i> | CMP.9.LII.1 Use <i>cognates/derivatives</i> correctly in spoken or written Latin | R.CCR.1, 4, 5 L.CCR.3, 4 |
| CMP.9.LI.2 Recognize basic <i>idiomatic expressions</i> | CMP.9.LII.2 Use <i>idiomatic expressions</i> correctly in spoken or written Latin | R.CCR.1, 2, 3, 4, 5 W.CCR.3, 8 SL.CCR.1, 3 L.CCR.5 |
| CMP.9.LI.3 Recognize differences in basic language structures of Latin and English | CMP.9.LII.3 Compare language structures in Latin to English | R.CCR.2, 4 SL.CCR.5 L.CCR.1, 2, 3 |
| CMP.9.LI.4 Recognize authentic simple forms of address in a variety of familiar situations (e.g., <i>vocative case</i>) | CMP.9.LII.4 Compare forms of address in a variety of familiar situations (e.g., <i>vocative case</i>) | R.CCR.1, 4, 5, 6, 9 W.CCR.4 SL.CCR.1, 3 L.CCR.1, 3 |
| CMP.9.LI.5 Examine the writing systems of Latin and English | CMP.9.LII.5 Compare and contrast the writing systems of Latin and English | R.CCR.4, 10 L.CCR.1, 2 |

Strand: Comparisons

Content Standard 10: Students will explain the similarities and differences between Greco-Roman culture and their own culture.

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|--|--|---|
| <p>CMP.10.LI.1 Identify daily living patterns of Greco-Roman culture and modern cultures (e.g., food, mealtimes, transportation, shopping, nonverbal communication, greetings)</p> | <p>CMP.10.LII.1 Compare daily living patterns of Greco-Roman culture to modern cultures (e.g., food, mealtimes, cooking, transportation, shopping, nonverbal communication, greetings)</p> | <p>R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.7, 8, 9 SL.CCR.1, 2, 3, 5 L.CCR.1, 2, 3, 4, 5, 6</p> |
| <p>CMP.10.LI.2 Examine holidays and celebrations unique to Greco-Roman culture</p> | <p>CMP.10.LII.2 Compare and contrast holidays and celebrations unique to Greco-Roman culture with those of the modern world</p> | <p>R.CCR.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W.CCR.7, 8, 9 SL.CCR.1, 2, 3, 5 L.CCR.1, 2, 3, 4, 5, 6</p> |

Strand: Communities

Content Standard 11: Students will use knowledge of Latin and Greek in a multilingual world.

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|---|---|--|
| <p>CMN.11.LI.1 Identify ways to use knowledge of Latin in studying English or other languages</p> | <p>CMN.11.LII.1 Apply knowledge of Latin in studying English or other languages</p> | <p>R.CCR.1, 3, 7 W.CCR.2, 6, 7, 8 SL.CCR.4, 5 L.CCR.1, 2, 6</p> |
| <p>CMN.11.LI.2 Identify Latin words and expressions used in the community (e.g., medicine, law, music, advertising)</p> | <p>CMN.11.LII.2 Interpret Latin words and expressions used in the community (e.g., medicine, law, music, advertising)</p> | <p>R.CCR.3, 4, 7, 9, 10 W.CCR.7, 8, 9 SL.CCR.2, 5 L.CCR.1, 3, 4, 6</p> |
| <p>CMN.11.LI.3 Communicate with other language learners</p> | <p>CMN.11.LII.3 Apply knowledge of Latin in communicating with other language learners</p> | <p>R.CCR.1, 3, 7 W.CCR.2, 6, 7, 8 SL.CCR.4, 5 L.CCR.1, 2, 6</p> |

Strand: Communities

Content Standard 12: Students will use knowledge of Greco-Roman culture in a world of diverse cultures.

| Latin I | Latin II | CCSS ELA-Literacy Alignment |
|--|--|--|
| <p>CMN.12.LI.1 Identify activities of Greco-Roman culture that exist in the modern world (e.g., Olympic games, festivals, elections)</p> | <p>CMN.12.LII.1 Discuss activities of Greco-Roman culture that exist in the modern world (e.g., Olympic games, festivals, elections)</p> | <p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.3, 4, 5, 6 SL.CCR.1, 2, 3, 5, 6 L.CCR.6</p> |
| <p>CMN.12.LI.2 Identify the influence of Greco-Roman culture in personal and professional life</p> | <p>CMN.12.LII.2 Discuss the influence of Greco-Roman culture in personal and professional life</p> | <p>R.CCR.1, 2, 7, 8, 9, 10 W.CCR.3, 4, 5, 6 SL.CCR.1, 2, 3, 5, 6 L.CCR.6</p> |

Glossary for Latin I-II

| | |
|-------------------------------|--|
| Cognate | A word or phrase descended or borrowed from Latin (e.g., campus = field) |
| Conjugation | In Latin, division of verbs into four groups based on the infinitive ending |
| Convention | A symbol, theme, motif, or archetype |
| Declension | Division of nouns into groups based on genitive singular form |
| Derivative | A word formed from an existing word, base, or root; in Latin, a word or family of words which have the same Latin base (e.g., deduce = <u>de</u> + <u>ducere</u> ;conduct = <u>cum</u> + <u>ducere</u> , induct = <u>in</u> + <u>ducere</u>) |
| Idiom or idiomatic expression | An expression which functions as a single unit and whose meaning cannot be translated word for word; groups of words that mean something other than their literal translation |
| Inflection | Ways words change in context (e.g., declensions, conjugations) |
| Parsing | In Latin, to give the gender, number, case, and declension for nouns, adjectives, and pronouns; to give tense, person, number, voice, mood, and conjugation in verbs; to give applicable explanations for all other words |
| Perspective | An attitude or worldview associated with a particular culture or cultures; traditional ideas, attitudes, meanings, and values of members of that society |
| Practice | A pattern of behavior accepted by a society; knowledge of what to do, when, and where |
| Product | A concrete (tangible) or abstract (intangible) cultural element of a society |
| Syntax | Order of words required to make grammatically correct sentences |
| Vocative case | Latin case of address; uses second person only (e.g., "Et tu, Brute?") |

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**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
HOW TO MEET THE NEEDS OF CHILDREN WITH DYSLLEXIA**

1.00 PURPOSE

- 1.00 These rules shall be known as the Arkansas Department of Education Rules Governing How to Meet the Needs of Children With Dyslexia
- 1.01 The purpose of these rules is to establish guidelines for early screening and intervention to meet the educational needs of students with dyslexia.

2.00 AUTHORITY

- 2.01 The Arkansas Department of Education (ADE) promulgated these rules pursuant to the authority granted to it by Act 1294 of 2013 and Ark. Code Ann. §§ 6-11-105 et seq. and 25-15-201 et seq.

3.00 DEFINITIONS

- 3.01 Dyslexia means a specific learning disability that is
 - 3.01.1 Neurological in origin;
 - 3.01.2 Characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language; and
 - 3.01.3 Often unexpected in relation to other cognitive abilities.
- 3.02 Dyslexia therapist means a professional who has completed training and obtained certification in dyslexia therapy from a dyslexia therapy training program approved by the ADE.
- 3.03 The terms “dyslexia therapy” and “therapeutic services” mean an appropriate specialized dyslexia instructional program that is
 - 3.03.1 Delivered by a dyslexia therapist;
 - 3.03.2 Explicit, direct instruction;
 - 3.03.3 Systematic, multi-sensory, and research based;

- 3.03.4 Offered in a small group setting to teach students the components of reading instruction including without limitation:
 - 3.03.4.1 Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;
 - 3.03.4.2 Graphophonemic knowledge for teaching the letter-sound plan of English;
 - 3.03.4.3 The structure of the English language that includes morphology, semantics, syntax, and pragmatics;
 - 3.03.4.4 Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and
 - 3.03.4.5 Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension.
- 3.04 Response to Intervention (RTI) means a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

4.0 REQUIRED SCREENING

- 4.01 A school district shall screen each student each year:
 - 4.01.1 in Kindergarten, grade one, and grade two (K-2),
 - 4.01.2 when a student in Kindergarten, grade one, or grade two (K-2) transfers to a new school and has not been screened during the same school year;
- 4.02 The screening of students shall be performed with fidelity and include without limitation:
 - 4.02.1 Phonological and phonemic awareness;
 - 4.02.2 Sound symbol recognition;
 - 4.02.3 Alphabet knowledge;

4.02.4 Decoding skills;

4.02.5 Rapid naming skills; and

4.02.6 Encoding skills.

4.03 Every school district shall ensure that students will be screened using DIBELS for phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, and decoding skills and by using an appropriate screener for rapid naming skills and encoding skills as described in the Dyslexia Resource Guide:

4.03.1 In Kindergarten, grade one, and grade two (K-2);

4.03.2 When a student in Kindergarten, grade one or grade two (K-2) transfers to a new school and has not been screened during the same school year;

4.03.3 When a student in grade three (3) or higher has difficulty, as noted by a classroom teacher, in:

4.03.3.1 Phonological and phonemic awareness;

4.03.3.2 Sound-symbol recognition;

4.03.3.3 Alphabet knowledge;

4.03.3.4 Decoding skills;

4.03.3.5 Rapid naming skills; and

4.03.3.6 Encoding skills; and

4.03.4 When a student from another state enrolls for the first time in Arkansas in Kindergarten through grade two (K-2) unless the student presents documentation that the student:

4.03.4.1 Had the screening or a similar screening in the current school year; or

4.03.4.2 Is exempt from screening because the student has a current diagnosis of dyslexia.

5.00 INTERVENTION and SERVICES

- 5.01 If the DIBELS screening, or the screening for rapid naming and encoding skills, indicates that a student has markers for dyslexia and needs intervention, the Response to Intervention (RTI) shall be used to address the needs of the student.
- 5.02 If the RTI indicates the possibility of dyslexia, the student shall be evaluated for dyslexia.
 - 5.02.1 If a student's performance on the DIBELS screening, and the appropriate screening for rapid naming skills and encoding skills under Section 4.00, indicates a need for additional screening the student may receive additional testing by a trained professional using a norm-referenced test.
- 5.03 If the dyslexia evaluation indicates that a student is dyslexic, the student shall be provided therapeutic services.
 - 5.03.1 Therapeutic services may be provided by a professional who is highly qualified and trained, as determined by the ADE and described in the Dyslexia Resource Guide.
- 5.04 Any necessary accommodations or equipment for the student diagnosed with dyslexia shall be provided under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 and Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, as they existed on February 1, 2013.

6.00 PARENTAL NOTIFICATION AND INDEPENDENT EVALUATION

- 6.01 If a student's performance on a dyslexia evaluation under Section 5.03 of these rules indicates a need for dyslexia therapy services, the student's parent or legal guardian shall be:
 - 6.01.1 Notified of the results of the dyslexia evaluation;
 - 6.01.2 Provided with information and resource material including without limitation:
 - 6.01.2.1 The common indicators of dyslexia;

6.01.2.2 Appropriate classroom interventions and accommodations for students with dyslexia; and

6.01.2.3 The right of the parent or legal guardian to have the student receive an independent evaluation by a

6.01.2.3.1 Licensed psychological examiner;

6.01.2.3.2 School psychology specialist;

6.01.2.3.3 Licensed speech-language pathologist; or

6.01.2.3.4 Certified dyslexia training specialist.

6.02 If a parent or legal guardian chooses to have an independent evaluation for the student, the school district

6.02.1 shall consider the independent diagnosis and

6.02.1.1 may perform a comprehensive dyslexia evaluation in addition to the required RTI and Section 5.03 of these rules or

6.02.1.2 may allow the student to receive direct intervention from a dyslexia therapist.

7.00 INSTRUCTIONAL APPROACHES

7.01 Dyslexia therapy for a student whose dyslexia evaluation under Section 5.03 of these rules indicates the need for dyslexia therapy services shall be provided with fidelity and include the following instructional approaches:

7.01.1 Explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;

- 7.01.2 Individualized instruction to meet the specific needs of the student in a small group setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;
 - 7.01.3 Meaning-based instruction directed at purposeful reading and writing, with an emphasis on comprehension and composition; and
 - 7.01.4 Multisensory instruction that incorporates the simultaneous use of two (2) or more sensory pathways during teacher presentations and student practice.
- 7.02 Until there are a sufficient number of graduates from a dyslexia therapy program established at the university level in Arkansas or from a dyslexia therapy program established at the university level in another state that is approved by the Department of Education, the department shall allow dyslexia therapy to be provided by individuals who have received training and certification from a program approved by the department.

8.00 REPORTING BY SCHOOL DISTRICTS

- 8.01 The superintendent of a school district annually shall report the results of the school district screening required under Section 4.00 of these rules, in a manner described in the Dyslexia Resource Guide.

9.00 ADE DYSLEXIA SPECIALIST

- 9.01 No later than the 2015 fiscal year, the Department of Education shall employ at least one (1) dyslexia specialist who is a dyslexia therapist, licensed psychologist, licensed psychometrist, licensed speech-language pathologist, or certified dyslexia training specialist with a minimum of three (3) years of field experience in screening, identifying, and treating dyslexia and related disorders to provide technical assistance for dyslexia and related disorders to school districts across the state.

- 9.01.1 The ADE dyslexia specialist shall:

- 9.01.1.1 Be highly trained in dyslexia and related disorders, including best-practice interventions and treatment models;

9.01.1.2 Be responsible for the accountability of screening results and the implementation of professional awareness required Section 11.00 of these rules and

9.01.1.3 Serve as the primary source of information and support for school districts addressing the needs of students with dyslexia and related disorders.

9.02 The Department of Education shall ensure that at least one (1) staff member at each education service cooperative is trained as a dyslexia specialist to provide necessary information and support to school districts.

9.02.1 A dyslexia specialist shall have completed training and received certification from a program approved by the department as described in the Dyslexia Resource Guide.

10.0 DISTRICT LEVEL INTERVENTIONISTS

10.01 No later than the 2015-2016 academic year, a school district shall have at least one individual to serve as a dyslexia interventionist as defined in the Dyslexia Resource Guide who are trained as dyslexia interventionists:

10.01.1 By the department; or

10.01.2 Using other dyslexia training programs approved by the department.

11.00 PROFESSIONAL AWARENESS

11.01 No later than the 2014-2015 school year, the Department of Education shall ensure that each teacher receives professional awareness on the following:

11.01.1 The indicators of dyslexia; and

11.01.2 The science behind teaching a student who is dyslexic.

11.02 Professional awareness may be provided:

11.02.1 Online;

11.02.2 At an education service cooperative; or

11.02.3 At another venue approved by the Department of Education.

**ARKANSAS DEPARTMENT OF EDUCATION AND ARKANSAS STATE BOARD OF
NURSING RULES GOVERNING THE ADMINISTRATION OF GLUCAGON TO
ARKANSAS PUBLIC SCHOOL STUDENTS SUFFERING FROM ~~TYPE 1~~ DIABETES**

2013

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education and Arkansas State Board of Nursing Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering from ~~Type 1~~ Diabetes.
- 1.02 These rules are enacted pursuant to the Arkansas State Board of Education,^s authority under Ark. Code Ann. §§ 6-11-105, 17-87-103 and 25-15-201 et seq.
- 1.03 These rules are enacted pursuant to the Arkansas State Board of Nursing,^s authority under Ark. Code Ann. §§~~17-87-203~~, 17-87-103 and 25-15-201 et seq.

2.00 PURPOSE

- 2.01 The purpose of these rules is to set forth protocols and procedures for the administration of glucagon by trained volunteer school personnel to Arkansas public school students who suffer from ~~Type 1~~ diabetes.

3.00 DEFINITIONS

- 3.01 „Diabetes,, „a medical condition diagnosed by a licensed healthcare practitioner in which blood glucose levels are above normal.
- 3.01~~2~~ „Emergency Situation,, „ circumstance in which students with low blood glucose cannot be treated with a glucose-containing substance by mouth because the student is unconscious or having a seizure.
- 3.01~~3~~ „Glucagon,, „ an injectable hormone prescribed by a licensed healthcare practitioner that raises the level of glucose in the blood. Glucagon is dispensed as a „Glucagon Emergency Kit,, or a „Glucagon Emergency Kit for Low Blood Sugar.,, A ~~„licensed healthcare practitioner,, includes, but is not limited to, Medical Doctors, Doctor of Osteopathy, Advanced Practice Nurse, Registered Nurse Practitioners, or Physician Assistants with prescriptive authority or who work under physician-approved protocols.~~

- 3.04 „Licensed Healthcare Practitioner,, -includes, but is not limited to, Medical Doctors, Doctor of Osteopathy, Advanced Practice Nurse, Registered Nurse Practitioners, or Physician Assistants with prescriptive authority or who work under physician-approved protocols.
- 3.035 „Licensed School Nurse Employed by a School District,, ,, those nurses employed by an Arkansas public school district or open-enrollment public charter school who hold the following licenses or certificate:
- ~~3.03.13.05.1~~ Registered Nurse (RN);
- ~~3.03.23.05.2~~ Advanced Practice Nurse (APN); or
- ~~3.03.33.05.3~~ Diabetic Nurse Educators.
- ~~3.03.43.05.4~~ This definition does not include License Practical Nurses (LPNs). LPNs may assist in the provision of training under these rules. However, training under these rules must be performed by Registered Nurses, Advance Practice Nurses or Diabetic Nurse Educators.
- 3.046 „Other Healthcare Professional,, ,, includes the following:
- ~~3.04.13.06.1~~ Registered Nurse (RN);
- ~~3.04.23.06.2~~ Advanced Practice Nurse (APN);
- ~~3.04.33.06.3~~ Diabetic Nurse Educators;
- ~~3.04.43.06.4~~ Medical Doctors (MD);
- ~~3.04.53.06.5~~ Registered Nurse Practitioners;
- ~~3.04.63.06.6~~ Doctors of Osteopathy; and
- ~~3.04.73.06.7~~ Physician Assistants.
- ~~3.05~~ ~~„Type 1 Diabetes,, ,, sometimes referred to as „insulin dependent diabetes,, a medical condition diagnosed by a licensed healthcare provider and caused by the human body,,s failure to produce insulin.~~

3.067 „Trained Volunteer School Personnel,, ,, Licensed or classified personnel employed by an Arkansas public school district or open-enrollment public charter school who volunteer and successfully complete training for the administration of glucagon to students suffering from ~~Type 1~~ diabetes.

4.00 GENERAL REQUIREMENTS

- 4.01 Trained volunteer school personnel designated as care providers in a plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq., as it existed on July 1, 201~~4~~3, who have been trained by a licensed nurse employed by a school district or other healthcare professional, may, in emergency situations, administer glucagon to students who suffer from ~~Type 1~~ diabetes.
- 4.02 The training listed in Sections 4.01 and 6.00 of these rules shall be conducted at least annually, regardless of whether a volunteer has previously completed training. Nothing in these rules prohibits training from being conducted more often than annually.
- 4.03 No trained volunteer school personnel designated as care providers pursuant to these rules may administer glucagon to a student who suffers from ~~Type 1~~ diabetes unless the parent or guardian of the student first signs a written authorization allowing the administration of glucagon to the student by a trained volunteer school personnel designated as a care provider.
- 4.04 When a school nurse is available and on site during an emergency situation, the school nurse shall administer glucagon to the student, when necessary. Volunteer school personnel who are designated as care providers and trained to administer glucagon shall provide glucagon injections only in the absence or unavailability of a school nurse.
- 4.05 The training outlined in these rules is intended to be provided to volunteer school personnel. No school personnel shall be required, pressured or otherwise subjected to duress in such a manner as to compel their participation in training. Prior to receiving training, volunteers must sign a written acknowledgement indicating their desire to volunteer.

5.00 PROTECTION FROM LIABILITY

A school district, school district employee, or an agent of a school district, including a healthcare professional who trained volunteer school personnel designated as care

providers, shall not be liable for any damages resulting from his or her actions or inactions under these rules or under Ark. Code Ann. § 17-87-103.

6.00 TRAINING OF VOLUNTEERS

- 6.01 Training under these rules shall include, at a minimum, the following components:
- 6.01.1 What glucagon is and how glucagon works;
 - 6.01.2 When, how and by whom glucagon may be prescribed;
 - 6.01.3 The requirements of Arkansas law pertaining to the administration of glucagon injections to Arkansas public school students suffering from ~~Type 1~~ diabetes;
 - 6.01.4 When glucagon should be administered, how glucagon should be prepared, the dosage and side effects of glucagon, and follow-up care after glucagon is administered;
 - 6.01.5 How glucagon should be stored, including identifying the expiration date and need for replacement;
 - 6.01.6 The role of the school nurse in the administration of glucagon and the delegation of the administration of glucagon; and
 - 6.01.7 The signs of hypoglycemia in students with ~~Type 1~~ diabetes, including techniques and practices used to prevent the need for glucagon.
- 6.02 Visual and audio aids may be used during the training required under these rules, but at least one individual listed in Sections 3.035 and 3.046 of these rules must be physically present to provide the training.
- 6.03 Before a volunteer may be deemed to have successfully completed the training required under these rules, a person listed in Sections 3.035 and 3.046 must sign a certification indicating that the volunteer has successfully completed all aspects of training and that the volunteer has successfully demonstrated mastery of procedures involving the administration of glucagon. No person listed in Sections 3.035 and 3.046 shall sign such a certification unless such person, in his or her professional judgment, believes that a volunteer has successfully completed all

aspects of training and that the volunteer has successfully demonstrated mastery of procedures involving the administration of glucagon.

6.04 The Arkansas State Board of Nursing and the Arkansas Department of Education, in collaboration with the Arkansas School Nurses Association and diabetic education experts, shall identify and approve education programs that meet the requirements of Section 6.01 of these rules. Training under these rules shall be given according to the education programs approved under this section.

6.04.1 The Arkansas State Board of Nursing and the Arkansas Department of Education shall maintain and publish a list of approved education programs that meet the requirements of Section 6.01 of these rules. The list of approved education programs may be published on the websites of the Arkansas State Board of Nursing and the Arkansas Department of Education.

6.04.2 The Arkansas State Board of Nursing and the Arkansas Department of Education, in collaboration with the Arkansas School Nurses Association and diabetic education experts, shall at least annually review the requirements associated with the administration of glucagon and shall, if necessary, recommend for adoption by the Arkansas State Board of Nursing and the Arkansas State Board of Education any revisions to these rules.

7.00 RECORDS

7.01 Records of volunteer training ~~must~~ shall be kept on file at each school.

7.02 For each student with ~~Type 1~~ diabetes who attends the school, the school district shall maintain a copy of the plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq., as it existed on July 1, 2014~~3~~, a list of volunteer school personnel who are designated as care providers and trained to administer glucagon, and a copy of the parent,~~s~~ or guardian,~~s~~ signed authorization. The list of volunteer school personnel who are designated as care providers and trained to administer glucagon and a copy of the parent,~~s~~ or guardian,~~s~~ signed authorization shall also be attached to the student,~~s~~ Individualized Health Plan (IHP).

7.03 The list of volunteer school personnel who are designated as care providers and trained to administer glucagon shall only include the names of such personnel

who successfully complete the required training as set forth in Section 6.00 of these rules. The list of volunteer school personnel trained to administer glucagon for each school should be published and made known to all school personnel.

- 7.04 The principal of each school, in conjunction with each school nurse, shall properly maintain all such records.

Notification of Charter Authorizing Panel Decision

**Capitol City Lighthouse
North Little Rock, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 14, 2013

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Dr. Phillis Nichols Anderson
Lighthouse Academies of Central Arkansas, Inc.
401 Main Street, Suite 203
North Little Rock, Arkansas 72116

RE: Notification of Charter Authorizing Panel Decision
Capitol City Lighthouse Charter School

Dear Dr. Anderson:

On November 13, 2013, the Charter Authorizing Panel met and denied the application for the Capitol City Lighthouse Charter School. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to **request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary Perry".

Mary Perry, Coordinator
Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

C: Mr. Kelly Rodgers, Superintendent, North Little Rock School District
Dr. Jerry Guess, Superintendent, Pulaski County Special School District
Dr. Dexter Suggs, Superintendent, Little Rock School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

2013-2014 Application Cycle

Capitol City Lighthouse

Summary

**Capitol City Lighthouse
North Little Rock, Arkansas**

Capitol City Lighthouse Charter School

| | |
|---------------------------------------|--|
| Grade Level(s): | K-12 (K-6 in Year 1 adding a grade each year) |
| Student Enrollment Cap: | 750 (344 in Year 1) |
| Name of the Sponsoring Entity: | Lighthouse Academies of Central Arkansas, Inc. |
| IRS Status | Applied for 501(c)(3) Non-Profit Status |
| Address: | 1800 North Maple Street North Little Rock, AR 72114 |

Mission Statement

CCLCS will prepare students for college through a rigorous arts-infused program. The mission of Lighthouse Academies is to prepare our students for college through a rigorous arts-infused program. Our network goals measure our progress toward achieving this mission. These goals focus on preparing our students academically for college.

The vision is that all students will be taught by highly effective teachers (teachers whose students make gains of 20% more per year than average) in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. CCLCS will do whatever it takes to make the opportunity for success in college happen for all of the CCLCS scholars. The impact of our collective efforts will fundamentally change public education.

CCLCS will be a thriving K-12 school providing rigorous academic instruction as well as the support in developing essential skills and qualities to be successful college students and ultimately productive, contributing community members in North Little Rock. CCLCS will be a beacon of hope for the students of North Little Rock and provide them with truly high quality choice in education.

Information on the School District in Which the Charter Would Be Located

North Little Rock School District

62.72% free and reduced-price lunch (2012-2013)

Needs Improvement District (ESEA 2012) - Graduation Rate and Mathematics

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- Lack of an explanation about the ways in which a new teacher will be determined to be highly effective
- Concern that leveled and themed reading materials may not provide the rigor that aligns with the Common Core State Standards
- Lack of a specific method of instruction for English language learners
- Meeting the needs of gifted and talented students
- Lack of qualifications, if any, required for the highest school officials as job descriptions state "DESIRED QUALIFICATIONS" without required qualifications
- Lack of special education degree as a requirement for the special education teacher
- Lacking explanation of the impact that the school would have on the Little Rock School District and the Pulaski County Special School District

- Possible conflict of interest since the current president and CEO of the company that will lease the facility to the charter is also the president and CEO of the management company with which the charter plans to contract
- The request for a waiver of Ark. Code Ann. § 6-16-102 because a waiver is not needed to extend beyond the required six hours of instructional time each day

Documentation Provided in Support of the Charter

Letters of Support Included in Application

| | |
|--------------------------------|--|
| Representative Eddie Armstrong | Arkansas House of Representatives |
| Dr. D.L. Richardson | Pastor, First Baptist Church, Main Street, North Little Rock |
| Shedrick Warren III | G4L Custom Embroidery, North Little Rock |
| Pastor William L. Robinson | First Baptist Church, Scipio A. Jones Dr., North Little Rock |
| Jared K. Henderson | Individual |

Other Letters of Support (available for review)

| | |
|----------------------|------------------------------|
| Kathy Smith | The Walton Family Foundation |
| Kara Smith | Individual |
| Analiza Merriweather | Individual |

Petitions (available for review)

462 signatures

Requested Waivers

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Standards for Accreditation 10.02 Class Size and Teaching Load**
 - The Applicant requests to have a maximum class size of 22 in K and 25 in all other grades with a 10% variance if necessary. Including the 10% variance, the maximum size would be 24 in K and 28 in all other grades.

From Ark. Code Ann.

| | |
|------------------|---|
| 6-10-106 | School year dates |
| 6-13-109 | School superintendent |
| 6-15-1004 | Qualified teachers in every public school classroom |
| 6-15-1005(b)(5) | Pertaining to alternative learning environments |
| 6-13-601 et seq. | District Boards of Directors Generally |
| 6-14-101 | Applicability of general election laws |
| 6-16-102 | School day hours (to extend beyond six hours of instructional time) |
| 6-17-301 | Employment of certified personnel |
| 6-17-309 | Certification to teach grade or subject matter—Exceptions—Waivers |
| 6-17-401 | Teacher licensure requirement |
| 6-17-427 | Superintendent license—Superintendent mentoring program required |
| 6-17-902 | Definition (definition of a teacher as licensed) |

| | |
|----------------------|---|
| 6-17-919 | Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher) |
| 6-17-2201 et seq. | Classified School Employee Minimum Salary Act |
| 6-17-2401 et seq. | Teacher Compensation Program of 2003 |
| 6-18-503(a)(1)(C)(i) | Pertaining to alternative learning environments |
| 6-20-2208(c)(6) | Monitoring of expenditures (gifted and talented) |
| 6-25-101 et seq. | Public School Library and Media Technology Act |
| 6-42-101 et seq. | General Provisions (gifted and talented) |
| 6-48-101 et seq. | Alternative Learning Environments |

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|--------|--|
| 7.02.2 | Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (for the first year of operation only) |
| 7.02.3 | Annual meeting to explain policies, programs, and goals to the community in a public meeting (for the first year of operation only) |
| 8.01 | Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support |
| 10.02 | Class Size and Teaching Load (requesting 10% more than 22 in K and 10% more than 25 in other grades for maximums of 24 in K and 28 in other grades) |
| 15.01 | School District Superintendent |
| 15.03 | Licensure and Renewal |
| 16.02 | Media Services |
| 18 | Gifted and Talented Education |
| 19.03 | Pertaining to alternative learning environments |

From Other Rules

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing the Superintendent Mentoring Program
- Sections 6, 7, and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Capitol City Lighthouse
North Little Rock, Arkansas

CAPITOL CITY LIGHTHOUSE CHARTER SCHOOL

Sponsoring Entity: Lighthouse Academies of Central Arkansas, Inc.
IRS Status: Applied for 501(c)(3) non-profit status
Grade Levels: K-12
Student Enrollment Cap: 750
Address of Proposed Charter: 1800 North Maple Street, North Little Rock, AR 72114

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open- enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
 - Published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located
 - The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - The last publication date of the notice was no less than seven days prior to the public meeting.

- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located
 - Within seven calendar days following the first publication.

Meets the Standard

C-2 GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school’s governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board’s roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Meets the Standard

C-3 MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the method of determining that “students make gains of 20% more per year than average.” Provide the standard by which the gains are measured and explain how new teachers are determined to be highly effective.

As measured by NWEA. NWEA MAP tests are nationally-normed assessments that can measure how much students have improved in reading and math during the year relative to a national norm group.

C-4 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide specific ways in which art activities and techniques are infused each day into the teaching of all core subjects.

Attachment 1: Lesson Plans

Attachment 2: Arts Infusion Toolkit

C-5 EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain how the curriculum will prepare students for college.

CCLCS will use Arkansas Frameworks and Common Core Learning Standards to guide instruction for all content areas. These frameworks will be supplemented by other resources such as the State Released Items for Math and English, Language Arts, and annotated state test questions. CCLCS will use a *curriculum* that has a natural progression from the elementary grade levels to the middle school grades; is closely aligned to the Common Core Standards for math and reading; offers the criterion outlined in the K-8 Publishers Criteria for the Common Core State Standards for Mathematics and offers a balanced approach to instruction. The programs will include materials and tools that reflect the balance in the Standards and will facilitate students meeting the Standards' rigorous expectation. The instructional materials used will meaningfully connect the content standards and the practice standards. The program will have a digital component that enhances classroom instruction and supports students and parents at home. CCLCS will use a Social Studies program that integrates Language Arts and literacy standards and has online curriculum support. These programs will provide support materials for students that require extension opportunities as well as support materials for students that struggle. The programs include quality professional development for teachers that strengthens teachers' knowledge and pedagogy of Common Core State Standards. Teachers will engage in professional development to increase their effectiveness in differentiation and creating lessons that offer rigor and relevance. Teachers will be evaluated using the Danielson model that will lead to increased effectiveness as well. Opportunities for enrichment and support will be offered based on the scholar's individual needs.

Attachment 3 - Curriculum Maps

- Explain what assessments will be used to drive instructional decisions at the school.

CCLCS will use data to impact large and small-scale instructional decisions and resource allocation. The data from internal and external tests drive feedback and adaptation to improve teaching and learning at the school. The ongoing collection of student achievement data through formal and

informal assessments in all subjects is used by teachers and administrative staff to drive the instructional program as follows:

- Assessment data is tracked and regularly monitored by teachers to allow them to tailor instruction to the needs of the class and of individual students. Teachers and leaders use data management systems (*PowerTeacher* and *Pearson Inform*) to track student data.
- Teachers use assessment data to create flexible instructional groupings based on the needs of the students. The composition of these groups will change as the data shows students progressing through different levels of mastery.
- Ongoing assessments allow teachers to provide continuous feedback to students and permit administrative staff to provide continuous feedback to teachers.
- Assessment data permits administrative staff to evaluate the effectiveness of the curriculum content, delivery strategies and resource allocation in helping students to meet the state standards and grade level expectations. Based on these evaluations, administrative staff will supplement or adjust the curriculum or provide targeted professional development to teachers.

The staff and Principals review achievement data at ongoing staff meetings, professional development days, individual Principal/ teacher meetings and smaller teacher-led meetings. The Directors of Teacher Leadership (DTL) and Principals also regularly observe classrooms and use alternative strategies to assess the strengths and weaknesses of the school against specific standards. Leaders oversee the collection and analysis of the particular types of data and use the knowledge gained to make tactical adjustments—perhaps targeting additional support to particular students or teachers or quickly responding to a school-wide problem evident from the data. Listed below are current assessments and curriculum being used at Arkansas Lighthouse Charter Schools through grade 10. CCLCS will use the same or similar curriculum and assessments. The formative assessments and NWEA drive the instructional program and literacy and math action plans that are used to strategically move scholars towards proficiency.

Attachment 4 – Sample Action Plans.

| Assessment | Type | Who | What |
|--|-------------------------------|---------------------------|-------------------------------------|
| Qualls | Criterion Referenced | K | Math/Reading |
| NWEA | Norm Referenced | K-8 | Math/Reading |
| ITBS (augmented state assessment included) | Norm and Criterion Referenced | 1st, 2nd, 9th | Math/Reading |
| ACTAPP (State Assessments) | Criterion Referenced | 3rd-8th | Math/Literacy/ Science (5 and7) |
| ReadiStep (Collegeboard) pathway to PSAT | Norm Referenced | 7th and 9th | Math/Reading/Writing |
| Explore -pathway to ACT | Criterion Referenced | 8th | Math/Reading/Writing/Science |
| PSAT - pathway to SAT | Norm Referenced | 10th | Math/Reading/Writing |
| Plan - pathway to ACT | Criterion Referenced | 10th | Math/Reading/Writing/Science |
| TLI - pathway to State Assessments | Criterion Referenced | 1st-EOC Courses | Math/Literacy/ Science (5 and7) |
| TLI - pathway to State Assessments | Criterion Referenced | 1st-EOC Courses | Math/Literacy/ Science (5 and7) |
| Mock ACTAPP-pathway to proficiency | Criterion Referenced | 1st-EOC Courses | Math/Literacy/ Science (5 and7) |
| Advanced Placement Exams | Criterion Referenced | 11th and 12th AP Students | Math/Literacy/Science/History/et c. |

| | | | |
|---|----------------------|---------------|------------------------------|
| SAT | Norm Referenced | 11th and 12th | Math/Reading/Writing |
| ACT | Criterion Referenced | 11th and 12th | Math/Reading/Writing/Science |
| Curriculum | Content Area | Grades | |
| Imagine It | Reading | K-4 | |
| Saxon | Math | K-4 | |
| FOSS | Science | K-8 | |
| Eye Openers, Pearson Celebration Press | Social Studies | K-2 | |
| Glencoe, Level Blue | Science, Integrated | Grades 4-8 | Supplemental |
| Pearson Learning Core | | | |
| Prentice Hall, Science | | | |
| | Math and Pre Algebra | | |
| My Math, Course 1 and 2, | | | |
| Reading Street | Literacy | 5th and 6th | |
| Prentice Hall, History of | | | |
| Springboard, College Board | ELA | 7th-10th | |
| | Math, Algebra, | | |
| World History, Patterns of | | | |
| Prentice Hall | Physical Science | 9th | |
| Civics In Practice: Holt | Social Studies | 10th | |
| Biology, Miller Levine | | | |

- Provide examples of the ways in which arts are infused into curriculum and instruction that is “anchored in grade level standards, grade level expectations, and the Common Core State Standards....”

Language Arts

Before writing a written summary of a text, have students act it out.

Instead of using a graphic organizer to plan a paragraph or story, have students draw a picture of a topic they want to write about and identify the supporting details based on what they draw.

Have students play charades or Pictionary to review vocabulary words.

Have students identify significant aspects of a text’s setting by creating a physical model of the setting (e.g., a diorama).

Have students identify creative storytelling techniques in music, and then try to replicate the techniques in their own writing.

Have students make a comic strip that summarizes a story, identifies the elements of plot (rising action, climax, resolution) and identifies literary techniques (foreshadowing, flashback) as captions for the comic strip’s frames.

Have students draw pictures that represent similes and/or metaphors. Have students write the simile or metaphor as a caption for their picture.

Math

Have students recite their math facts or information about a math concept to the tune of a familiar melody.

Have students create art that incorporates geometry concepts (angles, polygons, etc.) they have learned about.

Use masking tape to create a large grid on the floor and have students create a ‘dance’ based on a list of coordinate pairs.

Challenge students to create a drawing that meets specific mathematical requirements (e.g., make two-thirds of the trees pines; make twice as many people as dogs, etc.)

To practice converting units of measurement, have students draw pictures of large objects to scale.

Science

Have students use movement/dance/drama to create a simulation of a concept they are learning about (e.g., evaporation, body systems, simple machines).

To learn the steps of the scientific method, have students create a series of tableaux or draw pictures representing each step.

Have students write speeches from the perspective of famous scientists describing the significance of their work.

Have students demonstrate the concepts behind a topic of study by creating a work of animation on the computer.

Social Studies

To review content, have students play charades – challenge them to silently act out the events or people they have studied and have the rest of the class guess what they are doing.

Have students create models/dioramas of famous moments in history with a written explanation of the details in their model.

Have students play charades or Pictionary to review vocabulary words.

Have students write a poem or speech from the perspective of a historical figure they are studying.

Play music from the time period students are studying.

Use a corner of the classroom to create a gallery of significant artwork from the period of study.

Have students create a travel brochure or commercial for a place they are studying.

Select an image (painting, photograph, cartoon, etc.) that illustrates various concepts from the unit of study. Show students the whole image for approximately 30 -45 seconds – no talking or writing – just to reflect on what they see in the context of their background knowledge. Then project one quarter of the image at a time (cropped with Photoshop or Paint) for approximately 90 seconds each. Have students write what they see in that quadrant – key objects, images, or phrases, and any symbols they might see. After all four quadrants have been displayed, then show the entire image again and have students analyze the image quadrant by quadrant, then draw overall conclusions (synthesis technique).

Attachment 3 – Arts Infusion Toolkit.

- Provide the grade levels to be served by year with the maximum enrollment for each year. K-6 is proposed for the first year with an enrollment of 344. Below is an enrollment chart outlining the anticipated enrollment for each grade. The school requests the right to modify enrollment based on facility restraints or the need to offer more sections of one grade and less of another but will stay within the proposed cap and may adjust enrollment per grade or class by 10%.

| SY 14.15 | Scholars | SY 15.16 | Scholars | SY 16.17 | Scholars | SY 17.18 | Scholars | SY 18.19 | Scholars |
|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| K | 44 |
| 1 | 50 | 1 | 50 | 1 | 50 | 1 | 50 | 1 | 50 |
| 2 | 50 | 2 | 50 | 2 | 50 | 2 | 50 | 2 | 50 |
| 3 | 50 | 3 | 50 | 3 | 50 | 3 | 50 | 3 | 50 |
| 4 | 50 | 4 | 50 | 4 | 50 | 4 | 50 | 4 | 50 |
| 5 | 50 | 5 | 50 | 5 | 50 | 5 | 50 | 5 | 50 |
| 6 | 50 | 6 | 50 | 6 | 50 | 6 | 50 | 6 | 50 |
| | 344 | 7 | 50 | 7 | 50 | 7 | 50 | 7 | 50 |
| | | | 394 | 8 | 50 | 8 | 50 | 8 | 50 |
| | | | | | 444 | 9 | 50 | 9 | 50 |
| | | | | | | | 494 | 10 | 50 |
| | | | | | | | | | 544 |
| SY 19.20 | | SY 20.12 | | | | | | | |
| K | 44 | K | 44 | | | | | | |
| 1 | 50 | 1 | 50 | | | | | | |
| 2 | 50 | 2 | 50 | | | | | | |
| 3 | 50 | 3 | 50 | | | | | | |
| 4 | 50 | 4 | 50 | | | | | | |
| 5 | 50 | 5 | 50 | | | | | | |
| 6 | 50 | 6 | 50 | | | | | | |
| 7 | 50 | 7 | 50 | | | | | | |
| 8 | 50 | 8 | 50 | | | | | | |
| 9 | 50 | 9 | 50 | | | | | | |
| 10 | 50 | 10 | 50 | | | | | | |
| 11 | 50 | 11 | 50 | | | | | | |
| | 594 | 12 | 50 | | | | | | |
| | | | 644 | | | | | | |

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The school acknowledges that every digital course must be offered from a provider approved by ADE and must meet or exceed curriculum standards and requirements established by the State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

C-6: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide additional information about the rigorous courses to be offered and preparation in the early grades for students to be ready to succeed in AP courses.

CCLCS will use Arkansas Frameworks and Common Core Learning Standards for English Language Arts and Literacy and Math to insure that rigor and relevance is provided in early grades that will prepare scholars for Advance Placement courses in high school. The school will use a variety of assessments to determine scholars' progress towards meeting college readiness benchmarks. CCLCS will offer classrooms that demand tough, rigorous outputs from scholars to prepare them for critical thinking and problem solving. Additionally, this rigor builds a key characteristic in our students: grit. Ultimately, the success of a rigorous academic environment is determined by our students' abilities to graduate from college. CCLCS teachers will receive 160 hours of professional development each year that will prepare them to provide an academic program at CCLCS that will be structured to enable every student to graduate prepared for college and to be competitive in a global work force.

Attachment 5: Yearlong PD Plan

- Provide the percentage of students expected to complete AP courses.

By the end of scholar's senior year, we expect for 100% of the scholars to have completed at least 1 AP course.

- Clarify the length of time that students will have to have been enrolled at Capitol City Lighthouse Charter School to have their NWEA MAP reading and math assessments included to determine if scholars are academically on track for college (Goal #3).

Scholars who have been enrolled for 3 years – each scholar must have been enrolled for the full school year and must have a fall and spring test scores.

Part 1 (meeting AR and shifting to meeting Common Core State standards): The school will meet the Annual Measureable Objective set by the state and/or will reduce its non-proficient population in ELA and Math by 15% each year.

Part 2 (high achievement on nationally-normed assessments):

Grades K-8: At least 40% of K-8 scholars who have attended the school for three years in participating schools will be in the top quartile on the NWEA MAP reading assessment and at least 40% of K-8 scholars will be in the top quartile on the math assessment in the spring. This goal will apply to scholars who have both a fall and spring NWEA score, indicating that they were enrolled in the school for at least a full academic year.

Grades 9-12: All scholars will take the EXPLORE/PLAN/ACT/or SAT series of assessments. Annually at least 75% of scholars will meet the college readiness benchmarks on these exams.

- Confirm the understanding, that during the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter's AMOs will be based upon the academic performance of the students who attend the charter

The school understands that during the first year of operation, the charter's AMO will be based on the state's AMO.

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Meets the Standard

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard

Concerns and Additional Questions:

Health Services

- Since the nurse is budgeted as a part-time employee, explain how daily student needs will be met when the nurse is not on campus.

The school nurse will work daily and will coordinate delivery of health services and will contribute to the professional development of school personnel as colleagues. The school's health service program shall insure that administrative and office staff members will be trained in emergency procedures, first aid, CPR and administration of medicine.

Media Center Services

- Explain how a variety of books at many levels will be accessed by students as required by the Common Core State Standards.

The Curriculum provides leveled readers for each classroom. Leveled Readers for Fluency is structured to increase fluency and accuracy by providing students with the opportunity to practice reading at their own level. Theme related books at three readability levels; Easy, Average, or Challenge address the individual needs of all students. Whether used for independent reading or in small, flexible groups, Leveled Readers for Fluency builds fluency and strengthens students' reading and comprehension skills. Spanish Leveled Readers are also available for ESL students.

Special Education Services

- Confirm the understanding that RTI cannot replace referrals for special education services.

RTI does not replace referrals for special education services but offers a systemized process for progressive interventions to be developed and implemented to address students' needs.

Alternative education program

- Confirm that a waiver will be requested for alternative education as there was no waiver request for this program included in the waiver section of the application, but the budget template states that a waiver is requested. If a waiver will not be requested, explain the process for identification of ALE students, describe the program and facility, and revise the budget to reflect these expenditures.

Waiver is being requested.

English Language Learner Services

- Explain how students who are English language learners will be identified.

All students new to the school will complete a Home Language Survey (HLS) form at the time of enrollment. This form will be used to identify students whose home and/or native language is other than English.

- A. All students identified as Language Minority Students (LMS) will be initially assessed with a valid and reliable instrument in the four modalities (reading, writing, speaking and comprehension.)
 - B. Students who are not proficient in English will be assessed annually with a valid and reliable instrument to determine progress being made towards English proficiency.
- Describe the program for students who are English language learners and specify the qualifications required for the teacher.
 - A. The instructional approach selected for the alternative language program will be ESL (English as a Second language).
 - B. The curriculum for the ESL instructional program will be the Arkansas Department

of Education's (ADE) English Language Proficiency Frameworks which are aligned with ADE content frameworks.

- C. All students who are identified as not proficient (English Language Learner [ELL]) will be provided with plan designed to promote growth in English proficiency and core content subject areas. This will be created by a Language Placement and Assessment Committee. Primary instruction will be provided by a certified teacher who is fluent in English and who may serve as a reading interventionist..

Gifted and Talented Services

- Explain how gifted and talented students will be identified.

Scholars who performs at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who exhibits high performance capability in an intellectual; or excels in a specific academic field will be identified as gifted and talented. The school will utilize its School Support Team to review referrals that can be made by the parent, teacher or the student. The team will review several measures including assessments and student work.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in gifted and talented education.

All students at Lighthouse schools receive rigorous instruction for the classroom teacher. Teachers receive training on Differentiation, Bloom's Taxonomy, Multiple Intelligences, Rigor and Relevance and Pre AP and AP training. Scholars receive enriched instructional activities in accordance with Gifted and Talented Frameworks. ELA and Math Teachers in the Upper Academy and College Preparatory Academy use College Board's Springboard curriculum and receive extensive day curriculum professional development.

- Explain how the social and emotional needs of gifted and talented students will be met.

A number of strategies will be utilized by teachers, counselors, parents and students to accommodate the varied needs of scholars. Scholars will have access to counseling and the schools will also develop alternative arrangements to permit students' affective needs to be addressed. Strategies will be designed by school teams who know the young person and who work cooperatively with the student's parents to create a plan for matching school provisions and services with identified student needs; and contain clearly articulated goals and objectives stated so that progress in attaining them can be evaluated.

C-9: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain why the Little Rock School District, and the Pulaski County Special School District, were not listed on Page 3 of the application as districts from which the charter is likely to draw students.

CCLCS will be a public, open-enrollment charter school created to bring excellent educational opportunities to all children. We will adhere to all applicable federal laws and all civil rights laws. We are an open-enrollment school that we may draw students from anywhere in the state. However, our intent is to serve a particular community based on the educational need. Although every child will have an equal opportunity to enroll in the school, no efforts will be made to recruit from the Little Rock School District or Pulaski County Special School District. The proposed location of the school, our recruiting efforts and the bounds of our transportation are designed to serve the community identified in our needs assessment. However, the potential impact on those districts is addressed in the Desegregation Assurances.

- Clarify if the charter plans to enroll approximately 388 students in 2014-2015 as stated in this section of the application or 344 as stated in the budget.

The school plans to enroll 344 students in its initial year.

C-10: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community and the Charter Authorizing Panel that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Meets the Standard

C-11: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Meets the Standard

C-12: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the distinction, if any, between the Director of Teacher Leadership (DTL) and the Director of Teaching and Learning.

No distinction. Correct title is Director of Teacher Leadership.

- Explain the need for two DTL positions in 2015-2016.

Revised.

- Provide a job description for the Director of Student Services as this is a budgeted position.

This position is a supplementary service position that will be provided if the school is eligible for supplementary funds. Removed from budget.

Attachment 6: DSS Job description.

- Provide a job description for the Director of Instruction, and revise the budget to include a salary if this person will be hired in the first or second year of operation.

Attachment 7: Position title revised to Director of Teacher Leadership. Position description attached.

- Explain if school operations manager and office assistant are one or two positions.

Two positions.

Attachment 8: School Operations Manager PD

Attachment 9: Office Assistant PD

- Provide job descriptions for teaching positions.

Attachments 10-15.

- Provide the required educational qualifications and licensure requirements for each position.

Teachers must be Highly Qualified or hold teacher certification.

C-13: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;

- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain the distinctions between the duties of the business manager and the school operations officer.

The SOM focuses more on the day to day operations of the school while the business manager provides an oversight role and financial management functions to maintain, accurate, and compliant financial records within the framework of the Arkansas Financial Accounting Handbook, chart of accounts as allowed within APSCN.

Attachment 16: Financial Business Management Description

C-14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations. If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm that Lisa Stephens is the accountant requested.

Lisa Stephens is the requested accountant.

- Provide the address and phone number for the firm.

715 Front St., P.O. Box 1978, Conway, AR 72033: 501-327-2834; Fax: 501-327-6663

C-15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Meets the Standard

C-16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain the discrepancy in the cost of the building lease as the amount on Facilities Utilization Agreement states \$29,000 per month, which would be \$348,000 per year, but \$240,000 each year is the cost of the lease included in the budget.

The amount should be \$348,000. This assumes the lease and up fit of the entire building.

- Explain why, in addition to the lease amount to be paid to Charter Facilities Management, annual expenses of \$20,000 for facilities management and \$18,000 for repairs and maintenance are budgeted for Charter Facilities Management.

The proposed lease is triple net. The lease amount equals the debt service with no mark up. The \$20,000 fee is for CFM services on managing the facility and lease administration. An additional \$18,000 is budget for repairs made by 3rd party vendors.

- Clarify if the application for a conditional use classification was submitted to the local zoning authority in August 2013.

The application was submitted on August 27, 2013.

C-17: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and explain how conflicts, if any, will be addressed.

Partially Meets the Standard

Concerns and Additional Questions:

LEGAL COMMENTS

- Explain the apparent conflict of interest that will exist when Charter Facilities Management (CFM) acquires the property to be leased by the charter school.

CFM, Inc. is a nonprofit non related party to the charter applicant and the charter school manager. CFM provides the same service for Lighthouse Academies of Pine Bluff Arkansas which was previously approved by the Arkansas Department of Education.

- Explain the safeguards in place to handle employee conflicts of interest.

Each employee will be required to disclose any conflict of interest and that disclosure will be reviewed by the Board of Directors. All staff members will adhere to ADE Rules and Regulations Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board members, and other parties.

C-18: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain why there is no mention of the child nutrition director, only the nurse, in the discussion of menus as funds are included in the budget to pay a vendor for child nutrition director services.

There is a certified Lighthouse Academies Child Nutrition Director on staff that serves all Lighthouse schools in Arkansas. Each school employs a staff member that manages meals on a daily basis under the supervision of the Child Nutrition Director.

- Clarify the discrepancy as the response in this section of the application states that the budget assumes that 60% of the students enrolled would qualify for free or reduced priced meals, but numbers in the budget, and information included in the description of the geographical area of the charter (#9), indicate that more than 70% would qualify for free or reduced priced meals.

The budget actually assumes just over 70% of the students enrolled will qualify for free and reduced meals.

- Explain how the charter will determine and ensure compliance with the USDA meal pattern requirements.

The school will select a vendor to provide meals that comply with the requirements. The school will offer breakfast and lunch daily.

C19: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Include the salary for the Family Coordinator in the budget.
- Explain how members of the community, other than parents, guardians, or charter school employees will be involved with the school to positively impact the charter school's educational programs.

CCLCS will use several methods to communicate progress towards our goals to the community, parents and scholars. Community involvement at CCLCS will be facilitated by the Coordination of Family and Community Partnerships. The CFPC is responsible for ensuring that parents and other community stakeholders have the information they need to support our scholars and have ongoing opportunities to support the development and sustainability of the school. The CFPC will coordinate a minimum of 3 public performances / art showing each year as a strategy to showcase scholar achievements and build public support; develop a menu of support/volunteer opportunities for areas businesses, individuals and organizations that will allow them to utilize their unique assets in support of CCLCS scholars and secure formal partnerships with support organizations such as Boys and Girls Clubs, Boys and Girl Scouts, local faith organizations, arts organizations and social services organizations that allow our scholars to benefit from their services and allow them to engage at CCLCS. Our community involvement also relies on the CCLCS Board of Directors, volunteer leaders recruited from the community. Membership in the board is open to any community members committed to the success of our scholars and open access to all children (subject to the Board memberships bylaws and recruitment cycle.) The board members also serve as community ambassadors for the school and are integral in the establishment of partnerships with local businesses and other organizations. Coordinator of family and community partnerships. Strategies include a monthly dashboard prepared by the Principals for the Board of Directors that includes enrollment, withdrawal, discipline and academic data. The report also includes the number of teacher observations conducted and a description of any professional development provided. A monthly Dashboard prepared by the Principals to track scholars' performance on Interim Assessments, attendance rates, parental support through conference attendance and parent, teacher and student satisfaction rates and regular printed reports on NWEA and Interim Assessment student performance provided to parents and discussed during parent conferences.

Families are also continually engaged to ensure that our mission is carried through into the home. We build a two-way communications line with the parents by starting each year by signing of a three way compact that articulates both the opportunities and expectations tied to attending a Lighthouse School. Conducting home visits in the summer where staff are taking the arts, our expectations and resources into the community and the homes of our scholars. Following up during the school year with weekly school to parent communications and monthly family meetings. Each of these interactions is framed by the mission of our school and carries with it our school culture and values. The school will establish a parental involvement plan that establishes the school's expectations for parental involvement, and that includes programs and practices that enhance parental involvement and reflect the specific needs of students and their families. Collaboration with parents will be accomplished through School Based Management Team which will develop and implement the district-level school improvement plan. The parental involvement plan shall be incorporated into the public school district's annual comprehensive school improvement plan (ACSIP). The ACSIP will be presented to parents during Back to School parent meetings and after board approval posted to the school's website and filed with the Division of Learning Services. The Board of Directors will have a designated seat on the board for a parent representative. Parents are surveyed twice a year to provide feedback to school.

ATTACHMENT 18: CFCP Job Description

C-20: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

See and respond to comments from Arkansas Department of Education legal staff.

LEGAL COMMENTS

Requested Waivers:

Ark. Code Ann. § 6-16-102 School Day Hours

The applicant should explain why this waiver is necessary. Based on the application, it appears the proposed charter school would provide at least six hours of instructional time per day.

The waiver was requested to extend beyond the six hours of instructional time.

Standards for Accreditation 10.02 Class Size and Teaching Load

The applicant should specify the maximum teacher-student ratios per grade level.

K – 22 per class; Grades 1 and above – 25 per class. Flexibility to adjust this class size by 10% is requested.

Gifted and Talented

The applicant requested a waiver of Ark. Code Ann. § 6-20-2208(e)(6) which does not exist. The applicant should confirm the correct statute for which it seeks waiver is Ark. Code Ann. § 6-20-2208(c)(6).

Ark. Code Ann. §§ 6-42-101 et seq. and 6-20-2208(c)(6)

Standards for Accreditation 18.0

ADE Rules Governing Gifted and Talented Program Approval Standards

Waivers Not Requested:

Minimum Compensation

The applicant requested a waiver of Ark. Code Ann. § 6-17-2201 et seq. and § 6-17-2401 et seq. governing minimum salaries. In order to effectuate this waiver the applicant should also request a waiver of Sections 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

Waiver requested for Sections 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

Standards for Accreditation 15.01 Full Time Superintendent

The applicant requested a waiver of employing a superintendent. In order to effectuate this waiver, the applicant should also request a waiver of Ark. Code Ann. § 6-13-109.

Waiver requested for Ark. Code Ann. §§ 6-13-109 & 6-17-427

Standards for Accreditation 15.01

ADE Rules Governing the Superintendent Mentoring Program

Alternative Learning Environments

The applicant did not budget any expenditures for Alternative Learning Environments (ALE) and did not request a waiver of ALEs.

Waiver requested for Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.
Standard for Accreditation 19.03

Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds

Rationale: It is the intention and commitment of the founders of CCLCS to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help. If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected.

C-21: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Does Not Meet the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

See and respond to comments from Arkansas Department of Education legal staff.

LEGAL COMMENTS

The applicant should describe the potential impact of the proposed charter school on the efforts of the affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The applicant should describe any desegregation obligations of the affected public school district(s) and how the applicant determined it will not impact any court order or statutory obligations.

Capitol City Lighthouse Charter School (CCLCS) proposes to locate its open-enrollment public charter school within the boundaries of the North Little Rock School District (NLRSD), and as an open-enrollment public charter school which is not restricted in its student enrollment by district boundaries, expects to obtain most of its students from within the boundaries of the NLRSD, with its remaining students coming from the Little Rock and Pulaski County Special School Districts.

CCLCS is required by Ark. Code Ann. § 6-23-105 to carefully review the potential impact its opening would have upon the efforts of the NLRSD, Little Rock and Pulaski County Special School Districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, CCLCS has substantiated that the NLRSD and the Little Rock School District (LRSD) have been found by the federal District Court to be unitary in all respects of its school operations. The Pulaski County Special School District (PCSSD) has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the NLRSD and the LRSD, and the status of PCSSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for CCLCS cannot be said to have a negative impact on the NLRSD, LRSD and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

CCLCS is asking for an enrollment cap of seven hundred fifty (750) students; it is anticipated that approximately 388 students will be enrolled in CCLCS during its first year of operation. According to the 2012-2013 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the NLRSD had a student population of 8,610 students; the LRSD had a student population of 23,594 students, and the PCSSD had a student population of 17,245 students. At its maximum enrollment of 750 students, the student population of CCLCS would equal 8.7% of NLRSD's student population; 3.2% of LRSD's student population, and 4.3% of PCSSD's student population. Pursuant to Ark. Code Ann. § 6-23-306, CCLCS must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project the racial composition of CCLCS. Ark. Code Ann. § 6-23-105 requires that CCLCS's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. CCLCS's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts, and the student populations of such districts, shows that such negative effect is not present here.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. The federal District Court permitted the Pulaski County open-enrollment public charter schools to intervene to present their arguments against the motion. That motion

contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD’s motion in these words:

To sum up, LRSD and Joshua’s motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua’s favor, no reasonable fact finder could conclude that the State is in material breach of the parties’ 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.

Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at page 29.

In conclusion, CCLCS submits that, upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, prohibit the State’s charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

C-22: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants’ plan to ensure continued success of the charter school over time.

Evaluation Criteria:

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application; and
- The plan to ensure the sustainability of the charter in the future.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Leaders receive 160 hours in professional development, effective succession plans, policies and procedures are in place to insure continuity of effective school operations. The LHA Talent Management team has conducted intensive recruitment efforts that resulted in 737 teacher and leader applications. In addition to attending college fairs at state universities, we recruit from national organizations and sites including: Idealist; National Alliance for Public Charter Schools; US Charter Schools: School Spring; National Educators Employment Review; Teacher Jobs; Accomplished Teacher (National Board); Smartbrief of Educators); Teachers of Color, Special Education Teachers. The founding Board of Directors will be the governing Board of Directors and with the assistance of LHA will hire and evaluate the school leaders. The Board will have a

professional development plan that will meet the ADE rules governing required training for school board member and will ensure its ability monitor the academic and financial health of the school. The Board will employ an external auditor to monitor the school's financial well being. The Board will review data on academic and non academic goals monthly. The Board retains the authority to make changes in the program, policies and procedures as may be needed to ensure the success of the school.

REVISED BUDGET

**Public Charter School Application
Personnel Salary Schedule**

| Administrative Positions: | | 2014-2015 | Salary 2014-2015 | 2015-2016 | Salary 2015-2016 |
|----------------------------------|---------------------------------|------------------|-------------------------|------------------|-------------------------|
| <i>Line#</i> | List Positions | No. FTEs | | No. FTEs | |
| 1 | Principal | 1 | \$80,000.00 | 1 | \$82,400.00 |
| 2 | Director of Teaching & Learning | 1 | \$55,000.00 | 1 | \$56,650.00 |
| 3 | Teacher Leader Fellow | 0.5 | \$36,000.00 | 0.5 | \$37,080.00 |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Subtotal: | | \$153,000.00 | | \$157,590.00 |
| 8 | Fringe Benefits (rate used 30%) | | \$45,900.00 | | \$47,277.00 |
| 9 | Total Administration: | | \$198,900.00 | | \$204,867.00 |

| Regular Classroom Instruction: | | 2014-2015 | | 2015-2016 | |
|---------------------------------------|---|------------------|--------------|------------------|--------------|
| | | No. FTEs | | No. FTEs | |
| 10 | Teachers | 17 | \$34,000.00 | 19 | \$35,020.00 |
| 11 | Aides | 1 | \$24,000.00 | 2 | \$24,720.00 |
| 12 | Subtotal: | | \$602,000.00 | | \$714,820.00 |
| 13 | Teacher Fringe Benefits (rate used 30%) | | \$173,400.00 | | \$199,614.00 |
| 14 | Aide Fringe Benefits (rate used 30%) | | \$7,200.00 | | \$14,832.00 |
| 15 | Total Regular Classroom Instruction: | | \$782,600.00 | | \$929,266.00 |

| Special Education: | | 2014-2015 | | 2015-2016 | |
|---------------------------|---|------------------|-------------|------------------|-------------|
| | | No. FTEs | | No. FTEs | |
| 16 | Teachers | 1 | \$34,000.00 | 1 | \$35,020.00 |
| 17 | Aides | 1 | \$24,000.00 | 1 | \$24,720.00 |
| 18 | Subtotal: | | \$58,000.00 | | \$59,740.00 |
| 19 | Teacher Fringe Benefits (rate used 30%) | | \$10,200.00 | | \$10,506.00 |
| 20 | Aide Fringe Benefits (rate used 30%) | | \$7,200.00 | | \$7,416.00 |
| 21 | Total Special Education: | | \$75,400.00 | | \$77,662.00 |

| Gifted and Talented Program: | | 2014-2015 | | 2015-2016 | |
|-------------------------------------|---|------------------|-------------|------------------|-------------|
| | | No. FTEs | | No. FTEs | |
| 22 | Teachers | 0.5 | \$36,000.00 | 0.5 | \$37,080.00 |
| 23 | Aides | | | | |
| 24 | Subtotal: | | \$18,000.00 | | \$18,540.00 |
| 25 | Teacher Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 26 | Aide Fringe Benefits (rate used _____) | | | | \$0.00 |
| 27 | Total Gifted and Talented Program: | | \$18,000.00 | | \$18,540.00 |

**Alternative Education Program/
Alternative Learning Environments:**

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | | | | |
| 29 Aides | | | | |
| 30 Subtotal: | | | | |
| 31 Teacher Fringe Benefits (rate used _____) | | | | |
| 32 Aide Fringe Benefits (rate used _____) | | | | |
| 33 Total Alternative Education Program/ Alternative Learning Environments: | | | | |

English Language Learner Program:

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 34 List Positions | | | | |
| 35 ELL Coordinator | 0.25 | \$34,000.00 | 0.25 | \$35,020.00 |
| 36 | | | | |
| 37 | | | | |
| 38 | | | | |
| 39 Subtotal: | | \$8,500.00 | | \$8,755.00 |
| 40 Fringe Benefits (rate used 30%) | | \$2,550.00 | | \$2,626.50 |
| 41 Total English Language Learner Program: | | \$11,050.00 | | \$11,381.50 |

Guidance Services:

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|------------------------------------|-----------------------|------------------|-----------------------|------------------|
| 42 List Positions | | | | |
| 43 Guidance Counselor | 1 | \$40,000.00 | 1 | \$41,200.00 |
| 44 Family Coordinator | 1 | \$25,000.00 | 1 | \$25,750.00 |
| 45 | | | | |
| 46 | | | | |
| 47 Subtotal: | | \$65,000.00 | | \$66,950.00 |
| 48 Fringe Benefits (rate used 30%) | | \$19,500.00 | | \$20,085.00 |
| 49 Total Guidance Services: | | \$84,500.00 | | \$87,035.00 |

Health Services:

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|------------------------------------|-----------------------|------------------|-----------------------|------------------|
| 50 List Positions | | | | |
| 51 Nurse | 0.75 | \$32,000.00 | 0.75 | \$32,960.00 |
| 52 | | | | |
| 53 | | | | |
| 54 | | | | |
| 55 Subtotal: | | \$24,000.00 | | \$24,720.00 |
| 56 Fringe Benefits (rate used 30%) | | \$7,200.00 | | \$7,416.00 |
| 57 Total Health Services: | | \$31,200.00 | | \$32,136.00 |

Media Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 58 List Positions | | |
| 59 | | |
| 60 | | |
| 61 | | |
| 62 | | |
| 63 Subtotal: | | |
| 64 Fringe Benefits (rate used _____) | | |
| 65 Total Media Services: | | |

Fiscal Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 66 List Positions | | |
| 67 | | |
| 68 | | |
| 69 | | |
| 70 | | |
| 71 Subtotal: | | |
| 72 Fringe Benefits (rate used _____) | | |
| 73 Total Fiscal Services: | | |

Maintenance and Operation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--|-----------------------|-----------------------|
| 74 Custodian | 2.5 | 3 |
| 75 | | |
| 76 | | |
| 77 | | |
| 78 | | |
| 79 Subtotal: | \$45,000.00 | \$55,620.00 |
| 80 Fringe Benefits (rate used 30%) | \$13,500.00 | \$16,686.00 |
| 81 Total Maintenance and Operation: | \$58,500.00 | \$72,306.00 |

Pupil Transportation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---------------------------------------|-----------------------|-----------------------|
| 82 Bus Driver | 1 | 1 |
| 83 | | |
| 84 | | |
| 85 | | |
| 86 | | |
| 87 Subtotal: | \$23,500.00 | \$24,205.00 |
| 88 Fringe Benefits (rate used 30%) | \$7,050.00 | \$7,261.50 |
| 89 Total Pupil Transportation: | \$30,550.00 | \$31,466.50 |

Food Services:

| | List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|----|----------------------------------|-------------------------------|-------------|-------------------------------|-------------|
| 90 | Food Service Worker | 1 | \$20,000.00 | 1 | \$20,600.00 |
| 91 | | | | | |
| 92 | | | | | |
| 93 | | | | | |
| 94 | | | | | |
| 95 | Subtotal: | | \$20,000.00 | | \$20,600.00 |
| 96 | Fringe Benefits (rate used 30%) | | \$6,000.00 | | \$6,180.00 |
| 97 | Total Food Services: | | \$26,000.00 | | \$26,780.00 |

Data Processing:

| | List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|-----|----------------------------------|-------------------------------|-------------|-------------------------------|-------------|
| 98 | School Operations Manager | 1 | \$40,000.00 | 1 | \$41,200.00 |
| 99 | Office Assistant | 1 | \$24,000.00 | 1 | \$24,720.00 |
| 100 | | | | | |
| 101 | | | | | |
| 102 | | | | | |
| 103 | Subtotal: | | \$64,000.00 | | \$65,920.00 |
| 104 | Fringe Benefits (rate used 30%) | | \$19,200.00 | | \$19,776.00 |
| 105 | Total Data Processing: | | \$83,200.00 | | \$85,696.00 |

Substitute Personnel:

| | | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|-----|---|-------------------------------|-------------|-------------------------------|-------------|
| 106 | Number of Certified Substitutes 2 | 2 | \$14,250.00 | 2 | \$14,250.00 |
| 107 | Number of Classified Substitutes _____ | | | | |
| 108 | Subtotal: | | \$28,500.00 | | \$28,500.00 |
| 109 | Certified Fringe Benefits (rate used 23%) | | \$6,555.00 | | \$6,555.00 |
| 110 | Classified Fringe Benefits (rate used _____) | | | | |
| 111 | Total Substitute Personnel: | | \$35,055.00 | | \$35,055.00 |

TOTAL EXPENDITURES FOR SALARIES:

| | | | | | |
|-----|--|--|----------------|--|----------------|
| 112 | | | \$1,434,955.00 | | \$1,612,191.00 |
|-----|--|--|----------------|--|----------------|

**Public Charter School Application
Estimated Budget Template**

REVENUES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---|---|------------------------------|------------------------------|
| State Public Charter School Aid: | | | |
| 2014-2015 | | | |
| 1 | No. of Students <u>344</u> x <u>\$6,521.00</u> State Foundation Funding | <u>\$2,243,224.00</u> | |
| 2 | No. of Students <u>344</u> x <u>\$44.00</u> Professional Development | <u>\$15,136.00</u> | |
| 3 | No. of Students <u>245</u> x <u>\$1,033.00</u> eligible rate* NSL Funding | <u>\$253,085.00</u> | |
| 4 | No. of Students _____ x _____ Other: <i>Explain Below</i> | | |
| 5 | | | |
| 2015-2016 | | | |
| 6 | No. of Students <u>394</u> x <u>\$6,521.00</u> State Foundation Funding | | <u>\$2,569,274.00</u> |
| 7 | No. of Students <u>394</u> x <u>\$44.00</u> Professional Development | | <u>\$17,336.00</u> |
| 8 | No. of Students <u>280</u> x <u>\$1,033.00</u> eligible rate* NSL Funding | | <u>\$289,240.00</u> |
| 9 | No. of Students _____ x _____ Other: <i>Explain Below</i> | | |
| 10 | | | |
| 11 | Total State Charter School Aid: | <u><u>\$2,511,445.00</u></u> | <u><u>\$2,875,850.00</u></u> |
| Other Sources of Revenues: | | | |
| <i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i> | | | |
| 12 | Private Donations or Gifts | | |
| 13 | Federal Grants (List the amount) | | |
| 14 | Special Grants (List the amount) | <u>\$250,000.00</u> | |
| 15 | Other (<i>Specifically Describe</i>) | | |
| 16 | Total Other Sources of Revenues: | <u><u>\$250,000.00</u></u> | |
| 17 | TOTAL REVENUES: | <u><u>\$2,761,445.00</u></u> | <u><u>\$2,875,850.00</u></u> |

EXPENDITURES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------|--|----------------------------|----------------------------|
| Administration: | | | |
| 18 | Salaries and Benefits | <u>\$198,900.00</u> | <u>\$204,867.00</u> |
| | Purchased Services - List Vendors Below | | |
| 19 | V - AD 1 <u>Mgmt Services - Lighthouse Academies, Inc.</u> | <u>\$200,000.00</u> | <u>\$175,000.00</u> |
| 20 | V - AD 2 <u>Marketing - Design Group/AR Dem Gazzette</u> | <u>\$5,500.00</u> | <u>\$5,500.00</u> |
| 21 | V - AD 3 <u>Telecommunications - AT&T</u> | <u>\$6,000.00</u> | <u>\$6,000.00</u> |
| 22 | V - AD 4 _____ | | |
| 23 | V - AD 5 _____ | | |
| 24 | Supplies and Materials | <u>\$17,200.00</u> | <u>\$19,700.00</u> |
| 25 | Equipment | | |
| 26 | Other (List Below) | | |
| 27 | _____ | | |
| 28 | _____ | | |
| 29 | _____ | | |
| 30 | _____ | | |
| 31 | Total Administration: | <u><u>\$427,600.00</u></u> | <u><u>\$411,067.00</u></u> |

| Regular Classroom Instruction: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---------------------------------------|--|----------------------------|------------------------------|
| 32 | Salaries and Benefits | <u>\$782,600.00</u> | <u>\$929,266.00</u> |
| | Purchased Services - List Vendors Below | | |
| 33 | V - CI 1 <u>PD - LHA/Danielson/Spring Board</u> | <u>\$50,000.00</u> | <u>\$50,000.00</u> |
| 34 | V - CI 2 <u>Assessments - TLI/NWEA/IXL/Read Live/Readi</u> | <u>\$18,325.00</u> | <u>\$20,985.00</u> |
| 35 | V - CI 3 _____ | _____ | _____ |
| 36 | V - CI 4 _____ | _____ | _____ |
| 37 | V - CI 5 _____ | _____ | _____ |
| 38 | Supplies and Materials | <u>\$34,400.00</u> | <u>\$39,400.00</u> |
| 39 | Equipment | _____ | _____ |
| 40 | Other (List Below) | _____ | _____ |
| 41 | _____ | _____ | _____ |
| 42 | _____ | _____ | _____ |
| 43 | _____ | _____ | _____ |
| 44 | _____ | _____ | _____ |
| 45 | Total Regular Classroom Instruction: | <u><u>\$885,325.00</u></u> | <u><u>\$1,039,651.00</u></u> |
| | | | |
| Special Education: | | | |
| 46 | Salaries and Benefits | <u>\$75,400.00</u> | <u>\$77,662.00</u> |
| | Purchased Services - List Vendors Below | | |
| 47 | V - SE1 <u>OT/PT/Speech Therapy - Kidsource</u> | <u>\$34,400.00</u> | <u>\$39,400.00</u> |
| 48 | V - SE 2 _____ | _____ | _____ |
| 49 | V - SE 3 _____ | _____ | _____ |
| 50 | V - SE 4 _____ | _____ | _____ |
| 51 | V - SE 5 _____ | _____ | _____ |
| 52 | Supplies and Materials | <u>\$3,440.00</u> | <u>\$3,940.00</u> |
| 53 | Equipment | _____ | _____ |
| 54 | Other (List Below) | _____ | _____ |
| 55 | _____ | _____ | _____ |
| 56 | _____ | _____ | _____ |
| 57 | _____ | _____ | _____ |
| 58 | _____ | _____ | _____ |
| 59 | Total Special Education: | <u><u>\$113,240.00</u></u> | <u><u>\$121,002.00</u></u> |
| | | | |
| Gifted and Talented Program: | | | |
| 60 | Salaries and Benefits | <u>\$18,000.00</u> | <u>\$18,540.00</u> |
| | Purchased Services - List Vendors Below | | |
| 61 | V - GT1 _____ | _____ | _____ |
| 62 | V - GT2 _____ | _____ | _____ |
| 63 | V - GT3 _____ | _____ | _____ |
| 64 | V - GT4 _____ | _____ | _____ |
| 65 | V - GT5 _____ | _____ | _____ |
| 66 | Supplies and Materials | <u>\$1,720.00</u> | <u>\$1,970.00</u> |
| 67 | Equipment | _____ | _____ |
| 68 | Other (List Below) | _____ | _____ |
| 69 | _____ | _____ | _____ |
| 70 | _____ | _____ | _____ |
| 71 | _____ | _____ | _____ |
| 72 | _____ | _____ | _____ |
| 73 | Total Gifted and Talented Program: | <u><u>\$19,720.00</u></u> | <u><u>\$20,510.00</u></u> |

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

| | | | |
|----|--|--------------|--------------|
| 74 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 75 | V - ALE1 Waiver requested for ALE | _____ | _____ |
| 76 | V - ALE2 | _____ | _____ |
| 77 | V - ALE3 | _____ | _____ |
| 78 | V - ALE4 | _____ | _____ |
| 79 | V - ALE5 | _____ | _____ |
| 80 | Supplies and Materials | _____ | _____ |
| 81 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 82 | _____ | _____ | _____ |
| 83 | _____ | _____ | _____ |
| 84 | _____ | _____ | _____ |
| 85 | _____ | _____ | _____ |
| 86 | _____ | _____ | _____ |
| 87 | Total Alternative Education Program/ Alternative Learning Environments: | <u>_____</u> | <u>_____</u> |

English Language Learner Program:

| | | | |
|-----|--|--------------------|--------------------|
| 88 | Salaries and Benefits | <u>\$11,050.00</u> | <u>\$11,381.50</u> |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 89 | V - ELL1 | _____ | _____ |
| 90 | V - ELL2 | _____ | _____ |
| 91 | V - ELL3 | _____ | _____ |
| 92 | V - ELL4 | _____ | _____ |
| 93 | V - ELL5 | _____ | _____ |
| 94 | Supplies and Materials | <u>\$1,720.00</u> | <u>\$1,970.00</u> |
| 95 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 96 | _____ | _____ | _____ |
| 97 | _____ | _____ | _____ |
| 98 | _____ | _____ | _____ |
| 99 | _____ | _____ | _____ |
| 100 | _____ | _____ | _____ |
| 101 | Total English Language Learner Program: | <u>\$12,770.00</u> | <u>\$13,351.50</u> |

Guidance Services:

| | | | |
|-----|---|--------------------|--------------------|
| 102 | Salaries and Benefits | <u>\$84,500.00</u> | <u>\$87,035.00</u> |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 103 | V - GS1 | _____ | _____ |
| 104 | V - GS2 | _____ | _____ |
| 105 | V - GS3 | _____ | _____ |
| 106 | V - GS4 | _____ | _____ |
| 107 | V - GS5 | _____ | _____ |
| 108 | Supplies and Materials | _____ | _____ |
| 109 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 110 | _____ | _____ | _____ |
| 111 | _____ | _____ | _____ |
| 112 | _____ | _____ | _____ |
| 113 | _____ | _____ | _____ |
| 114 | _____ | _____ | _____ |
| 115 | Total Guidance Services: | <u>\$84,500.00</u> | <u>\$87,035.00</u> |

| Health Services: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|--|--------------------------|--------------------------|
| 116 | Salaries and Benefits | \$31,200.00 | \$32,136.00 |
| | Purchased Services - List Vendors Below | | |
| 117 | V - HS1 | | |
| 118 | V - HS2 | | |
| 119 | V - HS3 | | |
| 120 | V - HS4 | | |
| 121 | V - HS5 | | |
| 122 | Supplies and Materials | \$3,440.00 | \$3,940.00 |
| 123 | Equipment | | |
| | Other (List Below) | | |
| 124 | | | |
| 125 | | | |
| 126 | | | |
| 127 | | | |
| 128 | | | |
| 129 | Total Health Services: | <u>\$34,640.00</u> | <u>\$36,076.00</u> |
| | | | |
| Media Services: | | | |
| 130 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 131 | V - MS1 Waiver requested for media services | | |
| 132 | V - MS2 | | |
| 133 | V - MS3 | | |
| 134 | V - MS4 | | |
| 135 | V - MS5 | | |
| 136 | Supplies and Materials | | |
| 137 | Equipment | | |
| | Other (List Below) | | |
| 138 | | | |
| 139 | | | |
| 140 | | | |
| 141 | | | |
| 142 | | | |
| 143 | Total Media Services: | | |
| | | | |
| Fiscal Services: | | | |
| 144 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 145 | V - FS1 Business Manager - Complete Consulting | \$60,000.00 | \$60,000.00 |
| 146 | V - FS2 Auditor - Lisa Stephens & Company CPA | \$7,000.00 | \$7,000.00 |
| 147 | V - FS3 Time & Labor - ADP | \$10,000.00 | \$10,000.00 |
| 148 | V - FS4 Legal - Legal Counsel | \$3,000.00 | \$3,000.00 |
| 149 | V - FS5 | | |
| 150 | Supplies and Materials | \$5,500.00 | \$5,500.00 |
| 151 | Equipment | | |
| | Other (List Below) | | |
| 152 | | | |
| 153 | | | |
| 154 | | | |
| 155 | | | |
| 156 | | | |
| 157 | Total Fiscal Services: | <u>\$85,500.00</u> | <u>\$85,500.00</u> |

| Maintenance and Operation: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----------------------------------|--|----------------------------|----------------------------|
| 158 | Salaries and Benefits | <u>\$58,500.00</u> | <u>\$72,306.00</u> |
| | Purchased Services - List Vendors Below | | |
| | INCLUDE UTILITIES | | |
| 159 | V - MO1 <u>Facilities Mgmt - Charter Facilities Management</u> | <u>\$20,000.00</u> | <u>\$20,000.00</u> |
| 160 | V - MO2 <u>Utilities - Entergy/CenterPoint/UBS</u> | <u>\$33,000.00</u> | <u>\$33,000.00</u> |
| 161 | V - MO3 <u>Disposal Service - Waste Mgmt</u> | <u>\$5,500.00</u> | <u>\$5,500.00</u> |
| 162 | V - MO4 <u>Repairs & Maint.- Charter Facilities Mgmt</u> | <u>\$18,000.00</u> | <u>\$18,000.00</u> |
| 163 | V - MO5 _____ | | |
| 164 | Supplies and Materials | <u>\$24,080.00</u> | <u>\$27,580.00</u> |
| 165 | Equipment | | |
| 166 | Other (List Below) | | |
| 167 | _____ | | |
| 168 | _____ | | |
| 169 | _____ | | |
| 170 | _____ | | |
| 171 | Total Maintenance and Operation: | <u><u>\$159,080.00</u></u> | <u><u>\$176,386.00</u></u> |

| Pupil Transportation: | | | |
|------------------------------|---|---------------------------|---------------------------|
| 172 | Salaries and Benefits | <u>\$30,550.00</u> | <u>\$31,466.50</u> |
| | Purchased Services - List Vendors Below | | |
| 173 | V - PT1 <u>Bus Lease - Master's Leasing</u> | <u>\$24,000.00</u> | <u>\$24,000.00</u> |
| 174 | V - PT2 _____ | | |
| 175 | V - PT3 _____ | | |
| 176 | V - PT4 _____ | | |
| 177 | V - PT5 _____ | | |
| 178 | Supplies and Materials | <u>\$10,000.00</u> | <u>\$10,000.00</u> |
| 179 | Equipment | | |
| 180 | Other (List Below) | | |
| 181 | _____ | | |
| 182 | _____ | | |
| 183 | _____ | | |
| 184 | _____ | | |
| 185 | Total Pupil Transportation: | <u><u>\$64,550.00</u></u> | <u><u>\$65,466.50</u></u> |

| Food Services: | | | |
|-----------------------|--|----------------------------|----------------------------|
| 186 | Salaries and Benefits | <u>\$26,000.00</u> | <u>\$26,780.00</u> |
| | Purchased Services - List Vendors Below | | |
| 187 | V - FD1 <u>Meal Delivery - Preferred Meals</u> | <u>\$172,000.00</u> | <u>\$197,000.00</u> |
| 188 | V - FD2 <u>CN Director - JLCS</u> | <u>\$13,760.00</u> | <u>\$14,175.00</u> |
| 189 | V - FD3 _____ | | |
| 190 | V - FD4 _____ | | |
| 191 | V - FD5 _____ | | |
| 192 | Supplies and Materials | | |
| 193 | Equipment | | |
| 194 | Other (List Below) | | |
| 195 | _____ | | |
| 196 | _____ | | |
| 197 | _____ | | |
| 198 | _____ | | |
| 199 | Total Food Services: | <u><u>\$211,760.00</u></u> | <u><u>\$237,955.00</u></u> |

| Data Processing: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------------|--|----------------------------|----------------------------|
| 200 | Salaries and Benefits | <u>\$83,200.00</u> | <u>\$85,696.00</u> |
| | Purchased Services - List Vendors Below | | |
| 201 | V - DP1 IT Support - WIRED | <u>\$15,000.00</u> | <u>\$15,000.00</u> |
| 202 | V - DP2 | | |
| 203 | V - DP3 | | |
| 204 | V - DP4 | | |
| 205 | V - DP5 | | |
| 206 | Supplies and Materials | | |
| 207 | Equipment | | |
| | Other (List Below) | | |
| 208 | | | |
| 209 | | | |
| 210 | | | |
| 211 | | | |
| 212 | | | |
| 213 | Total Data Processing: | <u><u>\$98,200.00</u></u> | <u><u>\$100,696.00</u></u> |
| | | | |
| Substitute Personnel: | | | |
| 214 | Salaries and Benefits | <u>\$35,055.00</u> | <u>\$35,055.00</u> |
| | Purchased Services - List Vendors Below | | |
| 215 | V - SB1 | | |
| 216 | V - SB2 | | |
| 217 | V - SB3 | | |
| 218 | V - SB4 | | |
| 219 | V - SB5 | | |
| 220 | Total Substitute Personnel: | <u><u>\$35,055.00</u></u> | <u><u>\$35,055.00</u></u> |
| | | | |
| Facilities: | | | |
| 221 | Lease/Purchase Contract for One Full Year | | |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | Lease - Charter Facilities Management AR LLC | <u>\$348,000.00</u> | <u>\$348,000.00</u> |
| 223 | note: facility upgrades will be completed | | |
| 224 | by landlord | | |
| 225 | | | |
| 226 | | | |
| 227 | | | |
| 228 | | | |
| 229 | Property Insurance for One Full Year | <u>\$12,500.00</u> | <u>\$12,500.00</u> |
| 230 | Content Insurance for One Full Year | <u>\$12,500.00</u> | <u>\$12,500.00</u> |
| 231 | Total Facilities: | <u><u>\$373,000.00</u></u> | <u><u>\$373,000.00</u></u> |

LESSON PLAN

| | |
|--|--|
| <p>Common Core Standard(s)/(State Standards):</p> <p>Monday: 3.MD.1 * Tell and write time to the nearest minute and measure time intervals in minutes (nearest minute)</p> <p>Tuesday: 3.MD.1 * Tell and write time to the nearest minute and measure time intervals in minutes (elapsed time)</p> <p>Wednesday: 3.MD.1 * Tell and write time to the nearest minute and measure time intervals in minutes (elapsed time)</p> <p>Thursday: 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90</p> <p>Friday: 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90</p> | <p>High Yield Strategies:</p> <p><u>_x_</u> compare/ contrast</p> <p><u>_</u> summarizing</p> <p><u>_x_</u> reinforcement</p> <p><u>_x_</u> homework</p> <p><u>_</u> non-linguistic</p> <p><u>_x_</u> coop. learning</p> <p><u>_x_</u> setting obj.</p> <p><u>_</u> hypotheses</p> <p><u>_x_</u> cues, questions & graph org</p> |
| <p>Vocabulary:</p> <p>Monday: Analog clock, Digital clock, Minute, Hour</p> <p>Tuesday: Elapsed Time, Interval, a.m., p.m.</p> <p>Wednesday: Analog clock, Digital clock, Minute, Hour, Elapsed Time, Interval, a.m., p.m.</p> <p>Thursday: multiples</p> <p>Friday: multiples of 10</p> | |
| <p>Learning Target: (What will the students know & be able to do as a result of these lessons)?</p> <p>Monday: SWBAT tell and show time to 5-minute and minute intervals</p> <p>Tuesday: SWBAT to solve elapsed time word problems.</p> <p>Wednesday: REVIEW: SWBAT to tell and show time and solve elapsed time word problems.</p> <p>Thursday: SWBAT to multiply numbers by 10.</p> <p>Friday: SWBAT to multiply numbers by multiples of 10 up to 90.</p> | |
| <p>Essential Questions/Enduring Understanding:</p> <p>Monday: Can I tell time to the nearest 5-minute interval? Can I tell time to the nearest minute interval?</p> <p>Tuesday: Can I solve problems involving elapsed time?</p> <p>Wednesday: Can I tell time to the nearest minute interval? Can I solve problems involving elapsed time?</p> <p>Thursday: How do I multiply by 10?</p> <p>Friday: How can I use my knowledge of place value to help me multiply by multiples of 10?</p> | |
| <p>Formative Assessments: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success look like on this</p> | |

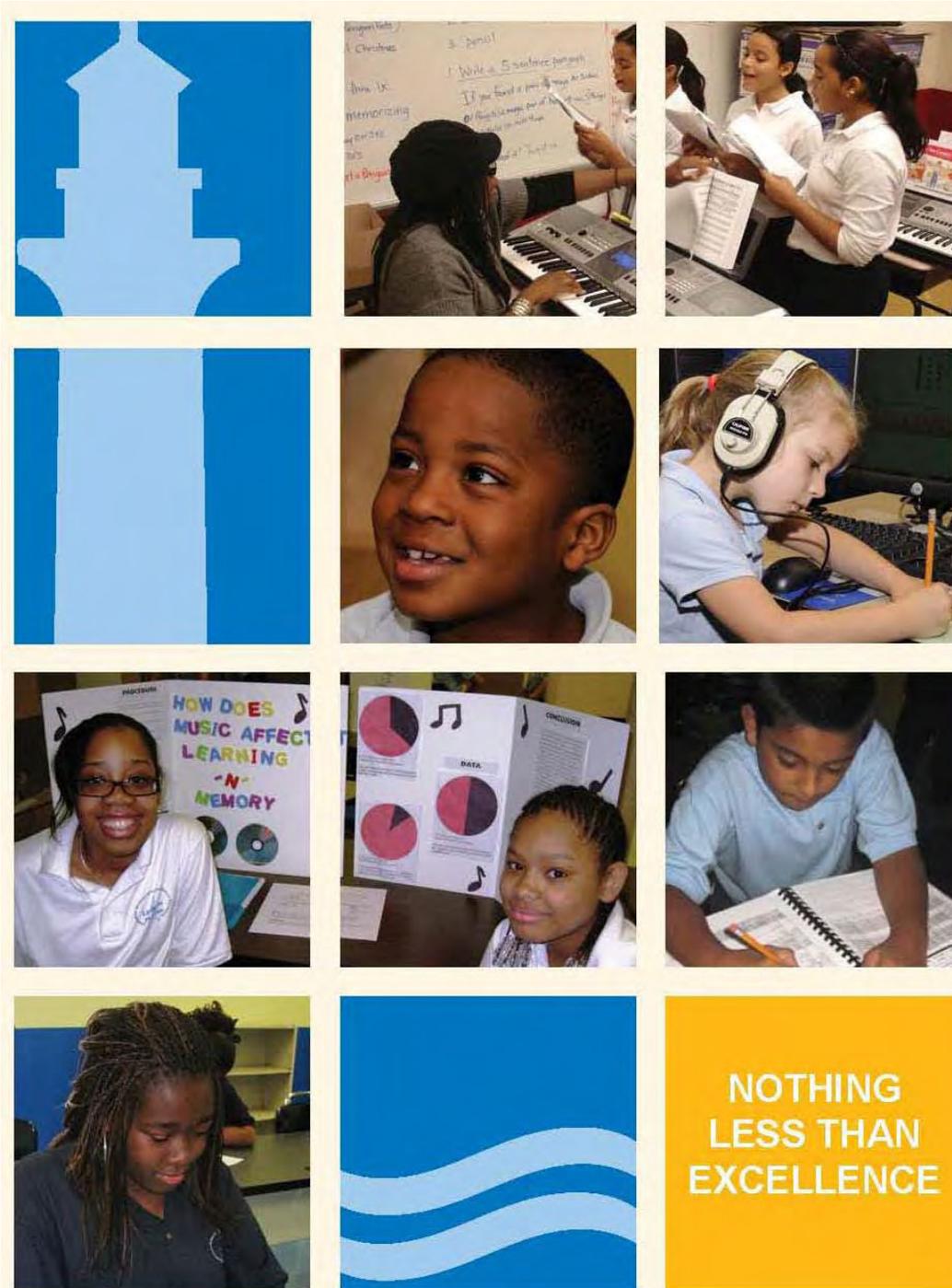
| | | | |
|--|--|--|-----------------------------------|
| lesson's outcome look like?) | | | |
| <p>Monday: Students can tell and draw time to the nearest 5-minute and minute.</p> <p>Tuesday: Students will be able to solve word problems involving elapsed time.</p> <p>Wednesday: Students will be able to solve word problems involving elapsed time. Students can tell and draw time to the nearest 5-minute and minute.</p> <p>Thursday: can correctly multiply by 10.</p> <p>Friday: can correctly multiply by multiples of 10.</p> | | | |
| Questioning: (What questions do I need to ask students? What questions can I ask students who get stuck?) | | | |
| <p>Monday: How does skip-counting help us determine time to the nearest 5-minute intervals?</p> <p>Tuesday: How can I use a number line to help answer questions about elapsed time?</p> <p>Wednesday: How can I use a number line to help answer questions about elapsed time? How does skip-counting help us determine time to the nearest 5-minute intervals?</p> <p>Thursday: How can skip-counting help me multiply by 10?</p> <p>Friday: How can I use properties of operations to help me solve these multiplication problems?</p> | | | |
| Misconceptions: (What Misconceptions might students have?) | | | |
| <p>Monday: Telling time at the end of the hour (students get confused at which hour this is).</p> <p>Tuesday: When calculating elapsed time between am and pm.</p> <p>Wednesday: When calculating elapsed time between am and pm. Telling time at the end of the hour (students get confused at which hour this is).</p> <p>Thursday: Not realizing the one's place will end in zero when multiplying by 10.</p> <p>Friday: Not understanding the multiples of 10.</p> | | | |
| Relevance/Rationale: (Why are the outcomes of this lesson important in the real world?) Why are these outcomes essential for future learning?) | | | |
| You use time in everything you do. You need to know how to calculate elapsed time on a daily basis. Multiplying by 10 makes counting a lot easier. | | | |
| M O N D A Y | Objective: SWBAT tell and show time to 5-minute and minute intervals | Differentiation of Instruction: | Bloom's Taxonomy Level |
| | Do Now: TLI warm-up: telling time to nearest half hour | ELL : N/A | x Knowledge |
| | Guided Practice: | | x Comprehen sion |
| | First I will model how to tell time to the nearest-five minute with a demo clock as students draw it on their papers. Then students will have the opportunity to practice with their personal clocks as I write the digital clock on the board. Lastly, students will spend time working with their partners as I worked with them as a class. If time permits, we will play time-bingo as a class. | GT: In partner work, these scholars will be the ones assisting the lower students the "times", explaining | x Application Analysis |

| | | | | | |
|---|---|---|--------------------------------------|---------------------------|-----------------------------|
| | <p>Independent Practice: Students will be asked to tell and show time to the nearest 5-minute and nearest minute.</p> <p>Art Infusion: Bingo game</p> <p>This activity should be completed in small groups.</p> <p>Number of Players: 2-6 per group plus one “bingo caller”</p> <p>Materials: bingo playing boards, small bingo time cards, bingo chips</p> <ol style="list-style-type: none"> 1. Decide who will be the “bingo caller.” This person will make sure all the bingo time cards are shuffled and hand out one bingo playing board to each player. 2. The “bingo caller” says one time card at a time, allowing players enough time to check their card and mark it if needed. 3. Play continues until one of the players says “BINGO!” Bingo can be called when a player gets 3 in a row marked on their board, either horizontally, vertically, or diagonally. 4. Play can continue to find a second and third place after a winner is found or the game can start over <p>Resources/Materials: do-now, bingo</p> <p>Independent Practice: Students will tell and show time to the nearest hour and answer questions about elapsed time.</p> <p>Art Infusion: students will use their small clocks to move the hands to time I say aloud. Scholars will receive additional reinforcement from the Arts and Music Specialist.</p> <p>Resources/Materials: do-now, demo clock, personal clocks, bingo boards, bingo pieces, ind practice sheet</p> | <p>how to find the time.</p> | | <p>Synthesis</p> | <p>Evaluation</p> |
| <p>T</p> <p>U</p> <p>E</p> <p>S</p> <p>D</p> <p>A</p> <p>Y</p> | <p>Objective: SWBAT to solve elapsed time word problems.</p> <p>Do Now: TLI warm-up: telling time to the nearest 5-minute interval and nearest minute</p> <p>Guided Practice:</p> <p>First we will review telling time, especially to the nearest five-minute interval, how many minutes are in an hour, and so forth. I will begin with my demo clock, counting by five-minute intervals until I hit the :00 marker. I will ask them questions like, “if I start at 5:15, how many minutes is it until 5:45?”, and then we will practice counting together. The scholars will then take out their clocks and practice counting how much time has elapsed as well.</p> | | <p>Bloom’s Taxonomy Level</p> | <p>x Knowledge</p> | <p>Comprehension</p> |
| | | <p>ELL : N/A</p> | <p>x Application</p> | <p>x Analysis</p> | |
| | | <p>GT: Advanced students will create elapsed time problems and switch problems with another student.</p> | | | |

| | | | | |
|--|---|--|----------|---|
| | <p>After, we will practice doing more extensive problems that reach into the next hour, instead of staying within the same. I will teach them that they need to count from the beginning time, to the end time, generally from five-minute intervals.</p> <p>Independent Practice: Students will answer TLI questions about elapsed time.</p> <p>Art Infusion: Students will practice counting elapsed time with their clocks. Additional support from the Arts and Music Specialists.</p> <p>Resources/Materials: do-now, demo clock, personal clocks, elapsed time problems</p> | <p>IEP: Scholars will answer questions that only require computation within the hour.</p> | <p>x</p> | <p>Synthesis</p> |
| <p>W E D N E S D A Y</p> | <p>Objective: SWBAT tell time and solve elapsed time word problems.</p> <p>Do Now: TLI warm-up: review problems</p> <p>Guided Practice:</p> <p>Today is going to be a merely review day of telling time and solving elapsed word problems. Students will be separated into respective groups based on how they have performed in the two previous days. Scholars will either be working on telling time (to the nearest 5 minutes or minute) or will be working on solving elapsed time problems.</p> <p>Independent Practice: N/A: informal—walking around helping students.</p> <p>Art Infusion: telling time song and additional support from Arts and Music Specialists.</p> <p>Resources/Materials: do-now, TLI review</p> | <p>Differentiation of Instruction:</p> | | <p>Bloom's Taxonomy Level</p> |
| | | <p>ELL: N/A</p> | <p>x</p> | <p>Knowledge</p> |
| | | <p>GT: Advanced students will help the students at their table understand the problem and solution.</p> | <p>x</p> | <p>Application</p> |
| | | <p>IEP: These students will be receiving help from the advanced students and me at the table.</p> | <p>x</p> | <p>Synthesis</p> <p>Evaluation</p> |
| <p>T H U R S D A Y</p> | <p>Objective: SWBAT multiply numbers by 10.</p> <p>Do Now: TLI warm-up: telling time</p> <p>Guided Practice:</p> <p>Since this is a standard all students have a very good grasp on, we will only briefly cover multiplying by ten by first reviewing it and then playing games, around the world and tic-tac-toe, on the board to review it. After, we will work on multiples of ten and practice skip-counting them. Students will learn the multiplication rap</p> | | | <p>Bloom's Taxonomy Level</p> |
| | | <p>ELL: N/A</p> | <p>x</p> | <p>Knowledge</p> <p>Comprehension</p> |

| | | | | |
|--|---|---|---|-------------------------------|
| | <p>for multiples of ten.</p> <p>Independent Practice: scholars will multiply numbers by 10.</p> <p>Art Infusion: scholars will learn a song to help them remember multiplication process.</p> <p>Resources/Materials: do-now, mult. song</p> | GT: These students will multiply ten by two-digit numbers. | x | Application |
| | | | x | Analysis |
| | | IEP: These scholars will stick to multiplying ten by small numbers. | x | Synthesis |
| | | | | Evaluation |
| F R I D A Y | <p>Objective: SWBAT multiply one-digit numbers by multiples of ten.</p> <p>Do Now: TLI warm-up: multiplying by ten.</p> <p>Guided Practice: We will review multiplying by ten and listing the multiples of ten. We will then start practicing multiplying one-digit numbers by multiples of ten using place value. I will show this using base blocks and students will have the opportunity to practice with base blocks. Then the scholars will learn how to show these using actual problems.</p> <p>Independent Practice: scholars will receive five problems to complete on their own.</p> <p>Art Infusion: practice with base blocks.</p> <p>Resources/Materials: do-now, TLI practice.</p> | Differentiation of Instruction: | | Bloom's Taxonomy Level |
| | | ELL: N/A | x | Knowledge |
| | | | | Comprehension |
| | | GT: Advanced students will help the students at their table understand the problem and solution. | x | Application |
| | | | | Analysis |
| | | IEP: These students will be receiving help from the advanced students and me at the table. | x | Synthesis |
| | | Evaluation | | |

ARTS INFUSION TOOLKIT



Lighthouse Academies®

Arts Infusion Toolkit

Introduction to the Arts Infusion Toolkit

Arts-infused instruction is central to the Lighthouse Academies Education Model, therefore, as an organization we continuously strive to improve and build upon our arts infusion practices. This toolkit is designed to serve as a resource for all Lighthouse educators. The contents of the toolkit are as follows:

- Arts Infusion at Lighthouse Academies
The Lighthouse definition, rationale and essential components of arts-infused instruction
- Arts Infusion School Rubric
A tool to measure the strength of art- infused practices across a school
- Arts Infusion Self-Reflection Rubric
A tool to guide teachers in self-assessing their implementation of arts-infused practices
- A Week in an Exemplary Arts-Infused Classroom
A sample schedule from an exemplary arts-infused classroom
- Quick and Simple Tips for Infusing the Arts into Daily Instruction
A list of ideas for infusing the arts into everyday practices
- Process for Developing Arts-infused Lessons
A framework for approaching arts infusion lesson planning
- Sample Timeline for Rolling Out Arts Infusion Toolkit at Schools
Suggestions for how schools can introduce the different components of the toolkit to the staff
- Resources
A list of additional resources for developing arts-infused practices
- Sample Arts-Infused Lesson Plans
A collection of model arts-infused lessons

Contents

| | |
|--|----|
| Arts Infusion at Lighthouse Academies | 5 |
| Lighthouse Academies Arts Infusion School Rubric | 11 |
| Lighthouse Academies Arts Infusion Self-Reflection Rubric | 14 |
| A Week in an Exemplary Arts-Infused Classroom | 17 |
| Quick and Simple Ways to Infuse the Arts into Daily Instruction | 19 |
| Process for Creating Arts-Infused Lesson Plans | 20 |
| Using the Process to Develop an Arts-Infused Lesson | 21 |
| Sample Timeline for Rolling Out Toolkit in Schools | 23 |
| Arts Infusion Resources | 24 |
| Lower Academy Math Lessons | 25 |
| Number Books..... | 25 |
| Painting Combinations of 10..... | 27 |
| Connect the Dots: 1-100..... | 30 |
| 11-20 Collage..... | 32 |
| Division Dance..... | 34 |
| Butterflies for Doubles Facts Lesson Plan..... | 36 |
| Printmaking Multiplication..... | 38 |
| Lower Academy ELA Lessons | 40 |
| Alphabet Art Lesson..... | 40 |
| Blends and Digraph Pictures..... | 42 |
| Cause and Effect Machine..... | 44 |
| Abstract Expressionist Compare and Contrast..... | 46 |
| Main Idea and Details Drawings..... | 48 |
| Making Inferences..... | 50 |
| Sequence Dance..... | 52 |
| Lower Academy Science | 54 |
| Balance and Motion Mobiles Lesson Plan..... | 54 |
| Classification Creatures..... | 56 |
| Lower Academy Social Studies | 58 |
| Geography Mosaics..... | 58 |
| Fantasy Map..... | 60 |
| Sculptures of Hindu Gods..... | 62 |
| Upper Academy Math Lessons | 64 |
| Percentage Increase and Decrease of a Quantity..... | 64 |
| Mini-Advertisements..... | 64 |
| Artistic Data Visualization..... | 66 |
| Finding the Area of Complex Shapes..... | 68 |
| Upper Academy ELA Lessons | 70 |
| Change of Setting..... | 70 |
| Structure of Text PSA..... | 72 |
| Word Choice Relay..... | 74 |
| “How-To” Pamphlet..... | 76 |
| See CPA ELA Lessons: Picture Book Narrative..... | 78 |
| See CPA ELA Lessons: Character Trait Monologue..... | 78 |
| See CPA ELA Lessons: Greek and Latin Word Part Picto-Charades..... | 78 |

| | |
|--|------------|
| See CPA ELA Lessons: Digital Analogy Collage..... | 79 |
| See CPA Lessons: Flashback/Foreshadowing Comic Strip | 79 |
| See CPA Lessons: Point of View Photos | 79 |
| Upper Academy Science Lessons | 80 |
| See CPA Science: Scientist Speeches..... | 80 |
| See CPA Science: Digestive System Movement | 80 |
| See CPA Science: Hydrologic Cycle..... | 80 |
| Upper Academy Social Studies Lessons | 81 |
| See CPA Social Studies: History Theatre | 81 |
| See CPA Social Studies: Comprehension 4 Square | 81 |
| See CPA Social Studies Lessons: Music Connections | 81 |
| College Prep Academy ELA | 82 |
| Picture Book Narrative | 82 |
| Character Trait Monologue | 83 |
| Greek and Latin Word Part Picto-Charades..... | 85 |
| Digital Analogy Collage | 87 |
| Flashback/Foreshadowing Comic Strip | 89 |
| Point of View Photos..... | 91 |
| College Prep Academy Social Studies | 93 |
| Song Parody | 93 |
| Music Connections | 94 |
| College Prep Academy Math | 95 |
| Art and the Golden Ratio | 95 |
| Tessellations | 97 |
| College Prep Academy Science | 98 |
| Scientist Speeches..... | 98 |
| Digestive System Movement..... | 99 |
| Hydrologic Cycle | 101 |
| College Prep Academy Social Studies..... | 103 |
| History Theatre..... | 103 |
| Comprehension 4 Square..... | 104 |

Arts Infusion at Lighthouse Academies

Definition

At Lighthouse Academies, an arts-infused school is a place where the arts permeate school culture. Every day, visual arts, movement, music and other forms of creative expression¹ are integral parts of the teaching and learning processes. The Lighthouse Academies arts infusion model consists of two principles: 1) incorporating the arts into academic instruction and 2) daily exposure to master artists and works of art.

| Incorporating the Arts Into Academic Instruction Example: Neighborhood Jobs | Daily Exposure to Master Artists and Works of Art Example: Music Appreciation Program |
|---|---|
| <p>Objective: <i>SWBAT identify and explain the jobs of people in their community.</i></p> | <p>Objective: <i>SWBAT identify and describe various musical genres and the musicians that had major impacts on the development of those genres.</i></p> |
|  |  |
| <p>Students in first grade learned about neighborhood jobs as part of a social studies unit. After a tour of their community, students selected jobs and wrote about what a person in that job does, where they do it and what special tools or materials they need. Students created models of the people and places they wrote about. Each class worked together to paint a street scene backdrop on which to mount their work. Students' writing and artwork were combined and displayed as one large neighborhood scene that depicted community jobs.</p> | <p>Each day at Lighthouse Academies schools, students enter the building and hear the sounds of the musician of the week. The music appreciation program is reinforced through short, but regular classroom routines such as mini-lessons and listening time.</p> |

¹ Examples of creative expression include drama, poetry, speech.

Rationale and Research

Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education.² By providing students with creative ways of learning and applying core content knowledge, the arts enhance students' understanding and retention of skills and concepts. Research shows that the arts play a key role in brain development,^{3,4} and the College Entrance Examination Board reports that students who participate in art do better in academics than other students.⁵ The arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school.⁵

Based on the research, we believe arts-infused instruction is an effective method for activating student interest, a valuable way to engage students in learning and an alternative means of assessing student understanding of content and concepts. At Lighthouse Academies we put the power of the arts to work for our students through a comprehensive arts infusion program. This program is centered on three essential components – collaboration, instruction and student outcomes.

Essential Components

Collaboration Teachers collaborate regularly with other teachers to create, plan and co-teach arts-infused lessons. Teachers dedicate time to plan arts-infused instruction within and across grade levels. This collaboration provides an opportunity for teachers to learn from each other, develop their practice and enhance the overall practice of arts-infused instruction at the school.

Instruction Arts infusion fundamentally changes the nature of teachers' lessons. Teachers may use arts infusion to *activate, engage* and/or *assess* students in learning activities. These activities range from single lessons to longer projects developed over the course of an entire unit of material. In all cases, art provides students with creative means of learning and/or applying the skills and knowledge from the core curriculum. Furthermore, teachers regularly incorporate exposure to master works of art and artists in order to expand students' knowledge base of different cultures, artistic movements, and to increase their overall appreciation for different forms of expression.

Student Outcomes The efficacy of all instruction, including arts-infused instruction, is measured by student outcomes. Successful implementation of an arts-infused program should result in student mastery of learning objectives. Arts infusion provides a means to achieving this mastery, and it can also be used as an alternative way to assess students' ability to think critically about the content and concepts they are studying.

² E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership. Available at: <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>

³ Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32.

⁴ Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C. Thomas.

⁵ See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" (Located at the web site of the National Association for Music Education, <http://www.menc.org/information/advocate/sat.html>).

Common Misconceptions about Arts Infusion

To infuse the arts into instruction I need to have special artistic talents.

- Arts infusion does not require specialized artistic talent, equipment, or funding. General classroom teachers can learn arts infusion best practices and incorporate them into their instruction without having any specific artistic capabilities.

Arts infusion takes away from instruction in the core academic subjects.

- The benefit of using arts infusion is that it actually supports student achievement in academic subjects. When arts infusion is implemented correctly, student achievement increases because students have the opportunity to access content through a variety of avenues.

Arts infusion makes classroom management more challenging.

- Arts infusion supports classroom management because it allows students to be active and creative in positive ways. Students who are traditionally disruptive during instructional time often respond well to arts infusion because they become more engaged and these activities may provide them the opportunity to be successful in subjects they usually struggle with.

Arts Infusion Examples

Arts infusion takes many forms at Lighthouse Academies. A teacher may infuse art into a single lesson to give students creative freedom in applying the new skills and knowledge they learned that day (see examples of “Single Lesson Activities” below), or a teacher may create a long-term project based on themes from a core content area (see examples of “Multi-Lesson Projects” below). In all arts-infused instruction, teachers and arts specialists aim to design lessons and projects in which the creative activity is meaningfully linked to the core content learning objective.

Single-Lesson Activities

Math & Painting:

Ms. Oakley’s Kindergarteners, dressed in their “painters’ smocks,” stand in front of large sheets of butcher paper posted throughout the room and use their fingers to paint compositions of colored numbers. They have just completed a Saxon math lesson on the numbers 1 through 10. Ms. Oakley has teamed up with the arts specialist to use art to reinforce both the concept of the numbers and the skill of writing them. After modeling the lesson, they instruct students to paint one “1”, two “2’s”, three “3’s”, etc. on the butcher paper, allowing students to choose the color, size and placement of each number. As the students work on their own number compositions, both the teacher and arts specialist circulate among the students to offer feedback and assistance. Once all of the compositions have been finished, the teacher, arts specialist and students discuss the correctness of the numerals and the aesthetics of each composition. This lesson is an example of how arts infusion can be used to better engage students.

Reading & Music:

Kindergarteners in Mr. Marshall’s class are learning that words are made up of syllables. After the Open Court Reading lesson on syllables, Mr. Marshall passes out the tambourines and maracas that the music teacher has been using to teach the students rhythm in music class. Then, as Mr. Marshall calls out single and multiple syllable words, students repeat the syllables in those words using their instruments. Mr. Marshall says, “pan-cakes” and then the class in concert, makes two maracas shakes and two tambourine beats. “Beautiful” – three maraca shakes and three tambourine beats. Mr. Marshall talks about how syllables create the rhythm of language and he demonstrates this by singing common children’s songs and having his students repeat the syllables with their instruments. Students are fully engaged in the instrumentation and singing while learning English in the process. The lesson also provides Mr. Marshall an alternative way to assess student understanding.

Vocabulary and Drama

Ms. Finn's 8th grade class is learning Latin and Greek word parts. To review the meanings of the word parts, she breaks the class into four teams and they play 'word parts charades.' Students pick a word part out of a hat and have one minute to act out the meaning of the word part for their teammates to guess. Teams are given bonus points if they can name words that include the word part. For example, one student picks "geo" and uses gestures and movements to represent rotations and orbiting until his team members figure out he is acting as the Earth. In the remaining seconds of the round the teammates call out words that include geo for bonus points: "Geography! Geology!" Through this activity Ms. Finn has found a way to engage students in reviewing academic content.

Multi-Lesson Projects

History, Music and Paintings:

Mr. Wright's 10th grade class has been studying the Great Depression. Every day, Mr. Wright has opened his lessons by playing folk music from the time period. After repeated exposure, students have become familiar with songs like "Brother, Can You Spare a Dime?" and "Big Rock Candy Mountain." To assess students' understanding of the mood and experiences of Americans during the Depression, Mr. Wright provides students with the lyrics to these familiar songs as well as some prints of paintings from the time period. In small groups, students analyze the artwork and create PowerPoint presentations that explain how the songs and paintings reflect the Depression. After one week of working on the slideshows, students present their work to their classmates.

Reading & Drama:

Small groups of Mr. Kim's third grade students are sitting around tables, engrossed in discussions about the book they just finished reading. While normally it is difficult to keep all of the students engaged in literature discussions, this time it is different. This time, students have been asked to plan and perform a three-minute play based on the story they read. The assignment generates enthusiasm among the students not only for the final play, but for all of the activities leading up to the play. In the first activity, each group writes a summary of the story by dividing the story up into a beginning, middle and end – Acts I, II and III. Next, each group writes a list of words that describe the main characters. Students choose which character they will play and use the list of character traits they generated to inform their performance. Finally, the arts specialist coaches each group of students in the dramatic presentation of their play. This project helps Mr. Kim engage students in the learning process and provides him a way to assess students' understanding of a book.

Science, Reading & Sculpture

In 9th grade, Ms. Jenkins' students are studying the hydrologic cycle. To assess students' understanding of the different phases of the cycle Ms. Jenkins has students create flip books on the computer that show the processes of evaporation, condensation, precipitation, surface runoff and groundwater percolation, infiltration and transpiration. Ms. Jenkins determines whether students have mastered this concept by examining the accuracy of their visual representations of the hydrologic cycle.

Lighthouse Academies Arts Infusion School Rubric

| Arts Infusion Component | Novice | Beginning Proficiency | Advanced Proficiency | Exemplary |
|-------------------------|--|---|--|---|
| Collaboration | <ul style="list-style-type: none"> <input type="checkbox"/> The school does not dedicate formal planning time (e.g., grade level meetings, PDI sessions, etc.) for teachers to develop arts-infused practices. <input type="checkbox"/> Staff members do not collaborate informally to develop arts-infused practices. <input type="checkbox"/> There are no arts-infused school routines and no evidence of common arts-infused instructional practices within or across grade levels. <input type="checkbox"/> The school has not established any partnerships with external organizations. <input type="checkbox"/> The school has not sought out additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices. | <ul style="list-style-type: none"> <input type="checkbox"/> The school dedicates formal planning time (e.g., grade level meetings, PDI sessions, etc.) once or twice a year for teachers to develop arts-infused practices. <input type="checkbox"/> Approximately half of the staff members collaborate informally to develop arts-infused practices. <input type="checkbox"/> The collaborative efforts of the staff are evident in one or two arts-infused school routines, but there is little evidence of common arts-infused instructional practices within or across grade levels. <input type="checkbox"/> The school has established at least one partnership with an external organization, but work with the partner does not always align to the LHA definition of arts infusion. <input type="checkbox"/> The school has sought out and secured additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices in most grade levels. | <ul style="list-style-type: none"> <input type="checkbox"/> The school dedicates formal planning time (e.g., grade level meetings, PDI sessions, etc.) once or twice a semester for teachers to develop arts-infused practices. <input type="checkbox"/> Approximately three-quarters of the staff members collaborate informally to develop arts-infused practices. <input type="checkbox"/> The collaborative efforts of the staff are evident in several arts-infused school routines and several common arts-infused instructional practices within and across grade levels. <input type="checkbox"/> The school has established at least one partnership with an external organization that provides students and teachers some opportunities to infuse the arts into instructional activities in a manner that is aligned to the LHA definition of arts infusion. <input type="checkbox"/> The school has sought out and secured additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices in all grade levels. | <ul style="list-style-type: none"> <input type="checkbox"/> The school dedicates formal planning time (e.g., grade level meetings, PDI sessions, etc.) several times a semester for teachers to develop arts-infused practices. <input type="checkbox"/> Almost all of the staff members regularly collaborate informally to develop arts-infused practices. <input type="checkbox"/> The collaborative efforts of the staff are evident in many arts-infused school routines and many common arts-infused instructional practices within and across grade levels. <input type="checkbox"/> The school has established at least two or three partnerships with external organizations that provide students and teachers frequent opportunities to infuse the arts into instructional activities in a manner that is aligned to the LHA definition of arts infusion. <input type="checkbox"/> The school has sought out and secured additional resources (e.g., grants, field trip opportunities, etc.) to support arts-infused practices in all grade levels. |

| Arts Infusion Component | Novice | Beginning Proficiency | Advanced Proficiency | Exemplary |
|-------------------------|---|---|---|---|
| Instruction | <ul style="list-style-type: none"> <input type="checkbox"/> Less than a quarter of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students. <input type="checkbox"/> Arts-infused instruction across the school incorporates one or two of the following art forms: visual arts, movement, music, and other means of creative expression (drama, speech, etc.). <input type="checkbox"/> School-wide events (performances, parent nights, Town Hall Meetings, etc.) are not arts-infused. <input type="checkbox"/> Students are not exposed to significant works of art through school or classroom routines (music appreciation, featured artists, etc.). <input type="checkbox"/> Less than a quarter of the students are exposed to significant works of art through at least one field experience (e.g., museum trips, attending a play). | <ul style="list-style-type: none"> <input type="checkbox"/> About half of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students. <input type="checkbox"/> Arts-infused instruction across the school incorporates most of the following art forms: visual arts, movement, music, and other means of creative expression (drama, speech, etc.). <input type="checkbox"/> School-wide events (performances, parent nights, Town Hall Meetings, etc.) are rarely (five to 10 times a year) arts-infused. <input type="checkbox"/> Students are occasionally (about once a month) exposed to significant works of art through school and classroom routines (music appreciation, featured artists, etc.). <input type="checkbox"/> More than three-quarters of students are exposed to significant works of art through at least one field experience (e.g., museum trips, attending a play). | <ul style="list-style-type: none"> <input type="checkbox"/> About three quarters of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students. <input type="checkbox"/> Arts-infused instruction across the school incorporates all of the following art forms (but one or two may be more heavily emphasized than others): visual arts, movement, music, and other means of creative expression (drama, speech, etc.). <input type="checkbox"/> School-wide events (performances, parent nights, Town Hall Meetings, etc.) are sometimes (five to ten times a semester) arts-infused. <input type="checkbox"/> Students are exposed to significant works of art through weekly school and classroom routines (music appreciation, featured artists, etc.). <input type="checkbox"/> All students are exposed to significant works of art through at least one field experience (e.g., museum trips, attending a play). | <ul style="list-style-type: none"> <input type="checkbox"/> All of the school's teachers effectively and regularly infuse arts activities into core academic instruction to activate, engage and/or assess students. <input type="checkbox"/> Arts-infused instruction across the school incorporates all of the following art forms: visual arts, movement, music, and other means of creative expression (drama, speech, etc.). <input type="checkbox"/> School-wide events (performances, parent nights, Town Hall Meetings, etc.) are almost always arts-infused. <input type="checkbox"/> Students are exposed to significant works of art through daily school and classroom routines (music appreciation, featured artists, etc.). <input type="checkbox"/> All students are exposed to significant works of art through at least two field experiences (e.g., museum trips, attending a play). |

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| <p>Student Outcomes</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Less than a quarter of the students identify the school as an arts-infused school and few can explain the purpose of arts infusion. <input type="checkbox"/> There is little or no arts-infused work that demonstrates mastery of core academic content and skills posted in the school. <input type="checkbox"/> Student engagement is an area of weakness across the school. <input type="checkbox"/> Less than a half of the students do not participate in a public performance. <input type="checkbox"/> Students cannot accurately identify and describe works of artists they have been exposed to (e.g., the music selected for music appreciation). | <ul style="list-style-type: none"> <input type="checkbox"/> Approximately half of the school's students identify the school as an arts-infused school and can explain the purpose of arts infusion. <input type="checkbox"/> Most hallways and about half of the classrooms examples of arts-infused work that demonstrates mastery of core academic content and skills are posted throughout the school. <input type="checkbox"/> Student engagement is an area of strength in about three quarters of the classrooms in the school. <input type="checkbox"/> More than three-quarters of students participate in one public performance over the course of the school year. <input type="checkbox"/> About half of students can accurately identify and describe the works of artists they have been exposed to (e.g., the music selected for music appreciation). | <ul style="list-style-type: none"> <input type="checkbox"/> Approximately three quarters of students identify the school as an arts-infused school and can explain the purpose of arts infusion. <input type="checkbox"/> All hallways and approximately three-quarters of the classrooms feature examples of arts-infused work that demonstrates mastery of core academic content. <input type="checkbox"/> Student engagement is an area of strength in almost every of classrooms in the school. <input type="checkbox"/> All students participate in at least one public performance over the course of the school year. <input type="checkbox"/> About three quarters of students can accurately identify and describe most of the works of artists they have been exposed to (e.g., the music selected for music appreciation). | <ul style="list-style-type: none"> <input type="checkbox"/> Almost all students identify the school as an arts-infused school and can explain the purpose of arts infusion. <input type="checkbox"/> Arts-infused work that demonstrates mastery of core academic content and skills is posted in all hallways and almost all of the classrooms throughout the school. <input type="checkbox"/> Student engagement is an area of strength in all classrooms in the school. <input type="checkbox"/> All students participate in at least two public performances over the course of the school year. <input type="checkbox"/> Almost all students can accurately identify and describe most of the works of artists they have been exposed to (e.g., the music selected for music appreciation). |
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Lighthouse Academies Arts Infusion Self-Reflection Rubric

| Arts Infusion Component | Novice | Beginning Proficiency | Advanced Proficiency | Exemplary |
|-------------------------|---|--|---|---|
| Collaboration | <ul style="list-style-type: none"> <input type="checkbox"/> I do not meet with colleagues informally to share or develop arts-infused activities, lessons, or projects. <input type="checkbox"/> I do not utilize external resources (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction. | <ul style="list-style-type: none"> <input type="checkbox"/> I occasionally (once or twice a semester) meet informally with colleagues to share and plan arts-infused activities, lessons and projects. <input type="checkbox"/> I occasionally (once or twice a quarter) utilize external resources (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction. | <ul style="list-style-type: none"> <input type="checkbox"/> I often (once or twice a quarter) meet informally with colleagues - including the arts specialist - to share and develop arts-infused activities, lessons and projects. The results of our collaboration are evident in some common practices within and across grade levels. <input type="checkbox"/> I often (once a month) utilize external resources (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction. | <ul style="list-style-type: none"> <input type="checkbox"/> I regularly (several times a quarter) meet informally with colleagues - including the arts specialist - to share and develop arts-infused activities, lessons and projects. The results of our collaboration are evident in common practices within and across grade levels. <input type="checkbox"/> I regularly (more than once a month) utilize external resources, (arts partnerships, arts websites, texts, etc.) to enhance arts-infused instruction. <input type="checkbox"/> I serve as a model for the use of arts-infused instruction and formally and informally lead arts infusion-related professional development activities at my school. |

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| Instruction | <ul style="list-style-type: none"> <input type="checkbox"/> My instruction incorporates use of the arts once or twice a month (or less), but my use of the arts is not authentically connected to core academic content areas. <input type="checkbox"/> I have not established any arts-infused activities as classroom routines. <input type="checkbox"/> My instruction rarely (once a month or less) includes exposure to significant works of art. <input type="checkbox"/> The learning environment I have created in my classroom does not reflect the importance of the arts (I have not posted student or professional artwork; I do not play music in the classroom, etc.). | <ul style="list-style-type: none"> <input type="checkbox"/> My instruction incorporates use of the arts at least once a week, but my use of the arts is not always authentically connected to core academic content areas. <input type="checkbox"/> I have established one or two arts-infused activities as classroom routines. <input type="checkbox"/> I am unable to determine why certain arts-infused activities promote academic achievement while others do not. <input type="checkbox"/> When I incorporate the arts into my instruction, it is primarily short-term (confined to a single lesson). <input type="checkbox"/> Over the course of the year, my arts-infused lessons tend to incorporate only one or two forms of art (e.g., movement and visual arts but not other forms). <input type="checkbox"/> Scores on my assessments of students' concept mastery in arts-infused work products does not always align to student performance on other forms of assessment. <input type="checkbox"/> My instruction incorporates exposure to significant works of art several times a month (through the Music Appreciation program and other classroom practices). <input type="checkbox"/> The learning environment I | <ul style="list-style-type: none"> <input type="checkbox"/> I use arts-infused activities that are almost always authentically connected to the core curriculum to activate, engage and/or assess students several times a week. <input type="checkbox"/> I have established several arts-infused activities as routines and I use them consistently to review and improve student mastery of academic concepts. <input type="checkbox"/> I can usually explain why certain arts activities promote academic achievement and I can use this understanding to select additional effective arts infusion activities. <input type="checkbox"/> My instruction includes both short-term (confined to a single lesson) and long-term (extended over the course of a unit or major project) use of the arts. <input type="checkbox"/> Over the course of the year, arts-infused lessons utilize the visual arts, movement, music, and other forms of creative expression (such as drama or speech), but I may not infuse certain forms of art as effectively as others. <input type="checkbox"/> I use arts-infused work products as a means to more holistically assess student mastery of content and concepts. I know the arts-infused activities reflect student mastery of the content and concepts I am teaching | <ul style="list-style-type: none"> <input type="checkbox"/> I use arts-infused activities that are always authentically connected to the core curriculum to activate, engage and/or assess students on a daily basis. <input type="checkbox"/> I have established many arts-infused activities as routines and I use them consistently to review and improve student mastery of academic concepts. <input type="checkbox"/> I can analyze why certain arts activities promote academic achievement and I can use this understanding to evaluate and expand my arts infusion repertoire by selecting new arts infusion activities. <input type="checkbox"/> My instruction includes both short-term (confined to a single lesson) and long-term (extended over the course of a unit or major project) use of the arts. <input type="checkbox"/> Over the course of the year, my arts-infused lessons utilize the visual arts, movement, music, and other forms of creative expression (such as drama or speech). <input type="checkbox"/> I use arts-infused work products as a means to more holistically assess student mastery of content and concepts. I know the arts-infused activities reflect student mastery of the content and concepts I am teaching because my assessments of the arts-infused work products are almost always confirmed by student |
|--------------------|--|---|--|--|

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|--------------------------------|--|---|--|---|
| | | <p>have created in my classroom does not fully reflect the importance of the arts (e.g., I have little posted student and professional artwork; I do not play music most days, etc.)</p> | <p>because my assessments of the arts-infused work products are usually confirmed by student performance on other forms of assessment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> My instruction incorporates exposure to significant works of art across genres on a weekly basis (through the Music Appreciation program and other classroom practices). <input type="checkbox"/> The learning environment I have created in my classroom somewhat reflects the importance of the arts (e.g., I occasionally have posted student and professional artwork; I play music most days, etc.) | <p>performance on other forms of assessment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> My daily instruction incorporates exposure to significant works of art across genres (through the Music Appreciation program and other classroom practices). <input type="checkbox"/> The learning environment I have created in my classroom strongly reflects the importance of the arts (e.g., I have posted student and professional artwork; I play music every day, etc.) |
| <p>Student Outcomes</p> | <ul style="list-style-type: none"> <input type="checkbox"/> There are no examples of arts-infused work in my classroom. <input type="checkbox"/> Arts-infused activities (if any) do not increase student engagement. <input type="checkbox"/> Students are unable to articulate the purpose for arts-infused activities. <input type="checkbox"/> Students are unable to identify the works of artists they have been exposed to (e.g., the music selected for music appreciation). | <ul style="list-style-type: none"> <input type="checkbox"/> Arts-infused student work may demonstrate mastery of academic objectives, but not consistently. <input type="checkbox"/> Arts-infused activities moderately increase student engagement. <input type="checkbox"/> Several students understand the connection between the arts and the core academic content they are studying. <input type="checkbox"/> Several students can articulate a few works of artists they have been exposed to (e.g., the music selected for music appreciation). | <ul style="list-style-type: none"> <input type="checkbox"/> Arts-infused student work usually demonstrates mastery of academic objectives. <input type="checkbox"/> Most students are thoroughly and consistently engaged in arts-infused learning activities. <input type="checkbox"/> Most students can articulate the objectives they are working towards as well as how the arts connect to and reflect the concepts and skills they are studying. <input type="checkbox"/> Most students can accurately identify at least half of the works of artists they have been exposed to (e.g., the music selected for music appreciation). | <ul style="list-style-type: none"> <input type="checkbox"/> Arts-infused student work always demonstrates mastery of academic objectives. <input type="checkbox"/> All students are thoroughly and consistently engaged in arts-infused learning activities. <input type="checkbox"/> All students can articulate the objectives they are working towards as well as how the arts connect to and reflect the concepts and skills they are studying. <input type="checkbox"/> All students can accurately identify and describe at least three-quarters of the works of artists they have been exposed to (e.g., the music selected for music appreciation). |

A Week in an Exemplary Arts-Infused Classroom

**Note that in an exemplary arts-infused classroom there are arts-infused activities taking place every day, but not every subject is arts-infused on a daily basis.*

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|---|---|---|---|--|
| Arrival | The musician of the week plays as students enter the room. | | | | |
| Morning Meeting | The morning message identifies the musician of the week and lists several 'fun facts' about the musician. | The morning message instructs students to listen for something special (e.g., a particular instrument, lyric, or musical technique) in the music of the musician of the week. | During the activity in Morning Meeting, student teams compete to identify all of the instruments they hear in a piece of music by the musician of the week. | During the share in Morning Meeting, students describe the mood of one of the musician of the week's pieces/songs using what they learned about describing mood in last month's poetry unit. During the activity in Morning Meeting, students play Pictionary to review the week's vocabulary words. | During the activity in Morning Meeting, the teacher explains what the Music Genome Project is and creates a new Pandora.com station based on the musician of the week. Students listen to some of the other pieces Pandora selects and try to determine why the Genome Project would link these pieces |
| Literacy | Students rehearse a tall tale play with actors from a local theater company (one of the school's arts partners) in preparation for performances at the Town Hall Meeting and upcoming Family Night. | | | | Students perform the tall tale play for the rest of the school during the Town Hall Meeting. |
| Math | Students begin class by singing a song about polygons written by one of their classmates. | | | | |
| | At the end of the class period, students spend a few minutes displaying geometric concepts (e.g., acute angles, parallel lines) with their bodies. | | | Students create a collage of polygons that have at least one common characteristic (e.g., at least one obtuse angle). Other students need to guess the 'rule' for each collage. | |
| Transitions | The musician of the week plays as students transition to new work stations, get in line, etc. | | | | |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------|---|--|--|-----------------|---|
| Social Studies | Students listen to a piece of music from the Revolutionary War period as they complete their Do Now. | | | | |
| | | Students study Paul Revere's engraving of the Boston Massacre and pick out some of the historical facts that are visually represented in the engraving. For homework over the weekend, students are to create their own engravings (or drawings) of a historical event they studied that week. Students are responsible for ensuring their drawing includes representations of historical facts they have learned. | | | One of the actors from the theater company (see the literacy block) opens the social studies period by performing Patrick Henry's famous 'Give Me Liberty or Give Me Death' speech. |
| Science | Students read about the effects waves, wind, water and glacial ice have on the Earth's land surface. Then they create flip books to show what would happen over time to a coastline exposed to one of these elements. | | For their Do Now, students participate in a gallery walk, viewing 'before and after' photographs of eroded coastlines. | | |
| End of Day Routine | A student is selected to choose a former musician of the week the class will listen to during dismissal routines. | | | | |

Quick and Simple Ways to Infuse the Arts into Daily Instruction

| Language Arts |
|--|
| Before writing a written summary of a text, have students act it out. |
| Instead of using a graphic organizer to plan a paragraph or story, have students draw a picture of a topic they want to write about and identify the supporting details based on what they draw. |
| Have students play charades or Pictionary to review vocabulary words. |
| Have students identify significant aspects of a text's setting by creating a physical model of the setting (e.g., a diorama). |
| Have students identify creative storytelling techniques in music, and then try to replicate the techniques in their own writing. |
| Have students make a comic strip that summarizes a story, identifies the elements of plot (rising action, climax, resolution) and identifies literary techniques (foreshadowing, flashback) as captions for the comic strip's frames. |
| Have students draw pictures that represent similes and/or metaphors. Have students write the simile or metaphor as a caption for their picture. |
| Math |
| Have students recite their math facts or information about a math concept to the tune of a familiar melody. |
| Have students create art that incorporates geometry concepts (angles, polygons, etc.) they have learned about. |
| Use masking tape to create a large grid on the floor and have students create a 'dance' based on a list of coordinate pairs. |
| Challenge students to create a drawing that meets specific mathematical requirements (e.g., make two-thirds of the trees pines; make twice as many people as dogs, etc.) |
| To practice converting units of measurement, have students draw pictures of large objects to scale. |
| Science |
| Have students use movement/dance/drama to create a simulation of a concept they are learning about (e.g., evaporation, body systems, simple machines). |
| To learn the steps of the scientific method, have students create a series of tableaux or draw pictures representing each step. |
| Have students write speeches from the perspective of famous scientists describing the significance of their work. |
| Have students demonstrate the concepts behind a topic of study by creating a work of animation on the computer. |
| Social Studies |
| To review content, have students play charades – challenge them to silently act out the events or people they have studied and have the rest of the class guess what they are doing. |
| Have students create models/dioramas of famous moments in history with a written explanation of the details in their model. |
| Have students play charades or Pictionary to review vocabulary words. |
| Have students write a poem or speech from the perspective of a historical figure they are studying. |
| Play music from the time period students are studying. |
| Use a corner of the classroom to create a gallery of significant artwork from the period of study. |
| Have students create a travel brochure or commercial for a place they are studying. |
| Select an image (painting, photograph, cartoon, etc.) that illustrates various concepts from the unit of study. Show students the whole image for approximately 30 -45 seconds – no talking or writing – just to reflect on what they see in the context of their background knowledge. Then project one quarter of the image at a time (cropped with Photoshop or Paint) for approximately 90 seconds each. Have students write what they see in that quadrant – key objects, images, or phrases, and any symbols they might see. After all four quadrants have been displayed, then show the entire image again and have students analyze the image quadrant by quadrant, then draw overall conclusions (synthesis technique). |

Process for Creating Arts-Infused Lesson Plans

Step 1: Start with the objective you are trying to teach and determine how students can demonstrate they have mastered the objective.*

Step 2: Consider your students' learning styles and think about activities that align with their styles (e.g., kinesthetic learners can use dance to master objectives). Brainstorm how these activities could form a path to mastery that may differ from the standard approach your curriculum follows.

Step 3: Do some research for lesson ideas - don't try to reinvent the wheel!

- Reach out to your colleagues – you may find the arts specialist, arts partner or other general education teachers have some great ideas you can use.
- Sometimes state arts standards will help you make connections between arts skills and the objective you are trying to teach.
- There are many other resources that provide ideas for lessons – see the resources section in this toolkit.
- Look for arts infusion ideas in the curricula we already use at Lighthouse. Open Court Reading/Imagine It!, FOSS and Pearson's Core Knowledge offer ideas for activities that connect to the arts. Even if you feel that that the idea as presented in the teacher's guide is not the best, it might spark an idea for an activity that is more in line with the Lighthouse Academies arts infusion model.

*Note: Not every topic or objective is conducive to arts-infused instruction. Do not try to infuse art into a lesson if it will not improve student mastery or engagement in learning.

Using the Process to Develop an Arts-Infused Lesson

Example 1: Primary Social Studies



Objective: *SWBAT explain the ideas behind the celebration of holidays from various cultures.*

Mr. Garcia has identified this learning objective based on state standards. At the end of the unit, he wants students to be able to describe at least 5 holidays from different cultures, but he realizes that simply reading about the holidays in their social studies textbooks could result in students confusing the holidays and losing interest due to the monotony of the instructional strategy.

Instead, Mr. Garcia decides to take advantage of the many visual learners in his class to introduce the Indian holiday, Diwali. After a brainstorming session with a colleague, he plans a lesson in which students will make *diyas*, the small lamps traditionally used to celebrate Diwali. Mr. Garcia leads a discussion about the meaning of Diwali, and then he instructs students to decorate their lanterns with images that express any of the themes of Diwali – triumph of good over evil, gratitude, love, etc. Once students have decorated their lamps, each student presents his or her lamp to the class, explaining the reasons behind his or her artistic choices. This approach results in higher levels of student engagement and students retain the academic content because they have participated in a learning experience that challenges them to use their individual creativity to take ownership of their learning.

Using the Process to Develop an Arts-Infused Lesson

Example 2: Upper Elementary Math



Objective: *SWBAT use division to find quotients with remainders.*

Ms. Marco's students are struggling to master this objective, despite the many hours they have spent practicing division problems. She realizes that part of the problem is that students feel disconnected from the concept and are becoming frustrated because they are unable to successfully complete their work.

Ms. Marco knows her students enjoy being active, so she thinks about how she might help them grasp the concept of division using movement. After consulting the dance troupe that partners with her school, she develops the idea of creating 'division dances.' She breaks students into groups and assigns them simple division problems such as $7 \div 5$. Seven students in this group are responsible for creating a dance that shows what happens when they break 7 into groups of 5. Students are free to choose any style of dance, so long as it demonstrates the process of dividing a number into groups. Students are soon able to see and feel how two people will not fit into the group of five and are thus considered remainders – this must be shown in the dance. Each group creates several dances and then presents them to the rest of the class. The class is responsible for determining the division equation each dance represents. Ms. Marco uses the activity to help students understand the meaning of remainders in more difficult division problems that use two- and three-digit numbers. Ms. Marco finds that student achievement on the next division quiz has dramatically improved.

Sample Timeline for Rolling Out Toolkit in Schools

School leaders may share this toolkit with their staff before the start of the school year. Leaders may choose to roll out the components of the toolkit in parts. For example, the rollout process could follow this timeline:

PDI

- Staff reads and discusses the Lighthouse Academies Arts Infusion Statement
- Staff uses the Arts Infusion School Rubric to discuss and reflect on the school's arts infusion practices and to set goals for the school year
- Teachers review sample lessons and collaborate in teams to incorporate ideas into long-term planning

Fall PD Day

- Staff revisits the school rubric and discusses progress towards goals
- Teachers complete the Self Reflection on Arts Infusion Practices and set individual goals
- Teachers present best practices from their classrooms
- Teachers collaborate in teams to develop and refine arts-infused practices

Spring PD Day

- Staff revisits the school rubric to discuss progress towards goals and to set goals for the following school year
- Teachers complete the Self Reflection on Arts Infusion Practices and review individual goals from the fall
- Teachers present best practices from their classrooms
- Teachers collaborate in teams to develop arts-infused practices
- Staff selects Arts Infusion Leadership Committee to set agenda for arts infusion PD during the following school year

Arts Infusion Resources

| Books |
|---|
| <i>Lively Learning: Using the Arts to Teach the K-8 Curriculum</i> By Linda Crawford |
| <i>Arts and Learning: An Integrated Approach to Teaching and Learning in Multicultural Settings</i> By Meryll Goldberg |
| <i>Creating Meaning Through Literature and the Arts: An Integration Resource for Classroom Teachers</i> By Claudia E. Cornett |
| <i>Dance as a Way of Knowing</i> By Jennifer Donohue Zakkai |
| <i>Visual Arts as a Way of Knowing</i> By Karolynne Gee |
| <i>Putting the Arts in the Picture: Reframing Education in the 21st Century</i> Edited by Nick Rabkin and Robin Redmond |
| <i>The Everyday Work of Art: Awakening the Extraordinary in Your Daily Life</i> By Eric Booth |

| Websites |
|--|
| American Alliance for Theatre Education www.aate.com/resources.html |
| Artyclopedia www.artyclopedia.com |
| Artsonia www.artsonia.com |
| Bibliography of Art Lesson Plans and Games www.princetonol.com/groups/iad/links/artgames.html |
| Chicago Museum of Contemporary Art www.mcachicago.org |
| Cleveland Museum www.clemusart.com |
| Indiana's Fine Arts Standards http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx |
| Kennedy Center, DC www.artsedge.kennedy-ceneter.org |
| Museum of Fine Art Boston www.mfa.org/collections.htm |
| NYC's Blueprint for Teaching the Arts http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html |
| The Children's Museum of Indianapolis www.childrensmuseum.org |
| The Eric Carle Museum of Picture Book Art www.picturebookart.org |
| The National Gallery of Art www.nga.gov/kids/kids.htm |
| Theatre www.childdrama.com |
| Voices Across Time www.voicesacrosstime.org/ |

Educators may also seek out resources that community arts organizations (museums, dance troupes, etc.) offer to local schools.

Lower Academy Math Lessons

Number Books

| |
|---|
| Connection to LHA Curriculum Program: <i>Saxon Math</i> |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT represent the value of the numbers 1-10 using visual images. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will select a theme for a number book that will represent the values of the numbers 1- 10. |
| Learning Plan |
| Learning Activities: <ul style="list-style-type: none">• This project can be done in one or two class periods.• Show a model number book and read it with the children. Explain to children that today they will make their very own number book. For example, students may select the theme of animals (one elephant, two birds, etc.) but any theme will work.• Hand out strips of paper to each student (each student should get 10 strips – the smallest being 1 inch wide and the largest being 10 inches wide). Explain that each page needs to include three things: the numeral, the number written as a word and a drawing that represents the value of the number. Guide them through the process of creating their first page. Write the numbers on the board for students to reference as they continue their work independently.• When students have completed all ten pages, they will use colored construction paper to make a title page. Show the students how to write “My Number Book” and review author and illustrator. Explain to children that they are the author and illustrator of their own book.• Help the children put their pages in a pile with the cover and back at the beginning and end. Punch two holes and tie the yarn loosely to bind the book.• Students will be very excited to share their books, so organize a time when they can read their books to each other. The students should be able to read their own books. |
| Accommodation: Advanced students can write the name of what they drew (8 cats). Some students may need to use teddy bear counters as a manipulative to understand number value. The teacher may write the numbers and their written names on the board for students to reference. |
| Assessment: Students can assess themselves during a class lesson on revision. The teacher can lead them through the process of checking each page to make sure that the students completed each part |

of the assignment. A large version of the number book can be displayed for children to check their work against.

Does each page include the number, the word for the number, and pictures that correspond to the number? Does the student's book demonstrate understanding of number value?

Extensions: Students can make a number book for the numbers 11-20. Students can read the book *The Very Hungry Caterpillar* by Eric Carle, which follows a similar model, and create a book in his style using tissue paper collage. Students could make up a story using numbers, and the teacher could record it or help the child to write it.

Materials:

- Two pieces of colored construction paper for each child.
- White paper in various sizes (8x10 paper held horizontally, cut into strips varying from 1 inch wide to ten inches.)
- Hole punch
- Yarn

*Teachers should align objectives to their state standards.

Painting Combinations of 10

Connection to LHA Curriculum Program: *Saxon Math*

Desired Outcomes

Understandings (objectives)*:

SWBAT identify the different combinations of addends that make sums of 10.

Assessment Evidence

Performance task (arts-infused activity):

Students will create paintings that demonstrate combinations of addends that make sums of 10.

Learning Plan

Learning Activities:

Prerequisite Knowledge

- Children identify and understand numbers to ten. Children have experience combining addends to make sums.

Procedure for Teaching:

- In partners, present students with this story problem:

Malik has a pet store which sells dogs and cats. He only has room for 10 cages. Each cage fits one cat or dog. How many different ways could he fill his 10 cages with dogs and cats?

- Read the problem with the students. Ask, “What do we need to find out to solve this problem? What are some ways we can solve this problem?” Develop an understanding of the question with the students. Encourage them to think about all the different strategies they could use to solve the problem, such as drawing pictures, using manipulatives, or making a list. Give children time to work with their partners to explore the solutions to this problem on their own.
- Ask students to share their answers. Assess informally through inquiry whether students were able to find all the combinations of cats and dogs that would fill the pet shop.
- Share with students the idea of using linking cubes to show combinations. Use red to show dogs and blue to show cats. Create a blank table on the board with dogs written in red and cats written in blue. Model a first combination, 10 dogs and 0 cats. Show children how to record their combinations by coloring with crayons and writing the number sentence next to the row on the worksheet. Model a second combination, 9 dogs and 1 cat. Review the recording process with children. Ask children, “What

combination do you think you would do next? Why?"

- Allow children to find the remaining combinations with their partners. After completion, ask a pair to show their combinations to the class. Ask them to explain how they find all the combinations. Allow children to ask the demonstration pair other questions to clarify their thinking. Complete the blank table on the board as a class with all the ways to make 10. Talk with different pairs of children to assess their understanding. Ask questions to get children to explain their thinking.
- Tell children that they will now be creating a class pet store. Each pet will have 10 stripes, 10 spots, or a combination of stripes and spots. Give children a pre-cut paper dog or cat. On each cat or dog, ask children to create a combination of ten total spots and stripes. Encourage children to be creative, think big, and be imaginative about the kinds of stripes and spots the animals have. On the back of each cat or dog, ask students to write a number sentence that shows the number of spots and stripes on their pet.
- Ask children how they made 10 with the stripes and spots. Did we all have the same combinations? Did we make every combination as a class? How would this activity be different if we had to make 9 or 11?
- Tape children's cats and dogs to a long string. Display the class pet store around the room. Ask children informal assessment questions like, who can find the pet with 8 stripes and 2 spots? Are there any pets with 8 stripes and 3 spots? Why or Why not?

Accommodations

- Children who have special needs might not be able to sequentially find all the combinations of addends that make 10. Partner students who need more help with students who are adept at working in a sequential fashion. Emphasize the visual cueing of the colored cubes to show how the combinations differ.
- For children who are already proficient in all the ways of making 10, ask them to consider how the problem would be different if there were 11 cages. What combinations of dogs and cats would there be then? Would you use a different strategy to find the answer?

Assessment

Walk around with a clipboard and write anecdotal notes as they watch children use different addends to make 10. What strategies do children use to make 10? Do they use the manipulatives? Do they use their knowledge of doubles or doubles-plus-one facts? Do children understand the concept of zero and consider it as another addend to use to make 10?

Tips

- The preparation process for this lesson can be tedious. You can fold a stack of regular printer paper in half and draw a dog or cat on one side, and then cut it out. For a class of 20 children, this would mean making 200 dogs and 200 cats so that all of the children would be able to choose. Consider having the students draw their cats and dogs in their favorite combination

and cutting them out themselves.

- It is important to emphasize creativity and discuss different attributes of cats and dogs (possibly show pictures) before the children make their own. Many children may make 5 red dots and 5 blue dots and may not use their imagination to create unique animals. Other materials besides colored pencil might be more visually effective. Cutting and gluing construction paper or using stamps might work.

Materials:

- Red and blue linking cubes
- Crayons or markers
- Worksheet with 11 rows of ten 1 in. x 1 in. empty boxes
- 10 pre-cut paper dogs and cats for each student
- Colored pencils
- String
- Tape

*Teachers should align objectives to their state standards.

Connect the Dots: 1-100

Connection to LHA Curriculum Program: *Saxon Math*

Desired Outcomes

Understandings (objectives)*:

SWBAT write and identify numbers 1-100 in sequential order.

Assessment Evidence

Performance task (arts-infused activity):

Students will create watercolor paintings that connect the numbers 1-100 in sequential order.

Learning Plan

Learning Activities:

Pre Class Assignment

As a class, students practice counting to 100 using a hundred chart. Individually, students fill in their own hundred charts.

Prerequisites

- Students should have an understanding of place value and be able to write their numbers.
- The procedure for using watercolor paint (how to treat brushes kindly, how to rinse the brush between colors) should be specifically taught. Also, encourage students to create and discover new colors and to identify them.

Procedure for Teaching

- On large paper folded in half, students write the numbers 1-50 and one dot next to each numeral. Students may use their hundred charts as a reference.
- Emphasize spreading the numbers across the page. Use rulers and crayons to connect the numbers. This way, the students will gain practice using rulers and they can even measure their lines. Without rulers, the shapes will mostly be organic and students won't be able to identify many geometric shapes (see Extension).
- On the other side of the paper, students repeat the process with the numerals 51-100.
- Using watercolor paint, students transform their connect-the-dots into works of art by filling in the shapes they created with their connected dots. When the watercolor paint is applied to the crayon, it creates a watercolor relief as the wax of the crayon rises to the surface.
- Identify geometric and organic shapes. Emphasize using imagination to find images.

Accommodation

- Gifted students can be encouraged to write their numbers to create a picture or combination

of shapes.

- Students who need extra help may need to write the numbers 1-10 and then connect them before moving on to the next ten numbers to avoid frustration. They may use their hundred charts as a reference.

Assessment

- Are the numbers 1-100 written correctly?
- Are the numbers connected in sequential order?

Extensions: After the students connect the dots, they could find and label each geometric and organic shape. Also, students could connect the numbers by twos, fives and tens, using different colors. Finally, this activity could also help to introduce the concept of congruent lines and measurement.

Materials:

- Large paper
- Watercolor paint and brushes
- Crayons
- Blank hundreds charts
- Pencils

*Teachers should align objectives to their state standards.

11-20 Collage

Connection to LHA Curriculum Program: *Saxon Math*

Desired Outcomes

Understandings (objectives)*:

SWBAT...

- recognize the numbers eleven through twenty.
- write the numbers eleven through twenty.
- demonstrate the value of the numbers eleven through twenty.

Assessment Evidence

Performance task (arts-infused activity):

Create a colorful collage that demonstrates students' ability to recognize, write, and understand the value of the numbers eleven through twenty.

Learning Plan

Learning Activities:

Prerequisites :Students should have already mastered identifying, writing, and being able to display the value of the numbers one through ten. Students should also have had some exposure to the numbers eleven through twenty as this project is meant simply as a means of reinforcing their understanding of these numbers.

Procedure for Teaching:

- To set the room up for this activity, divide the room up into centers where the students can work in groups of four or five. At each center, place a variety of markers, a piece of paper divided into ten sections for each student, trays full of the collage materials, and bottles of glue.
- Once the room is set up, model the activity for the students. Take a piece of paper broken up into ten sections just like the ones that have been laid out for each student. Ask the students if anyone knows what two digits make up the number eleven. After one of the students answers correctly, model how to write the number by picking up a magic marker and writing it in the corner of the first section on the large paper. After you have done that explain to the students that you are going to write all of the numbers consecutively from twelve to twenty in the corners of the remaining boxes on the paper. Now ask one of the students to come up and count out eleven pieces of whatever collage material you are working with. Once a student has done this model gluing down all eleven pieces of collage material in the section of the paper with the eleven written in it. Explain to the students that in each section of their paper they will glue down however many pieces of collage material corresponds to the number they have written there. It may be necessary to model this with a couple of numbers before the students fully understand the instructions.
- Once you have completed the demo, divide the students among the work centers that have

been set up and let them begin the activity. Move around the room and watch as the students write numbers in the corner of each section of their paper. If you notice that a student is having trouble writing the numbers, or that a student is not writing the numbers in consecutive order help that student correct their work. Once a student has finished writing the numbers eleven through twenty correctly allow them to begin gluing down their collage materials. If you notice that the number of collage materials a student has glued down in a particular section doesn't correspond to the number written there try to help that student correct their work by adding or removing materials in that section.

Accommodation:

- Students who have not yet mastered the numbers one through ten may want to do this activity with those numbers before moving on to the numbers eleven through twenty.
- Students who complete this activity very quickly may want to try it with the numbers twenty-one through thirty, though it is recommended that they use either larger paper or smaller collage materials.

Assessment:

- Did the student form the numbers eleven through twenty correctly?
- Did the student write the numbers in consecutive order?
- Did the student correctly represent the value of each number with the collage materials?

Materials:

- Large pieces of paper divided into ten equal sections.
- A variety of colorful construction papers cut into small squares. There should be enough that every student can represent the value of each number between one and eleven.*
- Small bottles of glue for every student in the class.
- Trays to contain the cut up construction paper.
- Markers in a variety of colors.

** In place of construction paper teachers can provide a number of different materials for students to collage on their paper. For example, beans, beads, macaroni, string, or sequins.*

*Teachers should align objectives to their state standards.

Division Dance

Connection to LHA Curriculum Program: *Saxon Math*

Desired Outcomes

Understandings (objectives)*:

SWBAT explain and apply the concept of division.

Assessment Evidence

Performance task (arts-infused activity):

Students will create and participate in a dance that illustrates what happens when one number is divided into another.

Learning Plan

Learning Activities:

- Review the concept of division with the class.
- Break the class into groups of six. Let the students know that the six students in each group are a dance troupe. Each dance troupe is responsible for choreographing a dance that they will perform in front of the class.
- Ask for five volunteers to help you model working in a group to choreograph a dance.
- Tell the students that to help them choreograph the dance they will receive a series of division facts. On the board write: $6 \div 2 =$, $6 \div 3 =$, $6 \div 6 =$
- Tell the students that each division fact represents how the members of the troupe should be grouped during each section of the dance.
- Help your volunteers begin to work through choreographing the dance. Point out to them that on the board it says that in the first section of the dance your troupe of six should be divided into two groups. Ask them how many members should be in each group (three).
- Tell them that for the first section, starting in their group of six, they will create a motion with a beginning middle and end that illustrates how a group of six can be divided into two groups.
- Solicit ideas for the motion from the group members. Decide on one and perform it three times all together.
- Tell the students that they now have the first section of their dance. Now it's time to come up with the second step.
- Point out that the next division fact on the board is six divided by three. Tell them that this means we should divide the troupe of six members into three groups for the next section of the dance. Ask them how many members each of the three groups should have (two).
- Have students come up with a motion with a beginning, middle and end that illustrates how a group of six can be divided into three groups. Practice this motion three times. The troupe now has the second section of their dance completed.
- Help the model troupe choreograph the third and final section of their dance. Perform all three sections of the dance for the class.
- After answering any clarifying questions that the class may have, give each troupe their own sequence of division facts and assign them a section of the room to work in.

- Allow the class about fifteen minutes to choreograph their dances while you circulate the room and help each troupe individually.
- Once the dances have been choreographed, have each troupe perform in front of the class.
- While each troupe is performing have the students in the audience try to figure out and record the series of division facts the performing troupe was given.
- Have students write a few sentences explaining how the dances represent the concept behind division.
- To further connect the dance activity to the concept of division, have students write word problems for a given division equation or series of equations.

Materials:

- Instrumental music to play during dance performances (optional)
- Notebooks for the students to record division facts

*Teachers should align objectives to their state standards.

Butterflies for Doubles Facts Lesson Plan

Connection to LHA Curriculum Program: *Saxon Math*

Desired Outcomes

Understandings (objectives)*:

Students will learn doubles to 18 addition facts.

Assessment Evidence

Performance task (arts-infused activity):

Students working in small groups will decorate a set of nine butterflies, each one representing a double fact from 0-18.

Learning Plan

Learning Activities:

To prepare for this lesson, set up the classroom so that students are working in small groups. Four is a good number of students to have per group - this way each student can do a butterfly for two of the ten facts and then they can create the remaining butterfly collaboratively. One of the butterflies will only need to be cut out because it represents $0 + 0$. Each groups' work area should be covered in newspaper and have the following materials: Five pieces of construction paper, one butterfly stencil cut from oak tag about the size of half a sheet of $8\frac{1}{2}$ " by 11" paper, a variety of liquid tempera paints in containers suitable for finger-painting, scissors and pencils for each student, and paper towels for students to wipe off their hands.

- Explain to the students what the doubles facts are and that we will be working in groups creating butterflies to show the double facts to 18.
- Begin the activity by having students fold their $8\frac{1}{2}$ " x 11" paper into $8\frac{1}{2}$ " x $5\frac{1}{2}$ " halves.
- Next instruct the students to trace the butterfly stencil on to one half of the paper while keeping it folded and then pass it to the next person in their group. After all the students have traced the stencil instruct them to cut out the butterfly shape keeping the paper folded, cutting through both halves.
- When they are done each student should have two butterflies. Tell the first student in each group that finishes to repeat this process with the remaining sheet of construction paper. Now each group should have a total of ten butterflies.
- Next demonstrate for the students how the butterflies will help solve double fact problems. For example, using $5 + 5 = 10$ show students that if you dab five dots of paint on one of the butterflies wings and then while the paint is still wet, fold the butterfly in half, when you unfold the butterfly you will have five dots on each wing illustrating that five plus five is ten.
- After the demo, pass out a worksheet that requires students to solve double facts problems (Saxon Math 2 Fact Master 5A works well for this) and assign each student two problems, excluding $9 + 9$, which they will do together as a group, and $0 + 0$. Instruct the students to create butterflies for their assigned problems.

- Once all of the students have completed their two butterflies, have the group create the butterfly for $9 + 9$ together and share their butterflies with one another. Have students go on to complete the remaining sections of the worksheet on their own, referring to the butterflies if necessary.
- After the lesson is over, each set of butterflies can be strung together and hung in the classroom.

Accommodations

- Cut out extra butterflies, keeping in mind that certain students will have trouble completing this task in the allotted amount of time. Allow those you know will have trouble to attempt cutting in an effort to improve their skills, but do not let this hinder them from completing the rest of the activity.
- Make sure to vary the ability levels of the students in each group so that students with deficiencies in math can be assigned lower double facts such as $1+1$, $2+2$, $3+3$ and then they can benefit from the work of the more advanced students in the group.

Assessment:

- Did each student complete their butterflies with the correct number of dots on each wing?
- Did each student successfully complete the worksheet?
- Did each group successfully finish a complete set of double fact butterflies?

Extensions:

This activity may be utilized to teach doubling numbers greater than nine if so desired. However, it might be a good idea to have students use something finer than their finger to apply the paint as their will be a greater number of dots on each wing.

Materials:

- Saxon Math 2 lesson 5 or another double facts worksheet
- 8 1/2" by 11 construction paper in a variety of colors
- Liquid tempera paints
- Oak tag
- Pencils
- Smocks
- Newspaper

*Teachers should align objectives to their state standards.

Printmaking Multiplication

Connection to LHA Curriculum Program: *Saxon Math*

Desired Outcomes

Understandings (objectives)*:

SWBAT explain and apply the concept of multiplication.

Assessment Evidence

Performance task (arts-infused activity):

Students will use a simple printmaking technique to create a piece of artwork that helps them understand what happens when two numbers are multiplied together.

Learning Plan

Learning Activities:

Part One

- After reviewing the concept of multiplication with your students, tell them that they will be creating a piece of artwork that will help them visualize what is happening when they multiply two numbers together. Tell them that to do this they will be using an art form called printmaking and that printmaking is used to create multiples or to multiply the same image over and over again.
- Give each student a piece of Styrofoam and an index card with a number between 1 and 12.
- Model for the students how to pick a simple shape (circle, diamond, star etc.) and, using a pencil, carve the shape into the Styrofoam. Repeat carving the same shape into the Styrofoam until the number of shapes you've carved matches the number that's on your index card. For example, if you are carving triangles and your index card says five you should stop when you have carved five triangles.
- Make sure to explain that if the children have a low number on their cards like one or two they will carve their shapes larger to fill the space. However, if they have a higher number like eleven or twelve they will carve their shapes smaller to make sure they don't run out of room.
- It is also important that you explain to the students that they need to press hard enough with their pencils when carving into the Styrofoam to make a significant depression, but not so hard that they are pushing through to the other side.
- Allow the students to begin carving while you circulate the room and assist them.

Part Two

- Once the blocks are carved, hand out watercolor paint (or washable markers), brayers (if you have them), a brush, cup of water, and paper towel to each student. Along with these supplies distribute paper that is big enough for them to print their block of shapes at least five times with a little room to spare.
- Model covering the carved side of the Styrofoam with one color of paint, placing it face down on the paper and rolling the back of it with the brayer. If no brayers are available, simply press down with the back of your hand.
- Lift the Styrofoam off the paper, wipe the remaining paint off its surface with a paper towel,

and wash and dry your paintbrush.

- Now that you have made your first print, record your first multiplication fact in a notebook or on a separate piece of lined paper. For example if you are still using the five triangles from part one you would record $5 \times 1 = 5$ because you have printed five triangles once on your paper.
- Coat the carved side of the Styrofoam with a new color of paint and print the shapes again right next to the first print and record the new multiplication fact ($5 \times 2 = 10$).
- Tell the students they will print their Styrofoam shapes a total of five times using a different color each time and stopping to record the new multiplication fact after each print.
- Allow the students to begin printing while you circulate the room providing assistance when needed.
- To encourage students to apply what they learned by making the prints, have students draw pictures based on a multiplication word problem before they solve the problem.

Note: If you are using washable markers instead of watercolors, the students will cover the face of the Styrofoam with marker, use the brush and water to dampen the paper in the area they are printing (not soak), and place the Styrofoam face down on the dampened area.

Materials:

- Styrofoam rectangles (If you can't find these at an art or craft store you can cut them from lunch trays or use the flat part of a Styrofoam plate)
- Large paper heavy enough for use with wet mediums
- Watercolor paint or washable markers
- Paint brushes
- Paper towels
- Brayers
- Pencils
- Notebook or loose-leaf paper

*Teachers should align objectives to their state standards.

Lower Academy ELA Lessons

Alphabet Art Lesson

Connection to LHA Curriculum Program: *Open Court Reading (K-1)*

Desired Outcomes

Understandings (objectives)*:

SWBAT draw horizontal, vertical, and slanted lines to write and form the uppercase letters A, F, H, M, and N.

Assessment Evidence

Performance task (arts-infused activity):

Students will practice writing uppercase letters using a variety of media.

Learning Plan

Learning Activities:

- Begin the lesson by reviewing how we use lines to form some uppercase letters. Encourage all children to draw imaginary vertical lines from top to the bottom and imaginary horizontal lines from left to right. Explain that some lines we use to make letters are slanted. Have children draw imaginary slanted lines.
- Show children the uppercase letter cards A, F, H, M, and N. Have children touch the slanted lines from top to bottom. Have children touch the horizontal lines from left to right.
- Tell the children that they will practice writing and forming these uppercase letters using a variety of different materials.
- Move around the room introducing each center (see Materials section) and modeling how to use the materials to form the letters displayed there. Tell the children that when they finish forming the letters at that center they should raise their hands so you can come around and provide feedback on their work. Explain that once a child has successfully completed all the letters at that center they should put the materials back the way they found them and wait for the signal to move to the next center.
- Assign each of the children to a starting center and instruct them to begin the activity.
- After each child has finished each center, call the children back together. Ask, "Look at the letter cards, where do you see a slanted line? Where do you see a horizontal line?" Put children in pairs. Have children write the letters on each other's backs. Encourage children to guess the letter.

Accommodations: Children who need have special needs might not be able to transfer a visual cue to a piece of paper. For these children, provide a large copy of the letter for children to use the different materials to trace over. Children who are already proficient in writing these letters can explain the similarities and differences between the letters and can combine the letters to write and illustrate words.

Assessment: The teacher should walk around with a clipboard and write anecdotal notes as they watch children create letters at each center. Does the child write the vertical lines from top to bottom? Does the child write horizontal lines from left to right? Does the child know how to make slanted lines? What uppercase letters have they mastered? What letters do they need more practice?

Extensions: Children will practice identifying A, F, H, M, and N by cutting these letters out from magazines and finger tracing the letters to show how to write the horizontal, vertical and slanted lines. Children will use their knowledge of horizontal, vertical and slanted lines to write the uppercase letters I, L, V, W, X, Y, Z.

Materials:

- large letter cards
- string
- sand
- shaving cream
- dough for sculpting
- water for use on chalkboard
- dry erase markers and dry erase boards
- beads
- beans
- trays to contain materials

These materials are suggested but you can use any child-friendly medium appropriate for writing and forming letters. To ensure student engagement, at least five or six materials are recommended, but the more materials the better. Also, it is recommended that children use as many new materials (those not commonly used in class) as possible because this will help to keep them engaged in the activity.

*Teachers should align objectives to their state standards.

Blends and Digraph Pictures

Connection to LHA Curriculum Program: Open Court Reading

Desired Outcomes

Understandings (objectives)*:

SWBAT...identify common digraphs and blends in words in order to use this knowledge to decode new words.

Assessment Evidence

Performance task (arts-infused activity):Students will identify, decode and write common digraphs and blends. Students will demonstrate and apply their understanding of digraphs and blends to create a flipbook.

Learning Plan

Learning Activities:

- Introduce the featured digraph or blend of the day. For example, write Sh on the board. Then ask, “Does anyone know what sound this special letter combination makes?”
- In small groups, have students read a poem with the blend of the day. They will be word detectives and find all of the words with -sh.
- As a class, compile a master list of -sh words and post the list. From the list, students will choose four words to illustrate.
- Each student should have a piece of construction paper which they will fold in half once the long way and twice the short way. This will create a long book with four boxes. Using scissors, have students cut the boxes only to the middle of the book. This will create flaps that open. It is very important to clearly model the folding and cutting procedure.
- On the front of each flap, students will draw each of their chosen words. On the inside, students will write the word and a sentence using that word.
- Students will share their illustrations and play a guessing game. What -sh word is this?
- Students can use their flipbooks as a reference to study digraphs and blends.

Accommodations: For students who need extra help, the lists of class-generated words should be posted at the front of the room. For some students, writing the word and illustrating it may be challenging enough, and writing the sentence can be eliminated. Advanced students can be encouraged to use alliterations such as “short shark” or “shiny shell.”

Assessment:

Does the student’s work illustrate the digraph?

Do the words correspond with the pictures?

Is the digraph/blend used and spelled correctly in the student’s work?

Materials:

- Construction paper (1 sheet for each child.)

- Colored Pencils
- Scissors
- Poems with diagraphs and blends (www.scholastic.com has some poems that can be used for this activity.)

*Teachers should align objectives to their s

Cause and Effect Machine

Connection to LHA Curriculum Program: *Open Court Reading or Imagine It!*

Desired Outcomes

Understandings (objectives)*:

SWBAT identify the cause and effect of events within a story.

Assessment Evidence

Performance task (arts-infused activity):

Students will work in groups to create Rube Goldberg Machines with their bodies that demonstrate cause and effect.

Learning Plan

Learning Activities:

- Review the concept of cause and effect with the students, defining cause as “why something happens” and effect as “what happens.”
- Give the students some pairs of related events where it’s obvious which event is the cause and which is the effect. For example, “The girl studied hard for the test. The girl got an A on the test.” or “The boy stayed up past his bedtime. The boy woke up late for school.” Ask the students to identify the cause and effect for each pair.
- Show students examples of cartoonist Rube Goldberg’s work. Tell the students that Goldberg’s work often depicted very complicated machines that were designed to accomplish very simple tasks. Looking at one of Rube Goldberg’s machine cartoons, have the students try and figure out what the purpose or the effect of the machine is.
- Tell the students that Rube Goldberg became so famous for his machines that whenever someone makes a complicated machine that completes a simple task it’s called a Rube Goldberg Machine.
- Talk to the students about how Rube Goldberg Machines are great examples of cause and effect because within one machine we can find a number cause and effect relationships.
- View video clips from the internet that show Rube Goldberg Machines in action. Ask the students to identify cause and effect at different points in each machine.
- Tell the students that they will be working in groups to create Rube Goldberg Machines with their bodies.
- Call five students to the front of the room to model creating a machine. Line them up side by side across the front of the room facing the rest of the class.
- Tell the first student in the line that their job is to come up with a single motion, using a body part that ends by touching the student standing next to them.
- At this point it would be a good idea to generate a list, with the class, of body parts that are okay to touch people with and body parts that are not okay to touch. You should also discuss the amount of force the students are allowed to use when touching each other. No student should feel like they are being hit by their teammates during this activity.
- Allow the first student to demonstrate their motion. Ask the next student in line to think about how the first student’s motion might affect them. Ask the next student to come up

with their own motion based on this. Continue in this manner until all five students have their own motion to add to the group's machine. Encourage the students by telling them that the more creative they are with their movements, the more interesting their machine will be in the end.

- Have the students perform their machine together as a group. Have the audience identify the cause and effect relationship between specific students in the performing group.
- Break up the rest of the class into groups of four or five students. Assign each group an area to work in the room. Allow the students about ten minutes to come up with their motions and rehearse their machines.
- Have each group perform their machine for the class. After each group performs, have students identify the cause and effect relationship between specific students in the performing groups.
- If there is time at the end of the activity, see if all the group machines can be linked together to create one, whole class, Rube Goldberg Machine.
- To help students transfer this activity to identifying cause and effect in literature, have students draw a cartoon that illustrates the cause of an event in the text they are reading.

Materials:

- Rube Goldberg cartoons (go to Google's image search and enter his name. This will provide you with many examples)
- Rube Goldberg Machine video clips (you can find many examples on You Tube but this Honda commercial is excellent: http://www.youtube.com/watch?v=_ve4M4UsJQo)

*Teachers should align objectives to their state standards.

Abstract Expressionist Compare and Contrast

Adapted from the Color and Environment lesson plan found in the MOMA's teacher guide *Modern Art and Ideas 7: 1950-1969*

Connection to LHA Curriculum Program: *Open Court Reading or Imagine It!*

Desired Outcomes

Understandings (objectives)*:

SWBAT use a completed graphic organizer to produce a piece of writing that compares and contrasts two things.

Assessment Evidence

Performance task (arts-infused activity):

Students will create a Venn Diagram and a piece of writing that accurately compares and contrasts the elements of design found in two pieces of artwork.

Learning Plan

Learning Activities:

- Review the concept of comparison and contrast with your students. Explain to them that when we compare and contrast two or more things, we are looking for the similarities and differences between them.
- Tell the students that they will be comparing two pieces artwork from the abstract expressionist painters Mark Rothko and Barnett Newman.
- Give the students some background information about abstract expressionism. Tell them that it was a style of painting that was developed by artists in New York City during the 1950's-60's and it was responsible for making New York City the most important city in the art world at the time. Inform the students that the abstract expressionists were not concerned with painting figures, landscapes, still-lives or anything "representational" (artwork that depicts something easily recognizable). They were more interested in painting abstract compositions of shapes colors and lines. Tell them that another painter they might know, Jackson Pollack, was also an abstract expressionist.
- Display copies of Mark Rothko's *No.5/No.22* and Barnett Newman's *Vir Heroicus Sublimis* .
- Take suggestions from the class to generate a list of the elements of design you can look at to compare and contrast the two paintings. If necessary, guide the class in creating a list that contains the following elements
 - Line (straight, curved, zigzag, etc.)
 - Shape (circular, rectangular, triangular, etc.)
 - Direction (vertical, horizontal, diagonal)
 - Size (big, small, thick, thin, etc.)
 - Texture (smooth, rough, flat, bumpy, etc.)
 - Color (warm colors, cool colors, amounts of specific colors)
 - Value (light, dark)
- Have the students work alone or in groups to create a Venn Diagram or other graphic organizer that compares the similarities and differences between the two paintings.

- Bring the class together to create a class Venn Diagram that collects ideas from all of the students.
- Model for the students how to use the class Venn Diagram to write a paragraph or paragraphs comparing the two paintings.
- Circulate the room while students work independently writing their paragraphs.

Materials:

- Color and Environment lesson from MOMA's teacher guide *Modern Art and Ideas 7: 1950-1969* http://www.moma.org/modernteachers/files/MAI7_2.pdf
- Mark Rothko's *No.5/No.22*
- Barnett Newman's *Vir Heroicus Sublimis* (both images can be found by searching Google)
- Venn Diagram handouts
- Loose-leaf paper or writing notebooks

*Teachers should align objectives to their state standards.

Main Idea and Details Drawings

Connection to LHA Curriculum Program: *Open Court Reading or Imagine It!*

Desired Outcomes

Understandings (objectives)*:

SWBAT write a paragraph that contains a topic sentence and supporting details.

Assessment Evidence

Performance task (arts-infused activity):

Students will create a drawing that shows the details to support a topic sentence of their choosing. Students will use the drawing to write a well-organized paragraph with a topic sentence and at least three relevant supporting details.

Learning Plan

Learning Activities:

- After reviewing the concept of main idea and details, tell the students that just like a paragraph can have a main idea and details, a picture can as well. Inform the students that they will be given a choice of main ideas in the form of topic sentences. They will then create pictures that include visual details to support their topic sentence.
- Model this for the students by writing a topic sentence on the board. For example write, “On my road trip I saw some amazing cars.” Ask the students to tell you what kind of details would support the topic sentence (reasons why the cars were amazing).
- Begin drawing a scene on the board that includes at least three cars. Solicit ideas from the students about how to make the cars “amazing” (a car with wings, a car with two levels, etc.).
- Next, give the students a bank of topic sentences to choose from. Tell them to pick one that interests them and have them record it on a piece of paper or in a notebook. The topic sentences in the bank should leave room for the students to be very creative when coming up with supporting details. Here are some examples of topic sentences that can be used for this lesson:
 - The aliens were friendly, but they did many strange things.
 - All of my neighbors are really interesting people.
 - While visiting the far away land I witnessed the native people playing sports I had never seen before.
 - My favorite zoo has many weird, exotic animals in it.
 - The acrobats in the performance I saw last night did the most amazing tricks.
- Once students have recorded their topic sentences ask them to close their eyes and visualize the details they will include in their picture.
- Next, have the students begin their drawings while you circulate the room answering questions and checking on student progress. The amount of time you allot for the students to complete the drawing is up to you. However, if you are going to give the students a very limited amount of time, you should explain to them that the point of this activity is to do the drawing quickly and get the visual information on the page as fast as possible.
- After the drawings have been completed, use your model drawing to show students how to

write a paragraph about their picture that includes the topic sentence and at least three detail sentences to support it.

- Have students write paragraphs based on their own drawings.
- Have students use a rubric to evaluate their own paragraph and a partner's paragraph before collecting students' work.

Materials:

- Drawing materials (pencils, colored pencils, drawing paper)
- Notebook or loose-leaf paper for writing

*Teachers should align objectives to their state standards.

Making Inferences

Connection to LHA Curriculum Program: *Open Court Reading or Imagine It!*

Desired Outcomes

Understandings (objectives)*:

SWBAT make inferences about the material they read.

Assessment Evidence

Performance task (arts-infused activity):

Students will make inferences by looking at the art of Norman Rockwell. They will then create skits with embedded clues that will allow their classmates to make inferences about their performance.

Learning Plan

Learning Activities:

Part 1

1. Briefly give the students some background information about Norman Rockwell's life and career. You can find information on the Norman Rockwell Museum website, <http://www.nrm.org>.
2. Inform the students that they will be using Rockwell's work to practice making inferences. If needed, provide the students with a review of what this means.
3. Show the students one of the Norman Rockwell pieces listed in the materials section. Ask the students to give a one or two sentence explanation of what is going on in the picture. Ask them to list the clues that led them to make that inference.
4. Show the students the three remaining images listed below, give them time to make an inference about what is happening in each one and provide at least three clues that show why they made that inference.

Part 2

1. Discuss what it means to mime. Tell the students that a mime gives the audience clues using their movement so the audience can make inferences about what they are acting out.
2. Show clips of Marcel Marceau performing, which can be found on YouTube, and have the children make inferences about what he is acting out.
3. Tell the students that they will now be performing their own mime routine for the class to make inferences/ draw conclusion about.
4. Model picking an activity to mime. (*Ex: walking your dog*) and coming up with the visual clues you will give during your performance (*Ex: "Okay so first I'll pretend I'm picking up the leash and straightening it out. Next I'll call the dog by kneeling down and tapping my hands on my knees. Then I'll clip the leash on the dog's collar, pat it on the head, stand up and open the door. Then I'll pretend that the dog is pulling me out the door...etc."*)
5. Give the students about seven minutes to prepare their performance while you circulate the room and help individual children.
6. Establish a space in the room where the performances will take place and go over the expectations for both the performers and the members of the audience.
7. After each student performs, call on audience members to make inferences about what

activity the performer was miming and what clues they used to make that inference.

Part 3

1. To help students transfer the skill of making inferences back to comprehending a text, select a passage from their reading that lends itself to making inferences. Have students discuss what inferences they can make based on the reading and what clues they used to make the inference.

Materials:

Art by Norman Rockwell-

The Runaway

The Shiner

No Swimming

Girl Reading The Post

All these images can be found easily on the internet by searching Norman Rockwell and the title of the piece. I would recommend projecting these for the class if you have that option. If not than you could print the images out or get a book of his work.

Clips of Marcel Marceau performing from You Tube

*Teachers should align objectives to their state standards.

Sequence Dance

Connection to LHA Curriculum Program: *Open Court Reading or Imagine It!*

Desired Outcomes

Understandings (objectives)*:

SWBAT record the sequence in which a series of events takes place. They will also know that changing a sequence affects our understanding of the events that happen within it.

Assessment Evidence

Performance task (arts-infused activity):

Students will choreograph a dance and record the sequence of movements that happen in it. They will also learn, perform and re-sequence a dance choreographed by another group. Finally they will watch and record the steps in the re-sequenced version their dance.

Learning Plan

Learning Activities:

- Review the concept of sequence with the students. Tell them that in a story, a sequence is a series of events that happen in a particular order. Remind them that if one were to change the sequence of events in a story, the story would change and maybe not make sense. Demonstrate this for them by changing the sequence of events from a well-known story such as Goldilocks and discussing how this changes the story.
- Tell the students that we use sequencing in many things - not just in stories. Inform them that in dance the choreographer puts together a series of movements in a sequence to create a dance, and just like in a story, if the sequence of movements is changed, so is the dance.
- Explain to the students that today they will be working with a partner to choreograph a dance that they will then teach to another pair of students to perform. They, in turn, will also be expected to learn and perform the dance the other pair choreographed.
- Define “movement” to the students as a motion that has a beginning middle and end. Ask them to think of it as two poses and the motion you make to move from one to the other. Model a movement for the children. Pause during each phase of the movement to define its beginning, middle, and end.
- Give students examples of different types of movement. Show them low movements, high movements, fast movements, slow movements, smooth movements, sharp movements, etc.
- Give the children time to pair up or assign them partners. Ask each pair to move to a spot in the room where they are visible and have enough room to move safely.
- Once they are settled, tell them that each group will create five different movements. Each of the five movements must be given a one-word name. Suggest that the children use adjectives that describe the movement, as they will probably be easier to remember.
- Give the students time to create, name, and practice their five movements.
- Now instruct the students that they must put the movements into a sequence. Once they have their sequence, ask them to record the sequence on a piece of paper by writing the names of the movements in the order they should be performed. Have them use sequencing words such as first, next, then, etc.
- Have each pair teach their sequence of movements, or dance, to another pair of students

along with the names of the individual movements.

- Have each pair perform the dance they learned for the group that taught it to them.
- Then have each pair re-sequence the movements they were taught into a new dance
- Have the groups perform their re-mixed version for their partner pair while the partner pair records the new dance sequence using sequencing words.
- Bring the class back together into a whole group and ask the students to explain how changing the sequence of movements affected the dances they choreographed.
- To help students transfer their understanding of sequence to reading, you may have students create a dance that represents the sequence of events in a story they are reading.
- To further challenge students, have them select one event from the story to put out of order in their dance and see if the rest of the class can identify the sequencing problem.
- If your students are learning about flashback, you can adapt this activity to help students represent flashback through dance.

Materials:

*Teachers should align objectives to their state standards.

Lower Academy Science

Balance and Motion Mobiles Lesson Plan

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|--|
| Connection to LHA Curriculum Program: Science |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT apply the principles of motion and balance to create mobiles. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will use weights and counterweights to balance their mobiles. |
| Learning Plan |
| Learning Activities: |
| Day One |
| <ul style="list-style-type: none">• Begin by asking students what they know about balance. Explain to students that artists also use balance.• Show examples of work by Alexander Calder and explain that a mobile is a type of art that balances.• Give each child a package of clay and allow them to experiment and discover the different shapes they can make. You may want to demonstrate methods of rolling and working with the clay. Direct the students to make more than four shapes, because they will be balancing them.• Once they have made their shapes, they will poke holes through them with their sticks. The teacher should string the shapes since most first graders will have difficulty tying and stringing. |
| Day Two: |
| <ul style="list-style-type: none">• The students will paint their shapes. Optional: Discuss color balance and how artists use color to balance an artwork. Show examples of balanced color schemes: warm and cool colors, etc. |
| Day Three: |
| <ul style="list-style-type: none">• The students will balance their shapes. The teacher should tie a pipe cleaner or string to the middle of each popsicle stick. On each child's desk, tape another popsicle stick for the students to balance their mobile on. Each shape should be tied to a paper clip. Students will use the paper clips to fasten their shapes onto their stick. |

- Before students begin, the teacher should demonstrate balancing, calling on children to help balance the model mobile. Review prior knowledge and balance vocabulary before allowing students to experiment and balance their mobiles.

Accommodation: To make the balancing more challenging, encourage students to make shapes of dramatically different sizes. For a student who struggles with the concept of balance, guide them to create shapes of similar sizes in even number.

Materials:

Crayola model magic: one package per student
Watercolor paints and brushes
String or yarn in bright colors
One stick (popsicle sticks work well) per student.
One pipe cleaner per student
Paper clips

*Teachers should align objectives to their state standards.

Classification Creatures

Connection to LHA Curriculum Program: *Literacy and/or science*

Desired Outcomes

Understandings (objectives)*:

SWBAT group things into fixed classes based on predetermined criteria.

Assessment Evidence

Performance task (arts-infused activity):

Students will produce a design template that shows animal names correctly paired with their classification. Also, students will produce a piece of artwork that represents body parts from animals in four distinct classes.

Learning Plan

Learning Activities:

- Review classification with your students, reminding them that when we classify we are organizing things into fixed groups based on predetermined criteria.
- Introduce students to, or remind them of, the different classes of animals. Ask them to name some and make a list on the board.
- Tell the students that for this activity they will be working with four animal classifications, mammals, birds, reptiles, and amphibians.
- Generate a list of attributes with the students for each classification of animal (birds have wings, lay eggs etc.)
- Display for students a large assortment of animal pictures that contain a number of images of animals in each classification. The images should be labeled with the names of the animals.
- Inform the students that in the mythology of many cultures there are stories of creatures with the body parts of multiple animals mixed together. Show them examples like the chimera, griffin or sphinx.
- Tell them that today they will be creating their own creature by combining the body parts of animals from different classes.
- Give them a handout to help them design their animal. The handout should have a grid composed of four rows and five columns. Label the rows with the animal classifications: mammal, bird, amphibian and reptile. Label the columns with body parts: head, body, arms or wings, legs, and tail. Students must use at least one body part from an animal in each classification. They will write the name of the animal in the box that corresponds to the correct body part and animal classification.
- Once the students have completed the design grid, provide them with paper and a variety art supplies to create a drawing, painting or sculpture of their animal. Allow them to use the animal photos you provided as reference for the different body parts.
- As an extension, once the artwork is finished you can hand out blank copies of the same grid the students used to design their creatures. Have each student pick another student's work that interests them and ask them to use the grid to identify the animals each of the body parts came from.

Materials:

- Animal pictures (in books, printouts, or projected)
- Examples of mythical mixed up creatures (sphinx, chimera, griffin)
- Art materials (either varied or limited depending on how much choice you want to provide the students with, but it might be a good idea to include at least one 2-D and one 3-D option)

*Teachers should align objectives to their state standards.

Lower Academy Social Studies

Geography Mosaics

Connection to LHA Curriculum Program: Social Studies

Desired Outcomes

Understandings (objectives)*:

SWBAT identify and describe distinguishing features of geographical areas (lesson example: Canadian provinces).

Assessment Evidence

Performance task (arts-infused activity): Students will produce a mosaic depicting a scene specific to a certain territory or province in Canada

Learning Plan

Learning Activities:

- After reading through lesson 3 of the Core Knowledge Canada unit, list the Canadian provinces and territories on the board and have students name examples of things found in each one.
- Assign or have students pick a province and inform the students that they will be making a mosaic image of something specific to their province or territory. (Students should have been introduced to the term mosaic in the previous lesson but explain exactly what a mosaic is again and show them a couple of examples of mosaics.)
- Model for the students how to create a simple pencil sketch of their image on their chipboard. As the students are doing this, circulate and make sure that all students are creating images specific to their province or territory. For example if a student is supposed to be doing a mosaic about Ontario, an image of the CN Tower would be appropriate while an image of a cowboy probably would not.
- Once students have completed their sketch, pass out strips of construction paper in the colors that they need to complete their image. It might be a good idea to limit the students to three or four colors to begin with as this is probably a new medium for them and too many colors at first might be overwhelming.
- Show the students how to cut their long strips of paper into small squares. The next step is to have the students apply glue to small areas of their chipboard using their glue sticks and applying their tiles. Make sure students are not trying to apply glue to each separate tile before applying them this will take forever and create a huge mess. As a finishing touch to the mosaics, give each student a small handful of tiles in assorted colors so they can add any small details they wish.

Assessment:

- Did the student create an image specific to their chosen or assigned Canadian province or territory?
- Did the student follow the directions on how to construct their mosaic?
- Could the student match his or her mosaic back to the province it was intended to represent?

Extensions: As a review of the lesson, have students present their mosaics to the class and demonstrate their knowledge of their province or territory. Another option for this extension would be to have students pair up and teach their partner about their province or territory and then have the partner present one thing about that province or territory to the class.

Materials:

- One small rectangular piece of cardboard or chipboard for each student to create their mosaic on
- A variety of colors of construction paper cut into strips that the students can cut down further to use as tiles
- Glue sticks
- Pencils
- Use Google Image Search to find visual references of the items discussed in the Pearson text
- Scissors

*Teachers should align objectives to their state standards.

Fantasy Map

Connection to LHA Curriculum Program: Social Studies

Desired Outcomes

Understandings (objectives)*:

SWBAT read a physical map and identify its parts.

Assessment Evidence

Performance task (arts-infused activity):

Students will create a physical map of an imaginary landmass that has all the features of a physical map of an actual place.

Learning Plan

Learning Activities:

- Distribute one piece of copy paper and a small index card to each student.
- Have each student orient the paper horizontally, place the index card vertically on top of the paper in the bottom right hand corner and trace it. The area inside the outline of the index card will be the map key.
- Next, instruct the students to draw three to five simple shapes (circle, triangle, square etc.) that take up almost all of the remaining space on the paper, leaving at least an inch between the drawing and the edge of the paper on each side. Each shape should be connected to at least one other. The reason to start with these shapes is because it helps the students create a coastline for their landmass that feels less contrived than if they were to draw an outline freehand.
- Now demonstrate for the students how to loosely draw an organic outline around the mass of shapes, leaving about an eighth of an inch between the shapes and the outline. Explain to students that by organic line, you mean a line that appears natural. It may be helpful if the students see examples of actual coastlines before attempting this step.
- Hand out another piece of copy paper to each student and ask them to copy the outline as well as the area set aside for the map key. Make sure that they do not trace the simple shapes.
The students now have their landmass and their map key on a new piece of paper.
- Now it is time to have the students start defining the land and adding bodies of water to their map.
- First have the students place at least one lake and one river on their map. The lake should be placed so that there is some space between the shore of the lake and the coastline of the landmass. Have the students color in the lake with a blue colored pencil. Rivers should be indicated by a blue line that runs from a lake to some point on the coastline.
- Next, have students indicate the elevation of the land through color. Have the students pick some areas toward the center of the landform and color them dark brown to indicate the highest elevations or mountain tops. The area around the coast should be colored dark green to indicate the lowest elevations. Fill the rest of the map light brown for lower high elevation areas and light green for higher low elevation areas.

- Adding in cities and roads is the next step. Have the students use small black dots to show cities and a black star for the capital city. Highways can be shown with thick black lines and secondary roads with thin black lines.
- The water around the landmass can be colored blue.
- Have the students fill in the symbols and labels in the map key.
- The students can come up with names for their cities and label them on the map.
- The title as well as the scale and the compass rose can be placed on the map around the outside of the landform.
- To assess whether students can transfer their knowledge of physical maps to other settings, have students read and answer questions about a physical map of the U.S. or of their state.

Materials:

- Copy paper
- Colored pencils
- Index cards
- Examples of physical maps

*Teachers should align objectives to their state standards.

Sculptures of Hindu Gods

Connection to LHA Curriculum Program: Social Studies

Desired Outcomes

Understandings (objectives)*:

SWBAT...

- Identify Hinduism as an important world religion.
- Identify aspects of Hinduism that separate it from other major world religions.
- Identify the three major Hindu gods by creating sculptures of them.

Assessment Evidence

Performance task (arts-infused activity):

Students will create a sculpture of one of the three main Hindu gods, Brahma, Vishnu, or Shiva. The sculptures will contain three physical characteristics or symbols unique to that god. Students will write a brief description of the god they chose to accompany their sculptures. The written descriptions will explain important facts about the god.

Learning Plan

Learning Activities:

- After reading about Hinduism (Core Knowledge Ancient India lesson 2 works well) with the students and presenting any supplementary materials you may have found relating to Hinduism, review the three major Hindu gods: Brahma, Vishnu, and Shiva. Focus on each god's specific physical attributes as well as the powers and responsibilities assigned to them and the symbols that represent these powers and responsibilities. Use reference materials such as statues and pictures of the gods while reviewing with the students.
- Explain to the students that they will be sculpting their own representations of one of the three main Hindu gods that include at least three physical attributes and/or symbols specific to the god that they choose.
- Pass out the sculpting materials and begin a guided discovery with the students where they practice making basic shapes such as spheres, cylinders, cubes, and wedges. Next, show the students what body parts can be made from these simple shapes, for example, a sphere can be easily formed into a head and a long cylinder can be bent into an arm.
- Once the students have gotten a chance to experiment with the materials, have them begin their sculptures. As they work circulate around the room and conference with each student about which of the gods they are sculpting and which attributes or symbols they are including to indicate their choice.
- While students wait for the sculptures to harden, have them write descriptions of the god to accompany their work. Make sure descriptions include the god's powers and responsibilities and the artistic choices they made to represent these powers and responsibilities.
- Once the sculptures have hardened, have students paint their sculptures with paint suitable for use with your modeling material.

Accommodation: Help students who are having difficulty create the basic shapes necessary to sculpt their god and then have the student create the details.

Assessment:

- Did the student create a sculpture of a Hindu god?
- Has the student included three physical characteristics or symbols unique to the god they have chosen?

During the classroom share does the student demonstrate a basic understanding of the three main Hindu gods (For example a student should be able to tell you that Brahma is the main god of the Hindu religion and is also the god of creation)?

Materials:

- Modeling material (Crayola Model Magic works well because it is self-hardening and can be painted with watercolors)
- Materials for painting (watercolor paint, brushes, cups of water, paper towels, etc.)

Info and visual references for each of the three main Hindu gods can be found at <http://www.sanatansociety.org>

*Teachers should align objectives to their state standards.

Upper Academy Math Lessons

Percentage Increase and Decrease of a Quantity

Mini-Advertisements

Connection to LHA Curriculum Program: UA-Mathematics

Desired Outcomes

Understandings (objectives)*: SWBAT calculate the percentage increase or decrease of a quantity

Assessment Evidence

Performance task (arts infused activity): Students will create thumbnail sketches that advertise a percentage increase or decrease of some quantity related to fictional product of their creation. The advertisement will include the original amount, the new amount and the percentage increase /decrease.

Learning Plan

- Introduce students to the formulas used to calculate percentage increase/decrease of a quantity.
 - Percentage increase= $(\text{new amount} - \text{original amount}) / \text{original amount}$
 - Percentage decrease= $(\text{original amount} - \text{new amount}) / \text{original amount}$
- Have the students practice using the formulas by working through a couple practice problems on the board.
- Explain to the students that advertisers often use percentages to highlight positive changes in their products or changes in the price of a product that benefit the consumer.
- Show students a few examples of advertisements that highlight percentage increase/decreases.
- Tell the students that they will be given a list of eight original amounts and eight new amounts that reflect an increase or decrease in the quantity of the original amount. They will then use these amounts to create small sketches, known as thumbnails, which advertise a percentage increase/decrease of a quantity related to products they make up.
- For example, when creating a thumbnail for a quantity increase students may want to advertise a percentage increase in the amount of product a customer gets for their money. If they are calculating a percentage decrease they may want to advertise a drop in the price of the product or a reduction in some unhealthy aspect of the product like fat or salt.
- Show students how to divide a sheet of drawing paper into eight equal rectangles arranged in two rows of four.

- Explain to students that they will create an advertisement in each of the eight rectangles, one for each of the quantity increases/decreases on their list. Each advertisement must have a drawing of the product, the original quantity, the new quantity and the percentage increase/decrease calculated.
- Once students have finished all eight advertisements they can go back and add color to each using colored pencils.

Materials:

- Drawing Paper
- List of eight quantity increases/decrease
- Examples of advertisements highlighting percentage increase/decreases
- Colored Pencils

*Teachers should align objectives to their state standards.

Artistic Data Visualization

Connection to LHA Curriculum Program: UA-Mathematics

Desired Outcomes

Understandings (objectives)*: SWBAT analyze, interpret and display data using an appropriate graph.

Assessment Evidence

Performance task (arts infused activity): Students will research or collect data on a topic of their choosing. They will then use this data to create a graph. The design and presentation of the graphs basic elements should aid in the understanding of the graph

Learning Plan

Learning Actives:

- Review the different types of graphs that are commonly used to display information and the types of information each graph is best suited to display.
 - Line graph- best for tracking changes in data over time
 - Bar graph- best for compare data between different groups
 - Pie graph- best for comparing parts to a whole
- Show the students an example of a basic bar graph, for example, a bar graph that compares the number of touchdowns scored by three different NFL teams in three different seasons. Discuss the graph with the students. Does the graph clearly display the information? Is it very interesting to look at? Could you tell what information this graph is displaying if we take away the title and the labels? The students will probably think that the graph is clear but not very interesting to look at. They will also probably say that they couldn't tell what information the graph is displaying without the title and labels.
- Explain to them that there are graphic designers who specialize in creating what are known as "infographics" or charts and graphs that present information in a way that is both easy to read and interesting to look at. Many times these infographics are designed to make it more immediately apparent to the viewer what data is being displayed. If you google "infographics" and go to images you will be presented with a number of great examples to show the class.
- Next, have the students brainstorm how they could redesign your example graph so that it's more visually pleasing and more immediately decipherable. In the case of the NFL graph, the students might suggest that you fill each bar with the logo and colors of the team it represents, or maybe the background and X and Y axis are labeled to look like the markings on a football field. Discuss the student's ideas by deciding which ones might improve the presentation of the data and which might just make the graph more confusing.
- Inform the students that they will be creating their own artistically enhanced graph based on data of their choosing that they either collect (ex. surveying people) or research. The students should choose to create either a bar, line or pie graph depending on which type of graph is

best suited to present the data they are working with. Data collection or research can take place outside of class time.

- Once the students have got their data they can begin creating their graphs. Supply the students with a variety of art supplies (colored pencils, markers, paint, paper for collage etc.) as well as rulers and graph paper for those that need it.
- When the graphs are complete have the students do a gallery walk of the graphs and critique each others work.

Materials:

- Example graphs
- Examples of creatively executed infographics
- Art supplies such as colored pencils, markers, collage paper etc.
- Graph paper
- Rulers

*Teachers should align objectives to their state standards.

Finding the Area of Complex Shapes

Connection to LHA Curriculum Program: UA-Mathematics

Desired Outcomes

Understandings (objectives)*: SWBAT compute the area of complex shapes by dividing them into more basic shapes.

Assessment Evidence

Performance task (arts infused activity): Students will construct and trace a complex shape using tangram pieces. Using the appropriate formulas to calculate the area of the basic shapes that make them up, they will find and record the total area of their complex shape as well as a shape created by another student.

Learning Plan

- Explain to students that they will be learning how to compute the area of complex shapes constructed from more basic shapes by their classmates. Tell them that to do this they must first know how to compute the areas of the more basic shapes they will be assembling.
- Review with the students how to find the area of the basic shapes found in a standard set of tangram pieces.
 - Square: $\text{area} = \text{length} \times \text{width}$
 - Triangle: $\text{area} = \text{base} \times \frac{1}{2} (\text{height})$
 - Parallelogram: $\text{area} = \text{base} \times \text{height}$
- Next give each student a piece of drawing paper and a set of tangram pieces.
- Instruct the students to create a complex shape on top of the paper using exactly five pieces from the seven-piece tangram set.
- Once they have completed constructing their complex shape have them use a pencil to trace the outline of the shape onto their drawing paper.
- Now give everyone another sheet of paper and a ruler. Have the students use this to trace each separate basic shape they used, calculate the area of each using the proper formula, and add them up to find the area of their complex shape. Make sure students show their work.
- The students will now trade the outlines of their complex shapes for someone else's.
- Using their tangram pieces they will try to reconstruct the complex shape they have been given inside the outline on the paper.
- After they have reconstructed the complex shape have them find and add together the areas of the basic shapes that make it up. Again, Make sure that each student shows their work.
- Now that they have the complex shapes total area they can check their work against the calculations of the shapes creator.

Materials:

- Pencils
- Drawing paper
- Tangram set for each student

It seems standard tangram sets contain seven pieces: two large triangles, one medium triangle, two small triangles, one square and a parallelogram. Sets can be cut out of cardboard by the students using templates found online if necessary.

- Rulers

*Teachers should align objectives to their state standards.

Upper Academy ELA Lessons

Change of Setting

Connection to LHA Curriculum Program: Upper Academy literacy

Desired Outcomes

Understandings (objectives)*:

SWBAT analyze the influence of setting on the problem and resolution in a story.

Assessment Evidence

Performance task (arts infused activity):

Students will produce a series of drawings that depict major events from a well known story taking place in a setting that is different from the commonly known version.

Learning Plan

- Review the definition of setting with the students as it relates to a story.
- Tell the students that for this project they will be doing a series of three drawings based on a commonly known story, such as a fairy tale. They will, however, be changing the setting of the story so that it takes place in a time or place that is vastly different from the one that is commonly known. Because of this they will need to alter many of the details in their drawings so that they fit in with the new setting.
- Give the students an example by altering a familiar story, like *Goldilocks and the Three Bears*.
- Inform the students that while there are a number of versions of the story, there is a setting for the story that is commonly recognized. Ask the students what that setting is. The students should reach the conclusion that the story takes place in the woods, outside of a small village, during a pre-modern era.
- Have the class generate a list of two major events that take place in the story and the story's resolution.
 - Goldilocks tries all three bowls of porridge and eats the one that's the right temperature.
 - Goldilocks tries sitting in three chairs and settles on the smallest one breaking it to pieces.
 - Goldilocks runs, screaming, out of the house and into the woods after the three bears discover her sleeping in their beds.
- Ask the students to come up with a new setting for the story by giving you a new time and place for the events of the story to happen. Tell them to make sure and pick an actual time and place from the past to the presents but not a time in the future because we won't be able to research a place that doesn't exist yet.
- Walk the students through the process altering the details of the pictures to fit the new setting. For example, if the students wanted to set the story in ancient China, the animals in the story could be pandas or tigers, the bowls could be full of rice, etc. (To help students make

connections to content they have learned earlier in the year, encourage students to select a new setting they have studied in social studies or during another literacy unit.)

Extension:

Follow up by having students write an explanation of how setting affects various plot elements in a story students are reading in class.

Materials:

Drawing materials

*Teachers should align objectives to their state standards.

Structure of Text PSA

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| Connection to LHA Curriculum Program: Upper Academy literacy |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT Identify and analyze the structures of texts (e.g., textbooks, newspapers, technical manuals, novellas, novels, short stories, biography, essays, etc.) |
| Assessment Evidence |
| Performance task (arts infused activity): Students will create a satirical PSA that delivers accurate information about the structure of a particular type of text. |
| Learning Plan |
| Learning Activities: <ul style="list-style-type: none">• Discuss the structure of texts with the students. Talk about the different types of text that exist and why they are structured the way they are.• Tell the students that they will be working in groups to deliver the information to the class in way that is as entertaining as it is informative.• Break the class up into groups or let them choose a group of students they feel they will work well with.• Once groups have been established, assign each group a type of text to research. Explain that after the groups have researched their text and found examples to share with the class they will be creating what's known as a PSA or public service announcement. Ask the students if anyone has seen one and can explain what it is. If no one knows tell them that a PSA is a television or radio advertisement created for the benefit of the public and designed to change people's attitudes about important issues. For example they may have seen Public Services Announcements designed to get people to stop smoking or be more environmentally conscious. You may find it helpful to show the class an appropriate PSA, which can be easily found on You Tube.• Tell them that while a PSA is generally about a serious topic, and they certainly want to deliver the correct information about their groups text, sometimes if we assign life or death seriousness to something that is not a life or death situation it produces comical results. For example it might be funny if you, very seriously, told the class about someone who walked to school in a t-shirt and shorts in a snow storm because they didn't know where to locate the date on a newspaper and ended up reading the weather in the previous day's issue.• Distribute information to each group about their assigned text and a couple of examples for them to look at.• When they have had a chance to look at and discuss the materials you've given them, allow the groups time to come up with their PSA skits and rehearse them. When the skits are ready have each group perform them in front of the class. |

Materials:

- Handouts with information about the different types of texts and their structures
- Examples of different types of text
- Examples of a PSAs from You Tube
- Video camera for recording performances (optional)

*Teachers should align objectives to their state standards.

Word Choice Relay

Connection to LHA Curriculum Program: Upper Academy literacy

Desired Outcomes

Understandings (objectives)*:

SWBAT use varied word choice to make writing more engaging.

Assessment Evidence

Performance task (arts infused activity):

Students will participate in an improvisational theater game during which they will replace words in lines of dialogue, spoken by their classmates, with synonyms.

Learning Plan

Learning Activities:

- Talk to the students about the importance of varying the words they use in their writing. Explain to them that using the same words over and over when writing makes the writing seem repetitive and boring to the reader. Choosing synonyms instead of repeating words makes the writing more engaging.
- Tell students that to practice varying their word choices they will be playing a theater game involving improvisation, or acting without a script where the actors make up the scene as they go along.
- Break the class up into two groups. One group will be playing character A and the other will be playing character B. Give each student a number corresponding to the order in which they will perform. It's okay if there are an uneven number of students.
- Inform the students that even though this is improvised and they are making it up as they go along, they will need a setting and a situation to use as a starting point. Solicit ideas from the students. Try to settle on one that will allow the students a lot of room to be creative. For example, two scientists about to test the world's first time machine.
- Explain to the students that you will start them off by saying a line of dialogue as each of the characters. After you say your lines the first student in each group will come up and repeat the line you said for each of their respective characters, with the exception of one word of their choosing, which they will replace with a synonym. For example, if you start off by saying, "Ahoy, fellow scientist, the idea of traveling through time is so exciting, isn't it?" The student who's next in line for character A could come up and say "Ahoy, fellow scientist, the idea of traveling through time is so exhilarating, isn't it?"
- Once both students have repeated your lines, switching out one word for a synonym, they will each have a chance to continue the conversation by responding with their own original lines. The students should make sure to always answer with another question, this helps to keep the conversation moving. They will then be replaced by the next members in their groups who will repeat the process.
- After all of the students have had a chance to participate, end by discussing the activity and charting some of the sets of synonyms that were used.

- Have students revisit a piece of writing they are working on to revise their word choice to make their writing more engaging.

Materials:

- If a student gets stuck and can't think of a synonym you may want to have a thesaurus on hand for them to use.
- You may also want to pass out index cards so the students can write down the line the group member ahead of them spoke.

*Teachers should align objectives to their state standards.

“How-To” Pamphlet

Connection to LHA Curriculum Program: Upper Academy literacy

Desired Outcomes

Understandings (objectives)*:

SWBAT understand that authors write for different purposes, one of those purposes being to explain.
SWBAT write an expository text.

Assessment Evidence

Performance task (arts infused activity):

Students will create a “how-to” pamphlet clearly explaining in ten steps how to make a sculpture of an animal of their choosing. (Consider having students construct sculptures of objects that relate to things they are studying in other subjects. For example, students might create sculptures of a simple machine, or an event they have studied in social studies.)

Learning Plan

Learning Activities

Part One

- Briefly review with the students the different purposes for which an author might write.
- Tell them that in this activity they will be writing an expository text, or a text that’s purpose is to explain something. Tell them that the expository text they will be writing will take the form of an illustrated “how-to” pamphlet that tells the reader how to create a sculpture. Pass out some examples of manuals and discuss the format and features of how-to writing.
- Inform the students that in order to write the pamphlet they first must make the sculptures themselves.
- Provide the students with a number of different reference photos of objects they can choose from. Also, give them paper to take notes about each step.
- Give the students the following tips for sculpting and note taking before they begin:
 - The first step in any “how-to” should always be to gather materials. Make a list of all the materials someone will need to make this sculpture.
 - To begin your sculpture, look at the reference photo. Look at all the parts of the animal’s body and their sizes. Break your sculpting material up so that you have one piece of sculpting material of the appropriate size for each body part plus another piece set aside for smaller details.
 - Look at the basic shapes made by each of the animal’s body parts. Sculpt these shapes, add them to the sculpture and add the details at the end. Also, make note of these shapes to help describe each step in the “how-to.”
 - When taking notes on each step, make sure to use adjectives to be more clear and descriptive in your “how-to.”
 - Use adverbs in your notes to help describe how people should complete each step.
- Once you’ve given students the sculpting and note taking tips, pass out the sculpting materials and allow the students to begin their sculptures.
- While the students are sculpting circulate the room and give them feedback on their notes.

Part Two

- After the students have completed their sculptures, it's time to have them begin the final copies of their pamphlets.
- Show the students how they should lay out their pamphlet. On the board draw two horizontal rectangles that have been divided into three columns each. In each of the three columns in the first rectangle, which represents the front of their paper, there should be space set aside for two steps, one on top of the other, descriptive text and illustration. The first two columns in the second rectangle, which represents the back of the paper, should be broken up in the same way. The last column on the right should be reserved for the cover.
- Tell the students that when they are illustrating each step in their pamphlet, it is important that they draw exactly what they are describing in each step. For example, if they are describing rolling a piece of sculpting material into a ball they should draw hands rolling a ball. They should not include too much or too little visual information as it might be confusing to the reader.
- Distribute large pieces of white paper. Have the students hold the paper horizontally and then fold the paper into thirds so that it is divided into three columns.
- Allow the students to begin working on their final copies.
- Once all the steps have been written and illustrated, have the students make a cover with a title that describes what will be created, and a picture of what the final sculpture will look like.
- When the pamphlets are complete, as an extension, have the students trade their "how-to" with a classmate to see if they can use their instructions to recreate their sculpture.

Materials:

- Sculpting materials (Crayola Model Magic or air drying modeling clay)
- Loose-leaf or notebook paper of note taking
- Large, medium weight to heavy weight, plain white paper
- Animal reference images

*Teachers should align objectives to their state standards.

See CPA ELA Lessons: Picture Book Narrative

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| Connection to LHA Curriculum Program: CPA (Any core subject area with a suitable picture book) |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT demonstrate comprehension by explaining a concept in greater detail. |
| Assessment Evidence |
| Performance task (arts-infused activity): Picture Book Narrative |

See CPA ELA Lessons: Character Trait Monologue

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| Connection to LHA Curriculum Program: Upper Academy literacy |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT write a monologue for a character that demonstrates certain character traits through their words and actions. SWBAT identify evidence of these traits in a dramatic performance. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will create a character that possesses traits of their choosing and write a monologue that provides evidence of these traits through the character's words and actions. Students will observe each other's performances and record evidence from the performance that either supports or discredits the traits that are to be demonstrated by the characters. |

See CPA ELA Lessons: Greek and Latin Word Part Picto-Charades

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| Connection to LHA Curriculum Program: Upper Academy Literacy |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT define commonly used Greek and Latin word parts. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will give clues to the meaning of Greek or Latin word parts through a performance or by drawing a picture. Students will accurately identify Greek and Latin word parts based on clues given in the form of a performance or drawn picture. |

See CPA ELA Lessons: Digital Analogy Collage

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| Connection to LHA Curriculum Program: Upper Academy Literacy |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT write analogies and identify the relationships between the things being connected within the analogy. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will create an analogy by pairing images which correctly represent a relationship of their choosing. |

See CPA Lessons: Flashback/Foreshadowing Comic Strip

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| Connection to LHA Curriculum Program: Literacy |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT identify examples of flashback and foreshadowing in a literary text. (Note: this lesson may be broken into two separate lessons – one for flashback and one for foreshadowing.) |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will produce a one-page comic that utilizes flashbacks or foreshadowing effectively to tell a story. |

See CPA Lessons: Point of View Photos

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| Connection to LHA Curriculum Program: Literacy |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT identify the point of view a story is being told from and write using the appropriate pronouns in both the first and third person points of view. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will use appropriate pronouns when writing captions for photos showing a single scenario being acted out from two points of view. |

Upper Academy Science Lessons

See CPA Science: Scientist Speeches

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| Connection to LHA Curriculum Program: Science |
| Desired Outcomes |
| Understandings (objectives)*: Students will be able to explain the significance of a scientific concept. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will deliver a persuasive speech from the perspective of the scientist who achieved a major scientific breakthrough in their field of study. |

See CPA Science: Digestive System Movement

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| Connection to LHA Curriculum Program: Science |
| Desired Outcomes |
| Understandings (objectives)*: Students will be able to explain the process of digestion in humans. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will act out the digestive process. |

See CPA Science: Hydrologic Cycle

This lesson can be adapted to fit other types of cycles.

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| Connection to LHA Curriculum Program: Earth Science |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT identify and explain the stages of the hydrologic cycle. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will create flip books to represent stages of the hydrologic cycle. |

Upper Academy Social Studies Lessons

See CPA Social Studies: History Theatre

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| Connection to LHA Curriculum Program: CPA (or UA), primarily ELA or Social Studies |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT create dramatic representations of a text or concept they are learning about. |
| Assessment Evidence |
| Performance task (arts-infused activity): Dramatic interpretation of a historical event. |

See CPA Social Studies: Comprehension 4 Square

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| Connection to LHA Curriculum Program: Social Studies (CPA or UA, though technique could be applied to other disciplines such as ELA or Science as well) |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT analyze a work of art to make connections to a historical event or period. |
| Assessment Evidence |
| Performance task (arts-infused activity): Viewing Comprehension 4-Square |

See CPA Social Studies Lessons: Music Connections

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| Connection to LHA Curriculum Program: CPA History |
| Desired Outcomes |
| Understandings (objectives)*: The music from a particular time period can reveal a great deal about what the world was like at that time. |
| Assessment Evidence |
| Performance task (arts-infused activity): Use period songs to learn about conditions or feelings during a given time period. |

College Prep Academy ELA

Picture Book Narrative

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| Connection to LHA Curriculum Program: CPA (Any core subject area with a suitable picture book) |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT demonstrate comprehension by explaining a concept in greater detail. |
| Assessment Evidence |
| Performance task (arts-infused activity): Picture Book Narrative |
| Learning Plan |
| Learning Activities: Find a young children’s picture book that relates to the topic in a unit of study. (Especially in the 1950s and 1960s, for example, it was common to have picture books about folk heroes like Daniel Boone or Lewis & Clark – these are ideal for history, but today there might be many connections possible to science, as well as obvious ELA parallels). Have students use their more in-depth knowledge to write words/captions (or if there are simple words, to augment them with greater detail and knowledge). The finished book should have text that is high school level to accompany the pictures. |
| Materials: Picture books relevant to the content or subject matter; materials for students to develop their own captions (possibly using post-it notes to “insert” captions). |

*Teachers should align objectives to their state standards.

Character Trait Monologue

Connection to LHA Curriculum Program: Upper Academy literacy

Desired Outcomes

Understandings (objectives)*:

SWBAT write a monologue for a character that demonstrates certain character traits through their words and actions.

SWBAT identify evidence of these traits in a dramatic performance.

Assessment Evidence

Performance task (arts-infused activity):

Students will create a character that possesses traits of their choosing and write a monologue that provides evidence of these traits through the character's words and actions. Students will observe each other's performances and record evidence from the performance that either supports or discredits the traits that are to be demonstrated by the characters.

Learning Plan

Learning Activities:

- Give students the definition of a monologue. Tell them that they will be creating a character from a list of character traits and using that list of traits to write a monologue where that character is telling a story about something that happened to them.
- Provide the students with a list of possible traits they could incorporate into their character. This link takes you to a rather extensive list of possible traits:
<http://cte.jhu.edu/techacademy/web/2000/kochan/charactertraits.html>
- Allow the students time to look over the list and encourage them to look up at least five words that they are unfamiliar with.
- Distribute a character planning sheet to the students. The sheet should have room for the character's name, age, a brief description of their background and room for five traits that describe the character. If you want you can also provide a space where the students can draw the character's picture.
- Tell the students to pick five traits from the list to fill out the planner. Make sure they know not to pick two traits that are the exact opposites of one another, for example: polite and rude.
- Model picking your own five character traits and giving examples that display evidence of them. For instance, if your character is supposed to be thoughtful, talk about how you could tell a story about helping an elderly person carry their groceries home from the store. If the character is patient, talk about how the elderly person was unable to walk very fast, but your character didn't mind and used the extra time to get to know them better.
- Once they have completed the planning sheet, have students begin writing their monologue. The monologue should be at least a page in length, relate a series of events that happened to the character and provide evidence of all five character traits without providing evidence to the contrary.
- Conference with individual students as the class works on the monologues.
- When the monologues are completed, have the students perform them for the class. Ask the

students to pay particular attention to the tone of their voice and the body language they are using during their performance. They should make sure that both are consistent with their character's traits.

- At the start of each performance, have each student announce the traits that their character will display during the monologue. The audience members should take note of this on a sheet that you provide them with that also contains a space for them to record any evidence of these traits they witness during the performance. Have the students share out what they saw at the end of each performance.

Materials:

Computers

Paper/pencils

*Teachers should align objectives to their state standards.

Greek and Latin Word Part Picto-Charades

Connection to LHA Curriculum Program: Upper Academy Literacy

Desired Outcomes

Understandings (objectives)*:

SWBAT define commonly used Greek and Latin word parts.

Assessment Evidence

Performance task (arts-infused activity):

Students will give clues to the meaning of Greek or Latin word parts through a performance or by drawing a picture. Students will accurately identify Greek and Latin word parts based on clues given in the form of a performance or drawn picture.

Learning Plan

Learning Activities:

- Give the students a selection of Greek and Latin word parts along with their definitions. Allow them time to look it over.
- Tell them that today they will be playing a game like Charades or Pictionary where their job is to draw and/or act out a word while the other students guess what it is.
- Give each student an index card with a Greek or Latin word part and a couple examples of words constructed using that word part. Make sure the students know not to share what's on their card with anyone else.

-audi-
(Latin, root)

audible, audience

- Tell the students that they will be given one minute to, silently and without writing words, draw and/or act out the meaning of both their example words while the other students try to guess the word part that the two examples have in common.
- Inform the students that before they begin their performance they can tell audience the word parts origin and what type of word part it is. For example; "Latin, root"
- Give the students a few minutes to think about the clues they want to give. As they are doing this, circulate the room to see if anyone needs clarification on the definition of either of their example words.
- Once everyone has had time to think about their clues begin letting the students come to the front of the room to draw and/or act them out. As they are doing this have the other students call out their guesses. Make sure that the performers know that once a minute is up or the

correct answer is given the performance stops.

- If the students are only seeing the word parts for the first time that day you may want to allow the audience to hold on to their list of definitions. However, if the students have worked with the word parts before you may want them to guess the answers from memory.

Materials:

- Index cards
- Chart paper or white board for drawing
- Markers
- List of word parts with their definitions and origin

*Teachers should align objectives to their state standards.

Digital Analogy Collage

Connection to LHA Curriculum Program: Upper Academy Literacy

Desired Outcomes

Understandings (objectives)*: SWBAT write analogies and identify the relationships between the things being connected within the analogy.

Assessment Evidence

Performance task (arts-infused activity):

Students will create an analogy by pairing images which correctly represent a relationship of their choosing.

Learning Plan

Learning Activities:

- Review analogies with the students. Tell them that analogies help us make connections between two things that may seem very different. Inform the students that in order to make an analogy we have to be able to establish the relationship between two things. Give the students an example where the relationship between the two things is obvious, like day is to night as up is to down. Ask the students to identify the relationship (the relationship is that the things are opposites).
 - Give some more examples that establish the following relationships commonly found in analogies:
 - Similar
 - Part/whole
 - Members of a group
 - Group name/group member
 - Change (one thing that changes into another)
 - Function
 - Quantity
- Have the students establish the relationship for each example and list them on the board.
- Tell the students they will be picking one of the common relationships listed on the board and building an analogy that demonstrates that relationship using pictures. The students will be using an internet search engine such as Google and a program that allows the students to paste images into a layout like Microsoft publisher.
 - To model the activity for the students, first pick a relationship. For example, function.
 - Next pick two things that have similar functions. Two things that are used for hitting are a hammer and a bat. Show the children how to search for images of these things using Google image search (make sure that it's set to "safe search" under preferences to keep inappropriate images from popping up). When you find each image copy and paste them into a publisher document one on top of another. Show them how to resize the images so that they can fit everything on one page.
 - Now find images of a nail and a ball because these are the things that you would hit with a hammer and a bat. Have the students copy and paste these images to the left of their partner images in the publisher document.

- Next show the students how to insert text boxes into the document so that they can add “is to” in between the pictures in each pair and “as” in between the two pairs.
- Encourage students to find images for as many pairs as they can think of that demonstrate the same relationship.
- Allow the students time to complete this activity while you circulate the room monitoring their image searches and answering questions.
- Once the analogies are complete, either print or display the images. Ask the students to identify the relationship present in each analogy.

Materials:

- Computers with internet access.
- Microsoft Publisher or a program with similar capabilities.
- Printer (optional)

*Teachers should align objectives to their state standards.

Flashback/Foreshadowing Comic Strip

Connection to LHA Curriculum Program: Literacy

Desired Outcomes

Understandings (objectives)*:

SWBAT identify examples of flashback and foreshadowing in a literary text. (Note: this lesson may be broken into two separate lessons – one for flashback and one for foreshadowing.)

Assessment Evidence

Performance task (arts-infused activity):

Students will produce a one-page comic that utilizes flashbacks or foreshadowing effectively to tell a story.

Learning Plan

Learning Activities:

- Review the concepts of flashback and foreshadowing. Allow the students to give examples of flashback or foreshadowing they may remember from books they have read or movies they have seen.
- Tell the students that they will be creating a one-page, nine panel comic that utilizes either a flashback sequence or foreshadowing to tell the story.
- Inform the students that if they are creating flashback comics it's as if they are beginning with the end of the story and then going back to tell how they got to that point. For example, if the students wanted to tell the story of a racecar driver winning an important race, they might start with a scene of the racecar driver being carried on the shoulders of the other members of his racing team, holding a large trophy while confetti falls all around him and the crowd cheers in the stands. The panel could feature a text box displaying the driver's internal monologue, saying something like, "As the crowd roared I couldn't help but smile to myself and think, just a short time ago I didn't even think I was going to finish the race - let alone lead my team to victory!" The second panel could show the driver blowing a tire and spinning out on the track. Explain to the students that they would use the other seven panels on the page to tell how the driver went from blowing a tire to squeaking out a first place victory.
- For those students creating foreshadowing comics, explain to them that foreshadowing can take a number of different forms. Foreshadowing can happen in dialogue. For example, if two characters were taking a trip somewhere and at a fork in the road one character says to the other, "Do you think we should check the map?" and the other character replies "Map? Who needs a map when you have my keen sense of direction?" This would foreshadow that the characters are probably going to go the wrong way. The narrator of a story can also create foreshadowing in their description of characters' surroundings. For example, if the narrator mentions that a character walks past a bush containing a pair of glowing red eyes this would foreshadow the character running into whatever creature those eyes belonged to later

in the story. In a movie or a comic book this type of foreshadowing is usually not done by a narrator but rather by giving the viewer or reader visual clues like showing the glowing red eyes. Have the students decide, before they begin their comics, what type of foreshadowing they will use.

- Have the students create rough drafts of their comics where they plan out what will take place in each panel.
- Once students have produced a satisfactory rough draft allow them to take drawing paper and begin their final product.
- To connect this activity to a specific text, have students use a graphic organizer to identify the elements of flashback or foreshadowing in the text.

Materials:

- Drawing paper
- Rulers
- Drawing materials
- Erasers

*Teachers should align objectives to their state standards.

Point of View Photos

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| Connection to LHA Curriculum Program: Literacy |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT identify the point of view a story is being told from and write using the appropriate pronouns in both the first and third person points of view. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will use appropriate pronouns when writing captions for photos showing a single scenario being acted out from two points of view. |
| Learning Plan |
| Learning Activities: <ul style="list-style-type: none">• Review point of view with the students. Tell them that a story’s point of view is determined by who the narrator of the story is. If a story is being told from a first person point of view, the narrator is a character in the story. It’s like we are seeing the world through that character’s eyes. If the story is being told from a third person point of view the narrator is someone outside of the story. This means that the narrator can tell us about what any or all of the characters are thinking and feeling. (Upper Academy students may distinguish omniscient and limited third person points of view.)• Tell the students that in this activity they will be using photography to represent point of view visually.• Break the class into pairs and give each one a scenario. For example: <i>Two children are fighting over a piece of recess equipment.</i>• Allow the pairs to spread out around the room and explain to them that they should read their scenario and show the scene by posing in a tableaux, or frozen picture. Tell them to use the position of their bodies and facial expressions to convey what is going on and the emotions the characters are feeling.• Set up a station in the room where you can photograph each pair in their tableaux when they are ready.• When each group comes to the photo station take a picture of the pair in their tableaux. Then remove one of the characters from the scene and take a picture of the remaining character from what would be the removed character’s point of view.• Print both photos side by side on a single sheet of paper and give a copy to both students in the pair.• Above the photo showing one character, have the students write “First Person Point of View”• Above the photo showing both characters, have the students write “Third Person Point of View”• Explain to the students that they will be writing a caption for each picture using words appropriate for the point of view shown.• Review pronouns associated with the first person point of view (I, we, etc.)• Review pronouns associated with the third person point of view (he, she, etc.) |

- Make sure the students understand that in the picture labeled third person point of view, they can tell us what both characters are feeling. However, in the picture labeled first person point of view, they can only tell us what the character whose eyes we are seeing through is thinking and feeling.
- Give the students time to write their captions under each picture.
- When the students are finished display the photos and allow the students to constructively critique each other's work. Discuss how changing point of view affects the story that's being told.
- To have students transfer their understanding of point of view back to their work in literacy, ask students to identify the point of view the story they are currently reading is told in and to explain how that affects the reader's perception of the events and characters.

Materials:

- Digital camera
- Computer
- Printer (if it is not possible to immediately print the photographs, this lesson may be adjusted to using preprinted photographs supplied by the teacher)

*Teachers should align objectives to their state standards.

College Prep Academy Social Studies

Song Parody

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| Connection to LHA Curriculum Program: CPA (all Core Subject areas) |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT write a parody to demonstrate understanding of a concept. |
| Assessment Evidence |
| Performance task (arts-infused activity): Song Parody |
| Learning Plan |
| Learning Activities: This activity could apply to all grade levels, since having students change the lyrics to a song they know to incorporate learning or themes from the unit is a pretty straightforward technique. This is a commonly used activity, but too often it occurs without structure (pick any song and write lyrics about a topic from class). Have students spend time brainstorming the content that belongs in the song before writing it. Create a rubric for students to use to understand the expectations for the completed song. |
| Materials: Blank song sheets and/or karaoke versions of selected tunes, if desired. |

*Teachers should align objectives to their state standards.

Music Connections

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| Connection to LHA Curriculum Program: CPA History |
| Desired Outcomes |
| Understandings (objectives)*: The music from a particular time period can reveal a great deal about what the world was like at that time. |
| Assessment Evidence |
| Performance task (arts-infused activity): Use period songs to learn about conditions or feelings during a given time period. |
| Learning Plan |
| Learning Activities: Play music from a time period students have been learning about. Provide students with the lyrics to the music and have them analyze the lyrics in small groups. Create a graphic organizer for students to fill in the big ideas of the song/time period and the lyrics that reveal these ideas. This lesson can also be conducted using visual arts instead of music. Extension: Have students consider how contemporary music or art reveals information about present-day life. |
| Materials: Art or music that will be used as the basis for content instruction |

*Teachers should align objectives to their state standards.

College Prep Academy Math

Art and the Golden Ratio

Connection to LHA Curriculum Program: CPA Math

Desired Outcomes

Understandings (objectives)*: explain the properties of the Golden Ratio and identify examples of it in nature.

Assessment Evidence

Performance task (arts-infused activity): SWBAT identify works of art that incorporate the Golden Ratio and create their own work of art that uses the Golden Ratio.

Learning Plan

This lesson was adapted from a lesson listed at
<http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm>

Learning Activities:

- Show the PowerPoint presentation (see reference to website in materials section) to review the Golden Ratio and discuss its presence in nature and art.
- Tell students they will choose a Golden Ratio pattern in nature (see examples in PowerPoint) and create a work of art that includes the pattern.
- Students may use the layouts provided in the handout at the website listed below.
- Model tracing one of the styles of the Golden Ratio onto a sheet of large paper and then determine how to use it as a focal point in your work of art.
- Have students trace a Golden Ratio pattern and design their own pieces of art around it.
- Once they have finished their drawings, have students write an explanation of what the Golden Ratio is and how they used the Golden Ratio in their drawing.

Materials:

A large sheet of cardstock (or other large paper) for each student.

Markers/paints/crayons or any drawing instruments

PowerPoint presentation at <http://www.princetonol.com/groups/iad/lessons/high/Grace-golden.htm>

Make transparencies with the 4 different styles of the Golden Mean (see handout on website above) by either tracing them on transparencies, or by using a copy machine.

Other web resources:

- [Golden Number.net](http://www.goldennumber.net/) <http://www.goldennumber.net/>
- [The Golden Ratio:](http://cuip.net/~dlnarain/golden/) <http://cuip.net/~dlnarain/golden/>
- [Phi and the Golden Section in Art](#)- Resources by the "Phi Guy."
- [Golden Mean Art](#)- All the art on this blog was created using the golden mean.
- [Fibonacci Numbers and The Golden Section in Art](#)
- [Golden Mean Explained](#)- Wet Canvas' page with explanation and painting samples.
- [Golden Ratio in Art and Architecture](#)- The Golden Mean, Phi, the Divine Section, The Golden Cut, The Golden Proportion, The Divine Proportion, and tau(t) are covered.
- [Timeless by Design](#) site by Valrie Jensen - set of design templates (of which the golden section is one).
- [The Golden Age and the Golden Mean](#)- A page of excerpts from the book, [String, Straight-Edge, and Shadow](#)

*Teachers should align objectives to their state standards.

Tessellations

Connection to LHA Curriculum Program: CPA Math

Desired Outcomes

Understandings (objectives)*: analyze examples of tessellations to identify mathematical properties.

Assessment Evidence

Performance task (arts-infused activity): SWBAT create and analyze the properties of tessellations.

Learning Plan

This lesson was adapted to a lesson listed at
<http://www.shodor.org/interactivate/lessons/Tessellations/>

Learning Activities:

- Review the definition of a tessellation and show students some examples.
- Explore tessellations on the pages of the website listed above.
- Challenge students to analyze different properties of tessellations: geometric patterns, symmetry, etc.
- Have students use the data table worksheet found on the website listed above to determine which regular polygons can and cannot tessellate. Have students explain their answers for each polygon.

Materials:

Computer access

Activities and Worksheets from <http://www.shodor.org/interactivate/activities/Tessellate/>

*Teachers should align objectives to their state standards.

College Prep Academy Science

Scientist Speeches

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| Connection to LHA Curriculum Program: Science |
| Desired Outcomes |
| Understandings (objectives)*: Students will be able to explain the significance of a scientific concept. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will deliver a persuasive speech from the perspective of the scientist who achieved a major scientific breakthrough in their field of study. |
| Learning Plan |
| Learning Activities: <ul style="list-style-type: none">• Assign/have students choose a scientific concept they have been studying (consider posting a bank of choices for students to select from).• Explain that students will be writing speeches from the perspective of the scientists who introduced these concepts and that it is their job to convince the audience of the significance of the breakthrough.• Review the elements of persuasive writing.• Review the elements of a good speech (consider collaborating with the ELA teacher and/or referring to the websites below).• Allow students time in class or at home to research the scientist they will be acting as.• Provide students with a rubric of expectations for their speeches.• Have students work on their speeches in class, and give them time to rehearse with a partner.• Set aside time for students to deliver their speeches in class. Have audience members use the rubric to assess their classmates' speeches.• Consider having students deliver their speeches at a Town Hall Meeting or to a class of younger students. |
| Materials: <p>Samples of well-known and powerful speeches: http://www.americanrhetoric.com/top100speechesall.html Speech-writing tips: http://www.speechtips.com/ http://teacher.scholastic.com/writewit/speech/index.htm</p> |

*Teachers should align objectives to their state standards.

Digestive System Movement

Connection to LHA Curriculum Program: Science

Desired Outcomes

Understandings (objectives)*: Students will be able to explain the process of digestion in humans.

Assessment Evidence

Performance task (arts-infused activity): Students will act out the digestive process.

Learning Plan

*This activity was adapted from a lesson posted at:
http://www.accessexcellence.com/AE//AEC/AEF/1995/cave_digest.php

Set-up:

- Use tape to make two parallel lines (to represent the esophagus) on the floor, about 3 feet wide and the length of the classroom
- Create a food particle: place snacks in small Zip-loc bags (enough so the whole class can have one at the end of the lesson). Fill a large garbage bag with the snacks as well as newspaper and any other filler until the bag is full.
- Put the food particle at one end of the esophagus and a trash bin at the other.

Learning Activities:

PERISTALTIC MOVEMENT:

- Have students line up on both tape lines, face each other, and pass the bag to squeeze the food (filled large plastic bag) the length of the esophagus.

DIGESTION. Label and/or (instruct) the players:

- Molars (tear food apart-break plastic bag).
- Saliva (use spray bottle to squirt on food).
- Pancreatic juices (spray on food).
- Small intestines (absorb food, find plastic bags of candy and pass to blood).
- Blood (transports food, distribute the food to every cell/participant).
- Large intestine (reabsorbs moisture, sponge up water on the floor).
- Rectum (puts the waste papers in the trash can).

Suggestions:

Every student should have a part. Several students can play the same part or other parts can be

created. As the food comes to them, have the students tell what they are about to do, or narrate the action ("I am a grinding tooth and I crush food like I break this bag.") Limit the degree of destruction at each organ. Have the "nutrients" (M&M's) passed to the "blood" given to teacher when found and then returned to the "blood" for distribution to all participants after clean up.

Extension/Reinforcement:

It can be abbreviated and repeated with new "food "particles" until each has played every role. More details can be added for advanced students. Discussion can follow with the further explanations of diarrhea, constipation, gas, ulcers, appendicitis, bulimia, polyps, other conditions or foods.

Materials:

- Garbage bag
- Newspapers
- Ziploc bags
- Snacks
- Masking tape
- Markers and paper to label students (optional)
- Sponges
- Labeled spray bottles of water
- Trash can

*Teachers should align objectives to their state standards.

Hydrologic Cycle

This lesson can be adapted to fit other types of cycles.

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| Connection to LHA Curriculum Program: Earth Science |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT identify and explain the stages of the hydrologic cycle. |
| Assessment Evidence |
| Performance task (arts-infused activity): Students will create flip books to represent stages of the hydrologic cycle. |
| Learning Plan |
| Learning Activities: |
| Prerequisites : Students should have already learned about the hydrologic cycle and its stages. This activity can be used to assess their understanding of the cycle. |
| Procedure for Teaching: <ul style="list-style-type: none">• Inform students that their understanding of the stages of the hydrologic cycle will be assessed based on flip books they will create on the computer (if this activity is not going to be used as an assessment, lead a brief discussion about the hydrologic cycle at the start of the lesson).• Introduce the computer program they will use to create the flip books (see Materials for suggestions).• Model and guide students in how to create a simple flip book using the program.• Have students work on their hydrologic cycle flip books. Students should use both text and illustration in their books.• When students finish their books, have them print and assemble them.• Consider having students use a rubric assess each others' books. Students' scoring and feedback comments can provide an additional form of assessment. |
| Assessment: <ul style="list-style-type: none">• Did the student include all stages of the hydrologic cycle in their flip book?• Did the student accurately represent the stages in both drawings and text?• Does the flip book effectively show an animated representation of the cycle (when printed and flipped)? |

Materials:

- A computer for each student.
- A program for creating flip books. ReadWriteThink has a good one.
<http://www.readwritethink.org/files/resources/interactives/flipbook/>

If there are not enough computers for each student to create a flip book, students may create books by hand.

*Teachers should align objectives to their state standards.

College Prep Academy Social Studies

History Theatre

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| Connection to LHA Curriculum Program: CPA (or UA), primarily ELA or Social Studies |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT create dramatic representations of a text or concept they are learning about. |
| Assessment Evidence |
| Performance task (arts-infused activity): Dramatic interpretation of a historical event. |
| Learning Plan |
| Learning Activities: Have students act out a scene from a novel, an important event from history, or demonstrate a scientific principle kinesthetically. This is similar to Tableaux, but instead of a single pose, it might require a brief dialogue or acting out a scene. Students can either act out scenes literally or interpretatively. |
| Materials: Anchor text and any props desired during skits |

*Teachers should align objectives to their state standards.

Comprehension 4 Square

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|---|
| Connection to LHA Curriculum Program: Social Studies (CPA or UA, though technique could be applied to other disciplines such as ELA or Science as well) |
| Desired Outcomes |
| Understandings (objectives)*: SWBAT analyze a work of art to make connections to a historical event or period. |
| Assessment Evidence |
| Performance task (arts-infused activity): Viewing Comprehension 4-Square |
| Learning Plan |
| Learning Activities <p>The instructor should select an image (painting, photograph, cartoon, etc.) that illustrates various concepts from the unit of study. Ask students to draw a T-shape on a blank piece of paper. Show students the whole image for approximately 30 -45 seconds – no talking or writing – just to reflect on what they see in the context of their background knowledge. Then project one quarter of the image at a time (cropped with Photoshop or Paint) for approximately 90 seconds each. Have students write what they see in that quadrant – key objects, images, or phrases, and any symbols they might see. After all four quadrants have been displayed, then show the entire image again and have students analyze the image quadrant by quadrant, then draw overall conclusions (synthesis technique).</p> |
| Materials: Image on projector, divided into four quadrants that can be viewed together or separately; students will need to write in notebooks |

*Teachers should align objectives to their state standards.

CURRICULUM MAPS

4th Grade ELA Curriculum Map

Module 1

Reading for Literature

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. Fluent reading encompasses three key elements
 accurate reading of connected text at a conversational rate with appropriate expression (Hudson, Mercer, & Lane, 2000).

Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text

Reading Objectives Include

- Students will read fluently and confidently a variety of texts for a variety of purposes
- Students will practice the behaviors of effective, strategic readers
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

[http://www.readingrockets.org/helping/target/fluency/Hudson, R.F., Mercer, C.D., & Lane, H.B. \(2000\). Exploring reading fluency A paradigmatic overview. Unpublished manuscript, University of Florida, Gainesville.](http://www.readingrockets.org/helping/target/fluency/Hudson,R.F.,Mercer,C.D.,&Lane,H.B.(2000).ExploringreadingfluencyAparadigmaticoverview.Unpublishedanuscript,UniversityofFlorida,Gainesville.)

| | | | | |
|---|--|--|--|--|
| <p>Key Ideas and Details Enduring Understanding Readers use strategies to construct meaning. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> | <p>Essential Questions: Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling is this part of the story? Explain why the character is feeling this way.</p> | | | |
| <p style="text-align: center;">Vocabulary</p> | <p style="text-align: center;">Strand</p> | <p style="text-align: center;">CCSS/AR SLEs</p> | <p style="text-align: center;">Resources/Strategies</p> | <p style="text-align: center;">Assessment</p> |
| <p>directions inferences</p> | <p>RL.4.1</p> | <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. AR.4.R.9.9 (R.9.4.9) AR.4.R.9.7 (R.9.4.7) AR.2.R.9.7 (R.9.2.7) Using inferences to make meaning: Read to confirm or change predictions. AR.K.R.9.7 (R.9.K.7) Using inferences to make meaning: Predict what will happen next in a text. AR.K.R.9.8 (R.9.K.8) Using inferences to make meaning: Predict repetitive text.</p> | <p>Imagine It/Open Court Green, Red and Blue Strands; Imagine It: Risks and Consequences "Two Tickets to Freedom" Lesson 2; TLI Quiz Builders; A-Z Reading</p> | <p>Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down</p> |
| <p>Key Ideas and Details Enduring Understanding Determine central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.</p> | <p>Essential Questions: Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling is this part of the story? Explain why the character is feeling this way.</p> | | | |
| <p style="text-align: center;">Vocabulary</p> | <p style="text-align: center;">Strand</p> | <p style="text-align: center;">CCSS/AR SLEs</p> | <p style="text-align: center;">Resources/Strategies</p> | <p style="text-align: center;">Assessment</p> |
| <p>theme story elements</p> | <p>RL.4.2</p> | <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text. AR.4.R.9.12 (R.9.4.12)</p> | <p>Imagine It/Open Court Green, Red and Blue Strands; Imagine It: Risks and Consequences "Mrs. Frisby and the Crow" Lesson 3; TLI Quiz Builders; A-Z Reading</p> | <p>Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down</p> |
| <p>Key Ideas and Details Enduring Understanding Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | <p>Essential Questions: Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling is this part of the story? Explain why the character is feeling this way.</p> | | | |
| <p style="text-align: center;">Vocabulary</p> | <p style="text-align: center;">Strand</p> | <p style="text-align: center;">CCSS/AR SLEs</p> | <p style="text-align: center;">Resources/Strategies</p> | <p style="text-align: center;">Assessment</p> |
| <p>story elements setting</p> | <p>RI.4.3</p> | <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). AR.4.R.9.2 (R.9.4.2) AR.4.R.10.12 (R.10.4.12)</p> | <p>Imagine It/Open Court Green, Red and Blue Strands; Imagine It: Risks and Consequences</p> | <p>Exit Slip, TLI quizzes Check for understanding</p> |

4th Grade ELA Curriculum Map

Module 1

Reading for Literature

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. Fluent reading encompasses three key elements accurate reading of connected text at a conversational rate with appropriate expression (Hudson, Mercer, & Lane, 2000). Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text

- Reading Objectives Include
- Students will read fluently and confidently a variety of texts for a variety of purposes
 - Students will practice the behaviors of effective, strategic readers
 - Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

[http://www.readingrockets.org/helping/target/fluency/Hudson, R.F., Mercer, C.D., & Lane, H.B. \(2000\). Exploring reading fluency A paradigmatic overview. Unpublished manuscript, University of Florida, Gainesville.](http://www.readingrockets.org/helping/target/fluency/Hudson,R.F.,Mercer,C.D.,&Lane,H.B.(2000).Exploringreadingfluency.Aparadigmaticoverview.Unpublishedanuscript,UniversityofFlorida,Gainesville.)

| | | | | |
|--|--|--|--|--|
| <p>Key Ideas and Details Enduring Understanding Readers use strategies to construct meaning. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> | <p>Essential Questions: Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling in this part of the story? Explain why the character is feeling this way.</p> | | | |
| <p>Vocabulary</p> | <p>Strand</p> | <p>CCSS/AR SLEs</p> | <p>Resources/Strategies</p> | <p>Assessment</p> |
| <p>event character</p> | | <p>AR.5.R.9.20 (R.9.5.20) Evaluating: Evaluate a character's decision/action. AR.5.R.9.8 (R.9.5.8) Using inferences and interpretations: Analyze literary elements of character, plot, and setting.</p> | <p>"Mrs. Frisby and the Crow" Lesson 3; TLI Quiz Builders; A-Z Reading</p> | <p>Popcorn Calling Thumbs Up Thumb down</p> |
| <p>Craft and Structure Enduring Understanding Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> | <p>Essential Questions: What do you do when you come to words or phrases you do not know? (use context)</p> | | | |
| <p>Vocabulary</p> | <p>Strand</p> | <p>CCSS/AR SLEs</p> | <p>Resources/Strategies</p> | <p>Assessment</p> |
| <p>root words mythology</p> | <p>RL.4.4</p> | <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). AR.4.R.11.1 (R.11.4.1) AR.4.R.9.11 (R.9.4.11)</p> | <p>Imagine It/Open Court Green, Red and Blue Strands; Imagine It: America on the Move"The Golden Spike" Lesson 1; TLI Quiz Builders; A-Z Reading</p> | <p>Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down</p> |
| <p>Craft and Structure Enduring Understanding Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> | <p>Essential Questions: What do you do when you come to words or phrases you do not know? (use context)</p> | | | |
| <p>Vocabulary</p> | <p>Strand</p> | <p>CCSS/AR SLEs</p> | <p>Resources/Strategies</p> | <p>Assessment</p> |

4th Grade ELA Curriculum Map

Module 1

Reading for Literature

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. Fluent reading encompasses three key elements
 accurate reading of connected text at a conversational rate with appropriate expression (Hudson, Mercer, & Lane, 2000).

Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text

Reading Objectives Include

- Students will read fluently and confidently a variety of texts for a variety of purposes
- Students will practice the behaviors of effective, strategic readers
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

[http://www.readingrockets.org/helping/target/fluency/Hudson, R.F., Mercer, C.D., & Lane, H.B. \(2000\). Exploring reading fluency A paradigmatic overview. Unpublished anuscript, University of Florida, Gainesville.](http://www.readingrockets.org/helping/target/fluency/Hudson,R.F.,Mercer,C.D.,&Lane,H.B.(2000).ExploringreadingfluencyAparadigmaticoverview.Unpublishedanuscript,UniversityofFlorida,Gainesville.)

Key Ideas and Details Enduring Understanding
 Readers use strategies to construct meaning.
 Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
 Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Essential Questions: Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling is this part of the story? Explain why the character is feeling this way.

| Vocabulary | Strand | CCSS/AR SLEs | Resources/Strategies | Assessment |
|--|--------|---|---|---|
| poems, drama, prose rhythm, meter, character cast, setting, dialogue | RL.4.5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. AR.4.R.10.15 (R.10.4.15) AR.4.R.10.16 (R.10.4.16) AR.5.R.10.11 (R.10.5.11) Reading a variety of poetry for enjoyment, critical analysis, and evaluation: Read a variety of poetry, with emphasis on rhymed and patterned. AR.5.R.10.12 (R.10.5.12) Reading a variety of poetry for enjoyment, critical analysis, and evaluation: Describe the characteristics of rhymed and patterned poetry. | Imagine It/Open Court Green, Red and Blue Strands; Imagine It: America on the Move "Imigrant Children "; TLI Quiz Builders; A-Z Reading | Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down |

Craft and Structure Enduring Understanding
 Assess how point of view or purpose shapes the content and style of a text.

Essential Questions: What do you do when you come to words or phrases you do not know? (use context)

| Vocabulary | Strand | CCSS/AR SLEs | Resources/Strategies | Assessment |
|--|--------|--|---|---|
| compare contrast point of view first-person third-person | RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Imagine It/Open Court Green, Red and Blue Strands; Imagine It: America on the Move "Imigrant Children "; TLI Quiz Builders; A-Z Reading | Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down |

4th Grade ELA Curriculum Map

Module 1

Reading for Literature

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. Fluent reading encompasses three key elements
 accurate reading of connected text at a conversational rate with appropriate expression (Hudson, Mercer, & Lane, 2000).

Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text

Reading Objectives Include

- Students will read fluently and confidently a variety of texts for a variety of purposes
- Students will practice the behaviors of effective, strategic readers
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

[http://www.readingrockets.org/helping/target/fluency/Hudson, R.F., Mercer, C.D., & Lane, H.B. \(2000\). Exploring reading fluency A paradigmatic overview. Unpublished anuscript, University of Florida, Gainesville.](http://www.readingrockets.org/helping/target/fluency/Hudson,R.F.,Mercer,C.D.,&Lane,H.B.(2000).ExploringreadingfluencyAparadigmaticoverview.Unpublishedanuscript,UniversityofFlorida,Gainesville.)

| | | | | |
|---|--|--|--|--|
| <p>Key Ideas and Details Enduring Understanding Readers use strategies to construct meaning. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> | <p>Essential Questions: Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text. What are the most important events that happened in the story? How do you know? What is the theme of this text? Summarize the story from beginning to end in a few sentences. Can you tell me how the character is feeling is this part of the story? Explain why the character is feeling this way.</p> | | | |
| Vocabulary | Strand | CCSS/AR SLEs | Resources/Strategies | Assessment |
| <p>Integration of Knowledge and Ideas Enduring Understanding Integrate and evaluate content presented in diverse formats and media, including print and digital resources.</p> | <p>Essential Questions: What is the same about how the story is presented visually (illustrations) and in writing? What is different? What happened to the characters that is the same? What happened that is different? How did characters solve problems in different ways across texts? How are the plots the same or different across texts?</p> | | | |
| Vocabulary | Strand | CCSS/AR SLEs | Resources/Strategies | Assessment |
| <p>ideas connection</p> | <p>RL.4.7</p> | <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. AR.4.R.9.2 (R.9.4.2) AR.4.R.9.3 (R.9.4.3) AR.4.R.9.4 (R.9.4.4)</p> | <p>Imagine It/Open Court Green, Red and Blue Strands; Imagine It: America on the Move "Imigrant Children "; TLI Quiz Builders; A-Z Reading</p> | <p>Exit Slip, TLI quizzes Check for understanding Popcorn Calling Thumbs Up Thumb down</p> |
| <p>Integration of Knowledge and Ideas Enduring Understanding Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> | <p>Essential Questions: What is the same about how the story is presented visually (illustrations) and in writing? What is different? What happened to the characters that is the same? What happened that is different? How did characters solve problems in different ways across texts? How are the plots the same or different across texts?</p> | | | |

SAMPLE ACTION PLANS

| Math ACTION PLAN Grade 3-8 | | | | | | | | | | | | | | |
|--|--------------|---------------------------|----------------|-------------------------|-------------------------|------------------------|----------------------------|-------------------------|---|-------------|---------------------------|--------------------------|----------------------------|---------------------------------------|
| Name | Grade | Sped/ Farm/ELL | Sat Ac. | After school | Pull out hrs | Push in hrs | Total per week: | Adjusted hrs | SY 2012-13 State Assessments Level | Tier | NWEA Math Goal | NWEA Fall RIT | NWEA Spring RIT | Formative Assessment 1 |
| | 3 | | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 3 | SP | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 3 | SP | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 3 | | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 3 | | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 3 | | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 3 | ELL | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 3 | ELL | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 3 | | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 3 | | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 3 | ELL | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 3 | | 0 | 0 | 1 | 1.5 | 2.5 | | Basic | 3 | | | | |
| | 4 | | 0 | 1.5 | 1 | 1 | 3.5 | | Below Basic | 4 | | | | |
| | 4 | | 0 | 1.5 | 1 | 0.5 | 3 | | Basic | 3 | | | | |
| | 4 | | 0 | 1.5 | 1 | 0.5 | 3 | | Basic | 3 | | | | |
| | 4 | ELL | 0 | 1.5 | 1 | 0.5 | 3 | | Basic | 3 | | | | |

YEARLONG PROFESSIONAL DEVELOPMENT PLAN

| Date | Focus | Hours | Arkansas PD Standard | Audience |
|------|--|-------|--|---------------------------|
| 7.19 | Leadership Intro New Teacher Orientation Team Building LHA Culture | 8 | 5.02.04 Advocacy/Leadership, 5.02.05 Systematic change process | School Wide |
| 7.22 | Data Analysis/SW Interventions/Grading Policy | 8 | 5.02.01 Content (k-12), 5.02.02 Instructional Strategies, 5.02.03 Assessments, 5.02.04 Systematic change process, 5.02.06 Standards, frameworks, and curriculum alignment, 5.02.07 Supervision, 5.02.08 5.02.13 Building a collaborative learning community | Joint Schools |
| 7.23 | Assessment Systems (TLI, NWEA) | 8 | 5.02.03 Assessments, 5.02.05 systemic change process, | Joint |
| 7.24 | Arts Infusion/Instructional Strategies, Small group, cooperative learning, displaying student work, rubrics, D,I,, Marzano's | 8 | 5.02.03 Assessments, 5.02.05 5.02.06 Standards, frameworks, and curriculum alignment 5.02.13 Building a collaborative learning community, Instructional Strategies | |
| 7.25 | IXL, Read Naturally, etc/Blended Learning-Khan Academy, Learn Zillion, Teaching Scholars with Disabilities (504, IEPs) | 8 | 5.02.03 Assessments, 5.02.05 5.02.06 Standards, frameworks, and curriculum alignment 5.02.13 Building a collaborative learning community, Instructional Strategies | All |
| 7.26 | Creating a High Performing Learning Culture: Responsive Classroom, DDMS Review | 8 | 5.02.03 Assessments, 5.02.05 Systematic change process, 5.02.12 Parental Involvement, 5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies | School Wide/ by academies |
| 7.29 | Understanding by Design | 8 | 5.02.03 Assessments, 5.02.05 5.02.06 Standards, frameworks, and curriculum alignment 5.02.13 Building a collaborative learning community, Instructional Strategies | All staff/Joint |
| 7.30 | Danielson Teacher Evaluation Training | 8 | 5.02.08 Mentoring/Coaching, 5.02.05 Systemic change process, | Joint (all staff) |
| 7.31 | Saxon, Imagine It, Foss, Pearson | 8 | 5..02.06 Standards, frameworks, and curriculum alignment 5.02.01 Content Assessment | Joint/ Content |
| 8.1 | Lesson Planning/Curriculum Guides/Pacing Guides | 8 | 5.02.03 Assessments, 5.02.05 5.02.06 Standards, frameworks, and curriculum alignment 5.02.13 Building a collaborative learning community, Instructional Strategies, 5.02.01 | Joint |

| | | | Content (k-12) | |
|------|---|-----|---|---------------------------------|
| 8.2 | Lesson Planning/Curriculum Guides/Pacing Guides | 8 | 5.02.03 Assessments, 5.02.05 5.02.06 Standards, frameworks, and curriculum alignment 5.02.13 Building a collaborative learning community, Instructional Strategies, 5.02.01 Content (k-12) | Joint (all staff) |
| 8.5 | Content: Springboard Curriculum Training | 8 | 5.02.01 Content (k-12), 5.02.02 Instructional Strategies | Pre Algebra/Algebra /ELA 8,9,10 |
| 8.5 | Home Visits, LHA School Culture, Policies and Procedures (parental Involvement) | 8 | Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies | Grades k-10 |
| 8.6 | Content: Springboard Curriculum Training | 8 | 5.02.01 Content (k-12), 5.02.02 Instructional Strategies | Pre Algebra/Algebra /ELA 8,9,10 |
| 8.6 | Home Visits, LHA School Culture, Policies and Procedures (parental Involvement) | 8 | Systematic change process, 5.02.12 Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies | Grades k-10 |
| 8.7 | Content: Springboard Curriculum Training | 8 | 5.02.01 Content (k-12), 5.02.02 Instructional Strategies | Pre Algebra/Algebra /ELA 8,9,10 |
| 8.7 | Home Visits, LHA School Culture, Policies and Procedures (parental Involvement) | 8 | Systematic change process, 5.02.12 Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies | Grades k-10 |
| 8.8 | LHA Culture Guide Creating a High Performing Learning Culture Teach Like A Champion, | 8 | Systematic change process, 5.02.12 Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies | School wide |
| 8.12 | Field trips, fundraisers, calendar, duties, requesting leave, substitute folders, lesson plans submission, etc. | 8 | 5.02.03 Assessments, 5.02.05 Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies | School wide |
| 8.14 | Child Maltreatment (Nurse) Teen Suicide, | 1.0 | 5.02.14 Student Wellness | School wide |

| | | | | |
|---------------|--|-----|--|----------------------------|
| Week of 9.2 | LHA Writing, Resources, Arkansas History , and Blooms Taxonomy Tip sheet | .50 | 5.02.02 Instructional Strategies, 5.02.03 Assessment, 5.02.06 Standards, frameworks, and curriculum alignments | GLM |
| 9.4 | Culture, IPDP, NWEA walkthrough, NWEA goal setting Instructional Resources and Khan Academy | 6 | 5.02.09 Educational technology, 5.02.08 Mentoring/Coaching, 5.02.03 Assessments, 5.02.05 Systematic change process | School wide |
| 9.11 | Content (Create AIPs/Title I Compact) | 1 | 5.02.01 Content (k-12) | Academy Meetings |
| Week of 9.16 | NWEA Data collection | .50 | 5.02.03 Assessments, 5.02.05 Systematic change process, | GLMS |
| 9.25 | Arkansas History , Class Centers, Differentiate Homework, | .50 | 5.02.02 Instructional Strategies, 5.02.01 Content (k-12) | GLMS |
| 10.2 | Staff Meeting, BIG GOAL; Difficult Conversation (Parent Teacher Conference-signatures) | .50 | 5.02.03 Assessments, 5.02.05 Systematic change process | School Wide |
| Week of 10.7 | TLI/NWEA Data application | .50 | 5.02.03 Assessments, 5.02.05 Systematic change process | GLMS |
| 10.9 | Content | 1 | 5.02.01 Content (k-12) | Academy Meetings |
| Week of 10.14 | Grade Level Meeting norms/BIG Goals Arkansas History | .50 | 5.02.13 Building a collaborative learning 5.02.06 Standards, frameworks, curriculum alignment | GLMS |
| Week of 10.21 | Grading Policy Review | .50 | 5.02.03 Assessments, 5.02.05 Systematic Change Process | GLMS |
| 11.6 | Staff Meeting; Instructional Strategies | 1 | 5.02.02 Instructional Strategies | School Wide |
| 11.13 | Modifications and Accommodations, PTC, Saturday Academy, ELO , Town Hall Meeting, post observation | 1 | 5.02.02 LHA Policies and Procedures, 5.02.12 Parent Involvement | School Wide |
| Week of 11.4 | Formative Assessment/Rigor and Analyzing CCSS standards/CCSS Resources | 6 | 5.02.01 Content (k-12) 5.02.06 Standards, frameworks, and curriculum alignment; | ELA/Math Teachers |
| 11.7 | NWEA Stepping Stones and Scholar Engagement/TLI | 6 | 5.02.03 Assessments 5.02.06 Standards, frameworks, and curriculum alignment; | New Teachers of the Region |
| Week of 11.11 | Power cycle, teacher obs./Review Data | .50 | 5.02.05 Systematic change process | GLMS |
| Week of 11.18 | Cooperative learning Arkansas History | .50 | 5.02.03 Assessments, 5.02.05 Systematic change process, 5.02.02 Instructional Strategies | GLMS |
| 11.20 | Staff Meeting; Content (Writing) | 1 | 5.02.01 Content (k-12) | Academy Meetings |
| Week of 11.25 | Cooperative grouping structures | .50 | 5.02.02 Instructional Strategies | GLMS |
| 12.4.13 | Technology - LHA Writing Assessments; Writing Rubrics | 1.0 | 5.02.03 Assessments, 5.02.02 Instructional Strategies | School Wide |

LHA Southern Region Year Long PD Calendar 13.14 SY

| | | | | |
|-----------------|---|------------|---|-----------------------------|
| 12.11 | Content | 1 | 5.02.01 Content (k-12) | Academy Meetings |
| Week of 12.9.13 | Grade Writing Samples/Review Rubrics | 1.0 | 5.02.03 Assessments,5.02.02 Instructional Strategies | GLMS |
| 1.8 | ACSIP review/update PD (TBD based on data) | 6 | Systematic change process, 5.02.12 Parental Involvement,5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies | School Wide |
| Week of 1.6 | Staff Meeting: Differentiation Instruction | 1 | 5.02.02 Instructional Strategies | GLMS |
| 1.15 | Content | 1.0 | 5.02.01 Content (k-12) | Academy Meetings |
| Week of 1.20 | Analyze NWEA Data | 1.0 | 5.02.03 Assessments,5.02.02 Instructional Strategies | GLM |
| Week of 1.27 | Student Conferencing | 0.5 | 5.02.05 Systematic change process, 5.02.13 Building collaborative learning 5.02.02 Instructional Strategies | GLM |
| 2.5 | Child Maltreatment (Nurse) Teen Suicide, Smart Core | 1.0 | 5.02.14 Student Wellness | School wide |
| 2.12 | Anti-Bullying | 1 | 5.02.14 Student Wellness | School wide |
| Week of 2.17 | NWEA Spring Goal Setting | 0.5 | 5.02.03 Assessments | GLMs |
| Week of 2.24 | Arts-infusion in the classrooms | 0.5 | 5.02.02 Instructional Strategies | School wide Faculty Mtg. |
| 3.5 | Staff Meeting- Testing Meeting | 1.0 | 5.02.03 Assessments | School Wide |
| Week of 3.3 | TLI Data Updates – SLE Remediation Plans | 1.0 | 5.02.03 Assessments, 5.02.02 Instructional Strategies, 5.02.06 Standards, frameworks, curriculum align | School wide GLMs |
| 3.12 | Spring Break Packets, Ongoing assessments | 0.5 | 5.02.06 Standards, frameworks, curriculum align., 5.02.01 Content (k-12) | Academy meetings |
| 3.19 | State Assessment/ AR History (ongoing) | 1.0 2.0 | 5.02.01 Content (k-12), 5.02.03 Assessments | School wide |
| 4.2 | Staff Meeting: ACTAAP Meeting (Incentives) | 1.0 | 5.02.03 Assessments, 5.02.05 Systematic change process. | School Wide |
| Week of 4.7 | Pacing Guide Testing Celebration Writing Observation | 0.5 | 5.02.03 Assessments, 5.02.05 Systematic change process | GLM |
| Week 4.7-4.11 | Student Testing | | | |
| Week of 4.14 | Progress report update, student conferencing | 0.5 | 5.02.12 Parent involvement, 5.02.01 Content (k-12), | School wide |
| 4.16 | Testing incentives and Data NWEA Newsletters SWAG LHA writing | 1 | LHA Policies and Procedures 5.02.02 Standards, Frameworks, Curriculum Alignment 5.02.06 | School wide |
| Week of 5.5 | Writing across the curriculum; Rubrics | 1.0 | 5.02.03 Assessments,5.02.02 Instructional Strategies | School Wide GLM |

| | | | | |
|--------------|---|-----|---|---|
| 5.7 | Content | 1 | 5.02.01 Content (k-12) | Academy Meetings |
| 5.14 | JLCS Summer Academy Planning | .05 | 5.02.12 Parent involvement, 5.02.03 Assessments | Upper Academy/Lower Academy |
| Week of 5.12 | Teacher reflections IPDP, Data overview | 1 | 5.02.05 Systemic change process, 5.02.08 Mentoring/coaching | School wide(individual mtgs with staff) |
| Week of 5.19 | Writing Observation PD transcripts, end of the year projects, and end of the year awards. | .5 | 5.02.03 Assessments 5.02.05 Systematic change process | GLM |
| 5.28 | IPDP, Self-Evaluation, & PD Transcripts End of Year Events and Calendar | 1 | LHA Policies and Procedures 5.02.02 Standards, Frameworks, Curriculum Alignment 5.02.06 | School Wide |
| | | | | |
| Week of 6.2 | Transfer of student data; year-long individual analysis | 0.5 | 5.02.05 Systemic change process, 5.02.03 Assessments | GLMs |
| 6.4 | Review 2013 Benchmark scores and School Improvement Plan | 1 | 5.02.05 Systemic change process, 5.02.03 Assessments | School Wide |
| 6.11 | ACSIP Review/Update | 1 | Systematic change process, 5.02.12 Parental Involvement, 5.02.05 systemic change process, 5.02.06 Standards, frameworks, and curriculum alignment Community 5.02.13 Building a collaborative learning community, Instructional Strategies | School Wide |

JOB DESCRIPTIONS

LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: Director of Student Services

Reports To: Principal

VISION FOR POSITION

The Director of Student Services (DSS) is an exemplary program coordinator and effective manager responsible for ensuring all scholars realize their full potential. The DSS develops and monitors a comprehensive program of high-quality academic and socio-emotional services that meet each scholar's identified and targeted needs. The DSS establishes effective communication and accountability structures across school teams, manages the Title I, Special Education, and ELL Teams, monitors the Response to Intervention program, coordinates with outside service providers, and leads professional development. The DSS works collaboratively with the school leadership team to develop a school-wide culture of respect and achievement and a team culture grounded in common goals, mutual respect, empathy towards others, and an appreciation of diversity. The DSS is a next generation educator who is a critical thinker and innovative problem solver with a high level of emotional intelligence.

ESSENTIAL FUNCTIONS

The Director of Student Services is an instructional and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The Director of Student Services is responsible for demonstrating significant and measurable gains with all teachers and students. The Director of Student Services' actions must always be aligned with our mission, vision, and core values. The essential functions for a Director of Student Services are as follows:

INSTRUCTIONAL LEADERSHIP

Culture of Achievement and Respect

- Create and supervise the school's Response to Intervention program for students needing additional academic and/or social support; coordinate referral system with local, state and federal requirements.
- Manage, coach, and develop the school's Title I, Special Education, and ELL teams to implement a comprehensive program that ensures exceptional student achievement and monitor its effectiveness.
- Ensure that the school is in compliance with the requirements of *IDEA*, the *No Child Left Behind Act of 2001* and the *Rehabilitation Act of 1973*; complete all required reports with accuracy by identified submission dates; ensure confidentiality of student files.
- Develop and oversee the case management system for all students on IEPs and 504 Plans, including overseeing manifestation hearings. Coordinate the assessment program for students with identified accommodations as outlined in the IEP or 504 Plan.
- Manage and maintain the reporting system for all special education and related services programs.
- Manage the procurement of 3rd party services needed to support special education services; monitor and evaluate the effectiveness of these services.
- Collaborate with Director of Teacher Leadership to ensure that standards and skill sets addressed in lesson plans are being anchored into daily remediation.

Professional Development

- Serve on School Leadership Team; collaborate with team to determine services, programs, and intervention needs.
- Plan and lead staff learning experiences through grade level and school-wide meetings.
- Observe in classrooms and provide coaching and feedback to intervention teachers.
- Discuss strategies to use during intervention and model effective instructional strategies to use during small group instruction. Work with instructional staff to plan for and modify instruction of students with IEPs and 504 Plans.

- Ensure that all staff receive mandated professional development for working with students with IEPs and 504 Plans, as well as additional professional development that meets the differentiated instructional needs of individual students to fully support the academic and emotional growth of all students.
- Collaborate with other directors and regional leaders to share best practices and knowledge.

Data Analysis

- Collaborate with school leadership team to develop and monitor the school's strategic plan aligned with school and network goals.
- Use data systems to organize and analyze data used to inform decision making, program modification and planning for targeted, differentiated instruction.
- Meet regularly with intervention staff to increase their knowledge and use of data, as well as to discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction.
- Assist with the creation, completion and presentation of school reports, as well as required reports for the district and charter authorizer.

OPERATIONAL LEADERSHIP

Culture of Achievement and Respect

- Foster strong relationships with families and collaborate with school leadership team to provide on-going programming that reflects families' needs and interests.
- Initiate and maintain timely communication with families concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with families and other members of the community to involve them in academic activities, to support the success of a diverse student population and to bring in volunteers and additional resources.

Management

- Recruit, hire, train, and evaluate intervention staff in accordance with LHA policies and procedures.
- Create and monitor Special Education, Title I, and ELL staff's schedules.
- Monitor Special Education, Title I, and ELL budgets; maintain accurate records.
- Organize and update Special Education, Title I, and ELL required documents.
- Attend all Special Education, Title I, and ELL state conferences and mandatory meetings.
- Serve as liaison between the school and Special Education, Title I, and ELL Department of Education officials.

PROFESSIONALISM

- Collaborate with colleagues (leadership and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally and thoroughly.

DESIRED QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Five (5) years teaching experience with proven track record of raising student achievement scores
- Proven success in turning best practices into outstanding academic results
- Masters Degree in Education, Education Administration or Teaching

CORE COMPETENCIES:

- Mission Focused

- Driven towards Excellence
- Influential
- Relationship Builder
- Talent Manager
- Organized & Planned
- Creative
- Constant Learner

KNOWLEDGE & SKILLS:

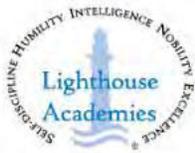
- Strong understanding of Special Education, intervention, Title I, and ELL best practices and regulations
- Ability to lead and manage adults to achieve desired outcomes
- Ability to analyze data to target instruction and inform decision making
- Ability to lead professional development for teachers and provide feedback
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: Evaluation twice a year by Principal based on progress toward school goals, individual professional development plan and Vision of Excellence

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, and Exempt



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

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CORE VALUES

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Nothing less
than excellence.

Today is the day
we make it happen.

Title: Director of Teacher Leadership

Reports To: Principal

VISION FOR POSITION

The Director of Teacher Leadership (DTL) is a deliberate coach and effective manager responsible for helping teachers and scholars realize their full potential. The DTL provides high-quality job embedded coaching and feedback to teachers so that they develop their skills at a fast rate. The DTL ensures that teachers design and execute an instructional program that develops mastery and skills above grade level expectations and meets the individual needs of each student. The DTL works collaboratively with the school leadership team to develop a school-wide culture of respect and achievement and a team culture grounded in common goals, mutual respect, empathy towards others, and an appreciation of diversity. The DTL is a next generation educator who is a critical thinker and innovative problem solver with a high level of emotional intelligence.

ESSENTIAL FUNCTIONS

The Director of Teacher Leadership is an instructional and strategic leader responsible for leveraging teacher performance to ensure students demonstrate significant and measurable results. The actions of Directors of Teacher Leadership must always be aligned with our mission, vision, and core values. The essential functions for Directors of Teacher Leadership are as follows:

INSTRUCTIONAL LEADERSHIP

Professional Development

- Coach, manage, and develop a group of approximately ten teachers to exceptional student achievement.
- Coach and develop teachers to establish the foundations for successful classrooms: ambitious vision and goals, purposeful long-term plans and unit plans, rigorous assessments, strong relationships, and positive classroom cultures.
- Observe teachers weekly to gather data on student learning and teacher proficiency to diagnose teachers' strengths and weaknesses constantly and determine strategies for improving their practice and improving student learning.
- Provide a wide variety of learning opportunities for teachers focused on analyzing student work, effective planning, targeted and differentiated instruction, as well as high expectations for classroom culture and behavior.
- Serve on School Leadership Team; collaborate with team to determine school-wide professional development, curriculum and assessment needs to meet all school goals.
- Provide professional development to implement the LHA education program; assist with the development of and oversee the school's new staff orientation; assist teachers in the development and realization of Individual Professional Development Plans.
- Monitor the implementation and effectiveness of the LHA education program.

Data Analysis

- Provide data to inform the development of the school's strategic plan aligned with school and network goals.
- Use data systems to organize and analyze student achievement data; ensure the validity and reliability of student data by attending to the rigor and alignment of assessments.
- Use data to inform decision making, to develop and modify curriculum, and to develop targeted and differentiated instruction.
- Meet with teachers regularly to discuss data trends; problem solve with teachers to prioritize the teacher actions that will most impact student performance.
- Assist with the creation, completion and presentation of school reports, as well as required reports for the district and charter authorizer.

Culture of Achievement and Respect

- Work with the school leadership team to implement the school's mission; coordinate work and collaborate with the LHA network.

- Assist with the creation of a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior.
- Work collaboratively with families and other members of the community to involve them in academic activities, to support the success of a diverse student population, and to bring in volunteers and additional resources.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

OPERATIONAL LEADERSHIP

- Recruit, hire, train, and evaluate teachers in accordance with LHA's overarching vision of excellent teaching.
- Collaborate with regional director of instruction, who supports school-based instructional roles, to learn about effective practices across the network, share best practices with other DTLs to use, and collaborate on group projects across the region.
- Coordinate all state and school-based assessments.
- Determine the need for curricular materials, assessment materials, and instructional resources; communicate ordering needs with School Operations Manager.

PROFESSIONALISM

- Collaborate with School Leadership Team and other DTLs to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon instructional leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally and thoroughly.

DESIRED QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Proven track record of closing the opportunity gap
- Three to five (3-5) years teaching experience. Three (3) years of school leadership experience, including instructional coaching and collaborative leadership
- Masters Degree in Education, Education Administration or Teaching

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Influential
- Relationship Builder
- Talent Manager
- Organized & Planned
- Creative
- Constant Learner

KNOWLEDGE & SKILLS:

- Ability to lead and manage adults to achieve desired outcomes
- Ability to analyze teacher practice, provide compelling feedback, and translate that into action
- Strong understanding of rigorous, effective instruction
- Ability to analyze data to target instruction and inform decision making
- Experience designing and implementing curriculum and assessments aligned with Common Core State Standards
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: Evaluation twice a year by Principal based on progress toward network goals, IPDP goals and core competencies

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, and Exempt



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

CORE VALUES

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we make it happen.

Title: School Operations Manager
Reports To: Principal

VISION FOR POSITION

The School Operations Manager (SOM) is the business operations leader for a school, managing all non-instructional functions, services, and staff so that the instructional team can maintain a concentrated focus on teaching and student achievement and maximize instructional time. The SOM ensures that the school is managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the values of Lighthouse Academies. The SOM and his/her team work to create a culture of service and support. The SOM partners with the larger school leadership team to develop a school-wide culture of respect and achievement and a team culture grounded in common goals, mutual respect, empathy towards others, and an appreciation of diversity. The SOM is a member of the school leadership team.

ESSENTIAL FUNCTIONS

The School Operations Manager is an operational and strategic leader responsible for maintaining operational excellence and fiscal prudence. The actions of School Operations Manager must always be aligned with our mission, vision, and core values. The essential functions for School Operations Manager are as follows:

OPERATIONAL LEADERSHIP

Systems Development

- Implement school-wide non-instructional systems and procedures that ensure operational excellence within the school. Systems include but are not limited to: Transportation, Safety, National School Lunch Program, student information systems, procurement, compliance tracking, and budget management.

Compliance

- Capture and organize key school data with reliability for the creation and completion of various compliance reports (attendance, enrollment, staffing, etc).
- Manage and successfully complete all necessary compliance reporting to the Local, State, Federal Government, and LHA stakeholders.
- Ensure that all fire, life, and safety regulations and procedures are implemented ensuring the well being of all school staff and scholars.
- Support the Coordinator of Family and Community Partnerships to conduct the school's lottery and enrollment process with integrity and uniformity.

School Operations

- Update and maintain accurate student records and student data in student information system.
- Manage the daily execution of the school's national school lunch program.
- Ensure that the transportation needs of scholars are met with the budget.
- Oversee all school cleaning services and cleaning staff to ensure that the facility is well maintained and continues to be a source of pride in the community.
- Manage school's inventory process with external vendors.
- Manage school work order system.
- Support Charter Facilities Management with any facility related initiatives as needed.

Business

- Support the development, management, and maintenance of the procurement lifecycle, including but not limited to: vendor selection, account creation, purchase order management, materials requisitioning and receiving, inventory management, and invoice reconciliation and payment.
- With regional and national office support, maintain school's financial management system (QuickBooks).
- Support the Principal in the development and management of the annual budget to ensure that school meets its financial goals.

Information Technology

- Serve as on-site IT contact, including managing IT assets, assisting staff with IT issues as able, and serving as main touch-point to regional and national IT staff.
- Support the National Office in the administration of the E-Rate program.

Human Resources

- Process background check as required by state, authorizer and LHA policies and procedures.
- With regional and national office support, serve as human resource administrator as it relates to employee information and benefits.
- Maintain all employee files; update required HR paperwork and data systems.
- Oversee payroll administration.

TEAM LEADERSHIP

Management

- Recruit, hire, lead and manage larger school operations team. Staff could include: office manager, office assistants, non-instructional aides, janitorial and maintenance staff, transportation staff, and lunch services team.
- Meet with school leadership team regularly to discuss goals, progress towards goals, trends and challenges, areas for growth, and action plans.
- Create a culture of service and support developing team members to excel in their roles and ensuring the school maintains operational excellence.

Culture of Achievement and Respect

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Work with the school leadership team to implement the school's mission; coordinate work and collaborate with the LHA network.
- Assist in creating a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior.
- Ensure staff members understand the procedures and have the resources to operate effectively.

PROFESSIONALISM

- Collaborate with colleagues to continuously improve personal practice and achieve overall goals and mission of the school and the network.
- Access meaningful learning experiences (professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application.
- Reflect critically upon operational leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally and thoroughly.

DESIRED QUALIFICATIONS

EDUCATION& EXPERIENCE:

- BA required;
- Minimum of 2 years of professional experience required, with 4 years preferred;
- Prior school or education reform experience preferred;
- Experience with payroll and accounting systems preferred;
- Managerial experience preferred

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Influential
- Relationship Builder
- Talent Manager
- Organized & Planned
- Creative
- Constant Learner

KNOWLEDGE & SKILLS:

- High tolerance for ambiguity, changing work priorities and deadlines, and a willingness to take on responsibilities and to prioritize work on multiple projects;
- Highly detail-focused and results-oriented;
- Ability to communicate and interact effectively with multiple constituencies including parents, staff and students;
- Team-player attitude and strong customer-service orientation;
- Excellent organizational, planning, and implementation skills;
- Excellent written and verbal communication skills;
- Highly proficient in Microsoft Excel, PowerPoint, and Word;
- Demonstrated initiative, leadership, and tenacity; and
- Passion for Lighthouse's mission

HUMAN RESOURCE INFORMATION

EVALUATION: Evaluation twice a year by Principal based on progress toward network goals, IPDP goals and core competencies

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, and Exempt

LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
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equal results.

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we make it happen.

Title: OFFICE ASSISTANT

Reports To: Principal

ESSENTIAL QUALITIES

The office assistant works with the principal and office manager. This person performs additional administrative support functions at a Lighthouse Academy. We are seeking an office assistant who will make the commitment to conduct their work with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Reflective, self-aware and adaptable to communication and work styles of others
- Sense of urgency and relentlessness resulting in a record of outstanding student achievement
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

The office assistants' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our office assistant are as follows:

- Represents Lighthouse Academies by serving as the first point of contact when someone enters the school building or calls the school.
- Communicates professionally at all times and responds to all inquiries and requests within 24 hours.
- Serves as liaison between employees and those visiting or contacting the school by taking messages and setting up appointments.
- Assists Family Coordinator with copying and distributing information to families.
- Completes other clerical/administrative duties as required by the principal or office manager to manage the front office.

EXAMPLES OF WORK:

- Report absences to Parent Coordinator
- Answer phones and check voicemail
- Answer intercom calls from the classroom
- Welcome volunteers and visitors to the building and escort them to the appropriate place
- Maintain a log of requests for transportation changes
- Collect supply requests and give to Office Manager
- Give Student Transfer paperwork to Office Manager, Principal and Family Coordinator daily
- Copying and Filing

MINIMUM QUALIFICATIONS

EDUCATION: Associate's degree

EXPERIENCE, KNOWLEDGE & SKILLS:

- Experience providing the services required by this position, including at least one (1) year of experience working in a school environment.

- Must possess highly effective interpersonal skills to provide customer service.
- Experience using Microsoft Office Pro software and ability to effectively use word processing, spreadsheet, presentation, and database applications.
- Ability to complete written reports/correspondence.
- Working knowledge of standard office equipment including, but not limited to: PC, copier, fax machine, telephone, and local network and Internet searches.
- Excellent organizational skills.
- Demonstrated decision-making and problem solving skills.

HUMAN RESOURCE INFORMATION

Evaluation: Goal based with at least two (2) written evaluations an academic year conducted by Principal

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, Non-exempt

LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

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Title: LOWER ACADEMY TEACHER (K-4)

Reports To: Director of Teacher Leadership

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) Lower Academy teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking Lower Academy teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

A Lighthouse Academy Lower Academy teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All teachers are responsible for demonstrating significant and measurable academic gains, each year, with the students they teach. All teachers' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our teachers are as follows:

INSTRUCTION

I. PLANNING for INSTRUCTION

- Use the Common Core state standards to create rigorous, objective-driven, arts-infused lessons aligned with curriculum maps.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.

II. DELIVERY of INSTRUCTION

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present academic content through a variety of instructional strategies to reach all learners; including the use arts-infusion: chants, songs, visual arts and drama.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.

ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.
- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.

- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.
- Use data to update each student’s Individual Learning Plan.

LEARNING ENVIRONMENT

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Responsive Classroom, to create a strong culture of achievement and respect.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

FAMILY and COMMUNITY RELATIONS

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families’ cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians (through daily/weekly folders, notes home, weekly newsletters, phone calls, in-person meetings, home visits, conferences, report cards) concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in academic activities and to support the success of a diverse student population and to bring in volunteers and additional resources.

PROFESSIONALISM

- Collaborate with colleagues (grade level, vertical team and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback from Principal and Director of Teacher Leadership to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Bachelor’s degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

KNOWLEDGE & SKILLS:

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

EMPLOYMENT AND BENEFITS: Per company policy **CLASSIFICATION:** Full-time, Academic, and Exempt

LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: MUSIC TEACHER

Reports To: Principal

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) music teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking music teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

A Lighthouse Academy music teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All music teachers are responsible for demonstrating significant and measurable gains with the students they teach. All music teachers' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our music teachers are as follows:

INSTRUCTION

I. PLANNING for INSTRUCTION

- Use the state standards to create a rigorous, objective-driven, arts-infused music program.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.
- Collaborate with classroom teachers to create interdisciplinary units that teach grade level content knowledge and skills through music.

II. DELIVERY of INSTRUCTION

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present content through a variety of instructional strategies to reach all learners.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.
- Collaborates with core subject teachers to infuse music into core subjects as well as provide supplemental instruction through the use of music.

ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.

- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.
- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.

LEARNING ENVIRONMENT

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Responsive Classroom/DDMS, to create a strong culture of achievement and respect.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

FAMILY and COMMUNITY RELATIONS

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in activities and to showcase student work.

PROFESSIONALISM

- Collaborate with colleagues (school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Bachelor's degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

KNOWLEDGE & SKILLS:

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Academic, and Exempt

LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: PHYSICAL EDUCATION TEACHER

Reports To: Principal

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) physical education teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

A Lighthouse Academy physical education teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All physical education teachers are responsible for demonstrating significant and measurable academic gains with the students they teach. All teachers' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our teachers are as follows:

INSTRUCTION

I. PLANNING for INSTRUCTION

- Use the state standards and curriculum to create a rigorous, objective-driven, arts-infused physical education program.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.
- Collaborate with classroom teachers to create interdisciplinary units that teach grade level content knowledge and skills through physical education.

II. DELIVERY of INSTRUCTION

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present content through a variety of instructional strategies to reach all learners.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.
- Collaborates with core subject teachers to infuse movement into core subjects as well as provide supplemental instruction through movement

ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.

- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.
- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.

LEARNING ENVIRONMENT

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Responsive Classroom/DDMS, to create a strong culture of achievement and respect.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

FAMILY and COMMUNITY RELATIONS

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in activities and to support the success of the student.

PROFESSIONALISM

- Collaborate with colleagues (school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Bachelor's degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

KNOWLEDGE & SKILLS:

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Academic, and Exempt

LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and lifelong learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: SPECIAL EDUCATION TEACHER

Reports To: Director of Student Services

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) special education teachers are more than staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking a special education teacher who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

A Lighthouse Academy special education teacher provides direct services to students, consults with other professionals, discusses progress with parents, plans, delivers and evaluates instructional outcomes, and conducts the research needed to perform the essential functions of the position. Instruction is delivered in a classroom through an inclusion model and/or small group pull-out. The essential functions for our special education teachers are as follows:

- Implements the Lighthouse Academies, Inc. curriculum, which includes the incorporation of the arts in daily instruction.
- Collaborates with general education classroom teacher to modify curriculum to reach all learners.
- Writes goals and objectives for IEPs using state's special education software, such as ISTAR.
- Administers and interprets individual formal and informal assessments and measures student achievement of, and progress toward, their objectives and goals.
- Participates in IEP meetings and provides necessary documentation, as requested.
- Provides progress reports to parents as stated in the IEP, maintain timely communication with all parents/guardians concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Communicates and enforces high expectations and standards for behavior, aligned with the LHA School Culture Guide and Responsive Classroom/DDMS, to create a strong culture of achievement and respect.
- Organizes and maintains, in student file, all required paperwork for all assigned students and ensures compliance with federal and state regulations.
- Follows through with parent and staff requests and provides consultations regarding students.
- Coordinates services for assigned students provided by itinerant staff or party providers.
- Accesses meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflects critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.

- Develops an Individual Professional Development Plan for approval by the school principal.

Examples of Work:

- Writes students IEP according to federal and state guidelines
- Writes lesson plans that correlate with the IEP
- Completes progress reports and assessment reports as required.
- Maintains students’ files with completed paperwork reflecting the essential components as determined by federal and state laws

MINIMUM QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Bachelor’s degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

KNOWLEDGE & SKILLS:

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Knowledge of applicable federal and state regulations and statutes.

HUMAN RESOURCE INFORMATION

EVALUATION: Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Academic, and Exempt

LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: UPPER ACADEMY TEACHER (Departmentalized 5-8)

Reports To: Director of Teacher Leadership

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) Upper Academy teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking Upper Academy teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

A Lighthouse Upper Academy teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All teachers are responsible for demonstrating significant and measurable academic gains, each year, with the students they teach. All teachers' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our teachers are as follows:

INSTRUCTION

I. PLANNING for INSTRUCTION

- Use the Common Core state standards and instructional resources to create rigorous, objective-driven, arts-infused lessons aligned with curriculum maps.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.

II. DELIVERY of INSTRUCTION

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present academic content through a variety of instructional strategies to reach all learners; including the use arts-infusion: songs, visual arts, presentations and drama.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.

ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.
- Develop standards-based performance tasks and curricular assessments.
- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.
- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.

- Use data to update each student’s Individual Learning Plan.

LEARNING ENVIRONMENT

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Developmental Design for Middle School, to create a strong culture of achievement and respect.
- Facilitate a daily homeroom; build classroom rapport and develop college mindset.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

FAMILY and COMMUNITY RELATIONS

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families’ cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians (through daily/weekly folders, notes home, weekly newsletters, phone calls, in-person meetings, home visits, conferences, report cards) concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in academic activities and to support the success of a diverse student population and to bring in volunteers and additional resources.

PROFESSIONALISM

- Collaborate with colleagues (grade level, vertical team and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback from Principal and Director of Instruction to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Bachelor’s degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

KNOWLEDGE & SKILLS:

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Academic, and Exempt

LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

VISION

All students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: ART TEACHER

Reports To: Principal

ESSENTIAL QUALITIES

Lighthouse Academy (LHA) art teachers are more than instructional staff members and classroom managers. They help transform children's lives by creating opportunities for a brighter future. We are seeking teachers who will make the commitment to teach with determination, integrity and purpose, embodying these essential qualities:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

ESSENTIAL FUNCTIONS

A Lighthouse Academy art teacher works to create and enhance a culture of achievement and respect where high expectations and results are the norm. All art teachers are responsible for demonstrating significant and measurable academic gains with the students they teach. All teachers' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our teachers are as follows:

INSTRUCTION

I. PLANNING for INSTRUCTION

- Use the state standards and curriculum to create a rigorous and objective-driven arts program.
- Identify in each lesson what thinking skills will be explicitly taught and practiced; what physical, social, or content skills students will be able to do and how students will know if they can do it.
- Differentiate for individual students based on their unique learning needs so all students are appropriately engaged and challenged.
- Ensure students are engaged through activities and technology that accommodate various learning styles, personality styles, and the need for physical movement.
- Collaborate with classroom teachers to create interdisciplinary units that teach grade level content knowledge and skills through art

II. DELIVERY of INSTRUCTION

- Explicitly introduce learning objectives to activate students' prior knowledge as it relates to the objectives, and conclude the lesson by revisiting the learning objective and having students apply it in context.
- Present content through a variety of instructional strategies to reach all learners.
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.
- Collaborates with core subject teachers to infuse art into core subjects as well as provide supplemental instruction through the arts.

ASSESSMENT

- Develop standards-aligned, measurable, ambitious big goals that will increase student opportunities for achievement; assess and track performance against these goals.
- Measure student achievement of, and progress toward, the learning objectives and big goals with formative and summative assessment tools.
- Provide ongoing and timely feedback to students on their progress towards meeting big goals by frequently checking for understanding and listening.

- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.

LEARNING ENVIRONMENT

- Create a focused environment of fairness and respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with the LHA School Culture Guide and Responsive Classroom/DDMS, to create a strong culture of achievement and respect.
- Establish, model, practice, and reinforce age-appropriate rules and logical consequences; create and consistently use individual behavioral management plans, as needed.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.

FAMILY and COMMUNITY RELATIONS

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Initiate and maintain timely communication with all parents/guardians concerning student progress and to provide a clear picture of the curriculum and high expectations.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in activities and to support the success of the student.

PROFESSIONALISM

- Collaborate with colleagues (school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, instruction, assessment, and student achievement, as well as the overall goals and mission of the school and the network.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercises judgment in accepting findings as valid for application in classroom practice and teacher improvement.
- Reflect critically upon teaching experience; identify areas for further professional development as part of a professional development plan that is linked to grade level, school, and network goals; access meaningful learning experiences; and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

MINIMUM QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Bachelor's degree required, Masters Degree preferred
- Minimum of two years teaching experience in an urban public school or charter school setting preferred
- Required state teaching certification/licensure; Highly Qualified status under No Child Left Behind
- Proven track record of raising student achievement scores in an urban environment
- Strong desire to work within an innovative, urban educational program

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Results Oriented
- Culturally Proficient
- Collaborative Colleague
- Constant Learner

KNOWLEDGE & SKILLS:

- Knowledge of or experience with Common Core State Standards or Understanding by Design preferred
- Ability to use data to inform instruction and decision-making related to student achievement
- Ability to turn best practices into high quality, goal-driven results
- Highly effective writing, oral and interpersonal skills to communicate with a varied audience
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: Formal and informal (ongoing) observations; Progress toward standards outlined in Teacher Evaluation Framework, network goals, and Individualized Professional Development Goals

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Academic, and Exempt

Exhibit A

Financial Management

1. Conference regularly with LHA personnel or school representative to address financial management issues.
2. Prepare LHA personnel and/or Treasurer for monthly Board meetings.
3. Maintain complete, accurate and compliant financial records within the framework of the Arkansas Financial Accounting Handbook chart of accounts as allowed within Arkansas Public School Computer Network (APSCN) based on information provided by the school.
4. Assist LHA personnel in adapting procedures and internal controls in areas related to the school's finances.
5. Utilize multiple staff in performing business office functions to ensure adequate segregation of duties.
6. Conduct weekly site visits unless otherwise instructed by LHA personnel.
7. Train LHA personnel, the Principal(s), Office Manager(s) and Board in school business and finance related topics when requested. (Maximum of 12 hours per year)
8. Assist LHA personnel to develop and maintain the annual budget with up to two revisions. (Initial budget work not to exceed 40 hours, each revision not to exceed 24 hours)
9. Prepare, analyze, and send monthly financial reports to LHA personnel and Board in advance of the monthly Board meetings.
10. Prepare cash flow statements and advise the LHA personnel and Board on cash flow and management.
11. Assist LHA personnel or his /her designee in communication with ADE on issues related to financial management.
12. Submit required financial management system cycle reports (cycles 1, 8, and 9) if requested.
13. Represent the school as the school Business Manager when needed (audits, State reviews, Special Ed Audits, Compensatory Audits, etc.) for transactions accounted for by Complete Consulting.
14. Assist the LHA personnel with compliance, management and reporting of revenues and expenses from all applicable fund sources.
15. Advise and assist LHA personnel on financial issues related to payroll.

Accounting services provided with Financial Management

1. Code and record financial transactions into APSCN using accurate and appropriate codes based on information provided by the school.
2. Provide training and assistance to the school in maintaining adequate documentation and support for all financial transactions. (Maximum of 6 hours per year)
3. Train school staff on proper procedures including cash handling and deposit procedures, record retention, expenditure approval, etc. (Maximum of 12 hours per year)

Exhibit A (continued)

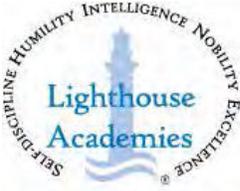
4. Enter Board approved budgets into APSCN.
5. Pay recurring bills, vendor invoices, and reimbursement requests monthly with school funds based on information provided by the school.
6. Code and record electronic deposits and other receipts based on information provided by the ADE and school.
7. Track income and expenditures based on information provided by the School.
8. Prepare journal entries necessary for accurate accounting as approved by LHA personnel.
9. Coordinate submission and processing of purchase orders and payment requests by authorized school personnel. Provide a payment request system as needed to better meet the needs of the school and ensure compliance.
10. Process and record payroll based on information provided by the school within APSCN.
11. Reconcile and remit all payroll taxes, monthly/quarterly reports and any other liabilities to the appropriate agencies.
12. Prepare and submit new hire reporting.
13. Maintain benefit management system based on information provided by the school.
14. Reconcile bank statements monthly.

Audit Preparation

1. Coordinate scheduling of audit activities with the school's audit firm.
2. Coordinate gathering, completing and submitting forms and school data required for the audit including:
 - a. Permanent file documents such as bylaws and articles of incorporation
 - b. Contracts including the school's lease agreement, transportation, food service and other agreements
 - c. Board minutes
 - d. Conflict of interest form, related party questionnaire, etc.
 - e. Bank confirmations and collateral confirmations
3. Assist school in gathering information as outlined on auditors PBC list.
4. Calculate annual revenue and expense accruals at June 30, reconcile accounts and prepare schedules and other required documentation for the auditors based on information provided by the school:
 - a. General fund state and federal aids and other receivables
 - b. Special Revenue fund state and federal revenue and receivable
 - c. Other Aggregate fund state and federal revenue and receivable
 - d. Prepare a list of payables at June 30 summarized by fund.
 - e. Prepare schedule of loan expense and loan payable and provide copies of all loan documents.
 - f. Reconcile payroll liability accounts

Exhibit A (continued)

- g. Prepare 941 salaries tie-out
- 5. Assist the auditors and school personnel to obtain compliance information.
- 6. Complete or assist with the completion of procedural documents.
- 7. Assist the auditors with APSCN data for the preparation of the Non-Profit's 990 filing.



LIGHTHOUSE ACADEMIES POSITION DESCRIPTION

We prepare our students for college through a rigorous arts-infused program.

CORE VALUES

Work hard. Get smart.
Graduate from college.

High expectations
equal results.

Nothing less
than excellence.

Today is the day
we make it happen.

Title: COORDINATOR of FAMILY and COMMUNITY PARTNERSHIPS

Reports To: Principal

VISION FOR POSITION

The Coordinator of Family and Community Partnerships (CFCP) helps a school realize Lighthouse Academy's vision for family and community partnerships. The CFCP works to ensure that families and community members feel welcomed in the school, have a voice in decisions about the school, and are engaged in all aspects of running the school. In collaboration with the School Leadership Team and faculty, the CFCP works with families to develop a shared vision for scholar performance, establishes clear lines of communication, gathers insight on how to best work with scholars, provides volunteer opportunities, and helps families to support the learning at home. The CFCP partners with community organizations to provide scholars and families with vital resources and real-world opportunities that further develop them for college and careers. The CFCP creates opportunities for staff to engage with the local community and its leaders to develop a deep understanding of the community's history and culture.

ESSENTIAL FUNCTIONS

The Coordinator of Family and Community Partnerships works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The Coordinator of Family and Community Partnerships' actions must always be aligned with our mission, vision, and core values. The essential functions for the Coordinator of Family and Community Partnerships are as follows:

FAMILY OUTREACH and PARTNERSHIPS

- Set and monitor progress towards monthly goals and benchmark for family engagement and community involvement in the school.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs and help school staff do the same.
- Communicate with parents about high academic and behavioral expectations for students, as well as the school's policies and programs, through orientation, home visits, open houses, handbooks, etc.
- Serve on the School Leadership Team; collaborate with team to create a wide variety of parent volunteer and engagement opportunities.
- Organize and lead monthly parent workshops and family events that support the school's vision, mission and goals.
- Assist the school to achieve 95% student attendance (attendance data tracking, parent phone calls, home visits, working with attendance/truancy officers).
- Initiate and maintain timely communication with all parents/guardians (notes home, phone calls, in-person meetings) concerning school events and opportunities, including assisting with recruiting parent board members.
- Serve as the school's liaison with homeless families ensuring homeless children are receiving necessary education and related services.
- Work with school leadership team and faculty to understand and address parent feedback and concerns.
- Update and maintain school's webpage on a regular basis including the calendar and newsletters.
- Complete any related clerical/administrative support duties as required by the principal and LHA regional staff, including state, district and network reports.

COMMUNITY OUTREACH and PARTNERSHIPS

- Serve as a liaison with the community to identify and recruit students; actively market the school in the community through flyer distribution, presentations, community events, phone calls, and social media.
- Manage and track recruitment activities with student marketing work plan.

- Work collaboratively with families and community members to bring in volunteers and additional resources that support the school's goals.
- Develop and maintain relationships and partnerships with outside agencies and community-based organizations to further the mission of the school
- Maximize partnerships and outreach programs to link families to resources that help meet their needs and create an environment that is optimal for student learning at school and home.

PROFESSIONALISM

- Collaborate with colleagues to continuously improve personal practice and to support the achievement of the overall goals and mission of the school and the network.
- Access meaningful learning experiences (professional development opportunities, ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in practice and improvement.
- Reflect critically upon experience and practice; identify areas for further professional development as part of a professional development plan that is linked to professional growth and school/network level goals; access meaningful learning experiences; listen thoughtfully to other viewpoints and responds constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally and thoroughly.

DESIRED QUALIFICATIONS

EDUCATION & EXPERIENCE:

- Experience with community outreach and organization, in immediate and surrounding community preferred
- Two to three years administrative experience in a school environment or teaching experience in a school environment
- Bachelor's Degree, with coursework in relevant areas preferred

CORE COMPETENCIES:

- Mission Focused
- Driven towards Excellence
- Influential
- Relationship Builder
- Organized & Planned
- Constant Learner

KNOWLEDGE & SKILLS:

- Effective interpersonal skills to provide high quality customer service
- Excellent organization skills; demonstrated decision-making and problem solving skills
- Demonstrated cultural competency with respect to school's student population
- Engaging and informative presentation style
- Working knowledge of school administrative systems and student information systems
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)

HUMAN RESOURCE INFORMATION

EVALUATION: At least twice a year by Principal through formal and informal (ongoing) observations, progress toward standards outlined in Non-Instructional Staff Evaluation, and goals outlined in Individualized Professional Development Plan

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-Time, Administrative (non-academic), and Non-Exempt

2013-2014 Application Cycle

Application

**Capitol City Lighthouse
North Little Rock, Arkansas**

RECEIVED

Arkansas Department of Education
Charter and Home School Office
Sep 03, 2013



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Capitol City Lighthouse Charter School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Capitol City Lighthouse Charter School

Grade Level(s) for the School: K-12 Student Enrollment Cap: 750 Students

Name of Sponsoring Entity: Lighthouse Academies of Central Arkansas, Inc.

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Dr. Phillis Nichols.Anderson

Address: 401 Main Street, Suite 203 City: North Little Rock

ZIP: 72116 Daytime Phone Number: (501) 374-5001 FAX: (501) 374-5010

Email: pnicholsanderson@lighthouse-academies.org

Charter Site

Address: 1800 North Maple Street City: North Little Rock

ZIP: 72114 Date of Proposed Opening: 8/13/14

Chief Operating Officer

of Proposed Charter (if known): Dr. Phillis Nichols.Anderson Title: Senior Vice President

Address: 401 Main Street, Suite 203 City: North Little Rock

ZIP: 72116 Daytime Phone Number: (501) 374-5001

The proposed charter will be located in the North Little Rock School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Dr. Phillis Nichols.Anders Position: Senior Vice President, Lighthouse State of Residence: AR

Name: Lenisha Broadway Position: Vice President, Lighthouse State of Residence: AR

Name: Michael Ronan Position: CEO, Lighthouse Academic State of Residence: MA

Name: Chris Bell Position: President, Complete Consu State of Residence: AR

Name: Joel Scharfer Position: Vice President, Charter Fac State of Residence: MD

Name: Lisa Clay Position: Community Development A State of Residence: MA

Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

8,600 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

North Little Rock School Dist

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

CCLCS will prepare students for college through a rigorous arts-infused program. The mission of Lighthouse Academies is to prepare our students for college through a rigorous arts-infused program. Our network goals measure our progress toward achieving this mission. These goals focus on preparing our students academically for college.

The vision is that all students will be taught by highly effective teachers (teachers whose students make gains of 20% more per year than average) in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. CCLCS will do whatever it takes to make the opportunity for success in college happen for all of the CCLCS scholars. The impact of our collective efforts will fundamentally change public education.

CCLCS will be a thriving K-12 school providing rigorous academic instruction as well as the support in developing essential skills and qualities to be successful college students and ultimately productive, contributing community members in North Little Rock. CCLCS will be a beacon of hope for the students of North Little Rock and provide them with truly high quality choice in education.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The Lighthouse Academies' model is a three-pronged approach -- Rigorous Academics, Social Development and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. The model depends on high quality teachers, relentless school leaders, and pervasive culture of achievement and respect amongst students and staff. *College Focus*. It is our job to make college real and attainable for all of our scholars, which is why college is a focus that permeates our school culture. Our rigorous programs provide students with the academic and social foundation necessary for success in college. *Standards-Driven, Rigorous, Research-Based Curricular Programs*. The LHA education model is anchored in the grade level Common Core State Standards (CCSS) for English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects collectively these define what students should know and be able to do at each particular grade level. The model offers a longer day and longer year to provide more time on instruction.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Applicant Response:

A public hearing was held on July 18, 2013 from 6:30 P.M. to 7:30 P.M at the First Baptist Main in North Little Rock, Arkansas. There were approximately 35 people in attendance at the meeting. The meeting was presided over by Ms. Susan Forte, Board Chairman, and included a presentation on the Lighthouse school model by the Lighthouse (LHA) national and regional leadership and the school leadership team from Jacksonville Lighthouse Charter School and Pine Bluff Lighthouse Charter School. The presentation focused on the LHA's school model as well as 45 minutes for a question and answer session. The questions during this time included a request for more information about arts infusion, funding for the school, parent participation, and the school's proposed location. At the conclusion of the question and answer session, Ms. Forte asked the audience if they felt more information was needed to make a decision regarding their support of the proposed school. No further information was requested and all of those in attendance signed the petition in favor of opening the Capitol City Lighthouse Charter School. No one present spoke in opposition to the proposed school.

The notice of the public hearing was published in the Arkansas Democrat Gazette on June 27, July 4 and July 11 in the Arkansas news section. See Attachment B for ad copy and invoices reflecting publication dates. Emails

were sent to superintendents of affected school districts notifying them of the hearing.

Additional supporting documentation is also included in Attachment B.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Lighthouse Academies of Central Arkansas, Inc. was incorporated as a nonprofit on June 9, 2011, applied for 501 (c) 3 status on December 19, 2012 and will do business as Capitol City Lighthouse Charter School (CCLCS). Note: the articles were first filed as Lighthouse Academies of Little Rock, and then on November 13, 2012, the name was officially changed to Lighthouse Academies of Central Arkansas.

Composition of the Board of Trustees

The school will be governed by a Board of Trustees. The founding board represents a wide range of experience in education, business nonprofit management and community development. Founding Board members were selected from interested citizens in the Central Arkansas area. All Board members share the vision and belief in the mission of the school and have the skills to provide oversight and direction to the school. Members of the governing board have expertise in education, community development, finance, fund-raising and school operations. The founding board members are:

Susan Forte is the President/CEO of HOUSEABOUTIT, INCORPORATION

Ms. Forte leads in the developing of communities; lead in implementing educational programs. She works closely with the Board of Director on all administrative decisions and activities and with staff to develop and establish individual goals and objectives against established goals and standards for improving the overall of the company. She administers CDBG Grant funds for small cities in Arkansas; administer training to/for small cities; organize community organizations to work in their community; Aid in workforce development; Assist small and emerging small start-up businesses; administer city assessments.

Kara Smith currently serves as the Director of Community Partnerships for the Teach For America-Arkansas region. In this role, she works closely with district administrators, community partners and local organizations, as well as many Teach For America supporters across the Arkansas Delta. Prior to joining Teach For America staff, Kara attended the University of Tennessee and received a bachelor's degree in Public Relations. After quickly learning that education is her passion and life's work, Kara moved to New York City to teach fourth and fifth grades in the South Bronx. She eventually made her way back to the south and is now proud to call the state of Arkansas her home. Kara holds a Masters of Teaching from Pace University and is currently completing the Walton Leader Scholar educational leadership program through Arkansas Tech University.

Kareem Moody has been working on the frontlines in the battle to save our nation's youth for the past fifteen years. The former Youth Initiative Project (gang) coordinator has worked with a number of young people in the areas of intervention and prevention. Mr. Moody is respected throughout the state as a collaborator on a number of youth focused committees and initiatives. The author of *Raise them up: the real deal on reaching unreachable*

kids, Kareem Moody is an example of beating the odds. The Henderson State University Alum and former "at risk" youth formerly served as the program director for Positive Atmosphere Reaches Kids (P.A.R.K.), one of Arkansas most celebrated after school programs. He is the Director of Student Success at Pulaski Technical College.

Marsha R. Davis is a Vice President with Centennial Bank and has served as a financial officer in banking for 34 years. Ms. Davis is a member of Mt. Zion Baptist Church where she interprets for the non-hearing. She is the mother of two children, a rising senior and a daughter who attends Agnes Scott College in Decatur Georgia. She has served in past years on the board of Youth Home, UALR Alumni Association, and Horace Mann Magnet PTSA Treasurer for 6 years and the Parent Board Member of Arkansas Commitment.

Lenisha Broadway is the Vice President of LHA Arkansas She served as the Regional Director of the Southern Region for two years. Ms. Broadway served as the principal at Ridgeroad Middle Charter School in North Little Rock, AR, for five years, and as the Assistant Principal for the four years prior. Prior to that, Ms. Broadway taught special education for four years. She is also a field facilitator for the FISH! Program of best practices in social and emotional learning, character education, classroom management and human behavior. Ms. Broadway earned her B.S.E. in Special Education and M.S.E. in Education from the University of Central Arkansas.

Phillis Nichols.Anderson, Ed.D has been an educator since 1986. Dr. Nichols.Anderson began her career as a classroom teacher in Arkansas, where she taught secondary English, journalism, and communications teacher for over a decade. Dr. Nichols.Anderson also served as a middle and high school administrator in the Little Rock School District, District of Columbia Public Schools, in Washington, D.C., Prince George's County Public Schools in Maryland and in the Pulaski County Special School District. Dr. Anderson is a Senior Vice President for Lighthouse Academies, Inc. and oversaw the opening of the Southern region and the opening of JLCS, JLCS-Flightline, and PBLCS. She manages school budgets and oversees the management of LHA schools in Arkansas, Oklahoma, New York, and Washington, D.C. which consist of three Vice Presidents, two Regional Operations Managers; nine principals and over 100 teachers and staff members.

Responsibilities of the Board of Directors

The Board of Directors is a group of volunteers who have legally established themselves as an organization for the purpose of creating and operating a charter school. The Board of Trustees is accountable for ensuring that federal and state funds are used to operate the school in compliance with the charter and all applicable legal requirements. Additionally, the Board is legally and morally responsible to the school's students and families, the community and the government for the direction, financial health and effectiveness of the school. To carry out its responsibilities, the Board exercises the ultimate governing authority over the operation of the school.

Governance

The Board of Directors exercises its responsibility and authority over school operations through the function of "governance" - the act of steering an organization by making decisions on matters of fundamental importance to its overall direction. Governance is the process whereby strategic direction is established, leaders are selected, authority is delegated, organizational health is safeguarded and performance is monitored. This process includes planning and policy-making, general oversight and the fulfillment of legal responsibilities and fiduciary obligations.

The Board only has authority to govern as a group. By its very nature, a board is a collective and has no existence or authority other than as a collective. No individual member of the Board has the authority to make decisions for or on behalf of the Board, except to the extent delegated by the Board and legally permissible.

Shared Authority

The nature of the Board's governance role must be understood in the context of an institutional partnership with LHA. LHA is a growing network of public charter schools. Each school contributes to and learns from the other schools. Each school is organized to support the implementation of the LHA school design. While the Board has the ultimate responsibility for and authority over the school, LHA has a distinct and equally important role to play in the success of the school. The success of the school ultimately depends on each partner's clear understanding of its own and other partners' roles. A summary of each party's responsibilities is below

Board of Directors

The Board's governance role requires that the Board perform the following functions:

- *Strategic Oversight:* Through the charter application, the Board adopts and upholds the LHA mission and vision for the school.
- *Operational Oversight:* The Board oversees the operations of the school, while delegating day-to-day operational authority to LHA.
- *Financial Oversight:* The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- *Personnel:* The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- *Contracts:* The Board, in consultation with LHA, approves all major contracts.
- *Consultant Support:* Trustees use their individual skills, knowledge, expertise and/or community relationships to support the school.
- *Community Relationships:* The Trustees act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

Lighthouse Academies

LHA is the institutional partner of the Board of Directors. Although its technical relationship with the Board is that of a service provider, the success of any LHA school depends on a true partnership between the Board and LHA. In this partnership, LHA works closely with both the Board and the principal to provide guidance, training and support to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of LHA include the following:

- *Principal Recruitment and Management:* LHA recruits, screens and proposes principal candidates to the Board in order to obtain the Board's opinion of each candidate. LHA develops, manages, and evaluates the school leader.
- *Staff:* LHA employs the staff, including hiring, determining compensation and bonus, assigning persons to roles, and terminating.
- *Curriculum:* LHA provides the school with the Lighthouse Academies Curriculum™, which includes curriculum guides for each grade and/or core subject, required materials and assessment systems.
- *Manuals and Handbooks:* LHA provides the school with Operations and Procedure Manuals, a School Culture Guidebook, a Personnel Handbook and a Student and Family Handbook.
- *Evaluation & Assessment:* LHA creates an accountability plan for the school and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the students and the school.
- *Operations Assistance and Oversight:* LHA provides day-to-day assistance with and oversight of the implementation of the school's education and staff development programs.
- *Administrative Support:* LHA provides administrative support including purchasing, financial management and human resources services.
- *Budget:* LHA develops the annual school budget with the principal for approval by the Board.
- *Professional Development:* LHA provides the school with initial pre-opening staff development and ongoing staff development for the school's administrators.
- *Marketing:* LHA develops an initial marketing plan for recruiting and enrolling students using methods best suited to the local community.

Required Attributes of Directors

An effective Board of Directors is essential to the success of the school at every step. In addition to the expertise, skills, knowledge and relationships that the Trustees bring to the school, the Trustees must possess the right personal characteristics and attitudes for the job. Trustees with the following attributes will be able to work most effectively amongst themselves, and with LHA and the school leadership, to successfully meet the challenges that the school will face.

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize high levels of academic achievement.
- Belief in the LHA school design and curriculum as the best means of accomplishing the school's mission and realizing its vision.

- Understanding of the promises contained in the school's charter.
- Understanding of the distinction between the roles and responsibilities of each person and entity involved.
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Willingness to participate in annual Board development training.
- Specific knowledge, experience, and/or interest in at least one element of governance for the school.
- Focused on results.
- Commitment to a partnership based on mutual trust and respect among the Board, the principal and LHA.

Meetings of the Board of Directors

Meetings of the Board shall be open to the school community and the public to ensure members of the community are able to communicate their concerns to the Board. Staff shall be encouraged to attend Board meetings.

Any person may speak at an open meeting of the Board. The Board may restrict the length of time permitted to each speaker at a meeting, provided the time restriction is reasonable, is applied to all speakers not members of the Board, and is intended only to limit the length of the meeting. A person may present comments, feedback, suggestions, or complaints in writing to the Trustees. Each Director shall read the document prior to the next Board meeting, assuming that the document is delivered to the Board Secretary seven days before the next meeting. If such a document is delivered to the Secretary in a language other than English, the Secretary shall arrange for its translation within a reasonable amount of time.

The Director shall discuss any feedback regarding the governance, operations, or policy of the School. A determination shall be made by the Director whether or not a change is needed at the School. To the fullest extent allowed by law, all such discussion shall take place in an open meeting.

Role of Administrators and Others

The Principal will function as the school's instructional leader, freed up from much of the bureaucratic and financial "legwork" of running a school due to the partnership with LHA. This role will set the tone for the entire school.

The principal is also responsible for the day-to-day management of the school, and reports to the Vice President of the region. The principal will deal with employee issues and advise and make recommendations to the Board concerning those issues. The principal will work with the staff to ensure that the established discipline policy is enacted as written; this, like all policy implementation, may include training, modeling, and extra supervision. He or she will work with the Board and staff to determine a budget that will provide the greatest benefit for the students. The principal will meet with and counsel parents and students on issues that have been referred to him or her by the faculty. The principal will perform any other duties that are requested and approved by the Board.

The Director of Teacher Leadership (DTL) will be responsible for leading professional development and teacher development. Working closely with the principal to develop the vision and plan for professional development, the DTL will lead the day-to-day implementation of ongoing, on-site professional development activities. This person will spend the majority of his or her day in classrooms, meeting with teachers to discuss classroom data and giving feedback on how to improve the delivery of instruction. By focusing on in-classroom activities and feedback, the DTL will create and develop a rigorous and engaging teaching staff. The DTL will encourage, observe, and coach teachers. The DTL, as a key member of the school leadership team, reinforces the tone set by the principal and the focus on instruction.

Teachers and parents can always speak to the principal and DTL about leadership, curriculum, professional development, or other operational decisions. The principal will have the final say about the management of the school, but he or she will strive to make decisions that take into account the input of all the members of the school community. While we believe that the principal must have the autonomy and flexibility to make the key decisions that make for an excellent school, part of excellent leadership is listening to the diverse voices that make up the school - students, parents, and teachers alike. The principal and DTL may create structures, such as a faculty leadership team, parent council, or student council, that allow for more formal participation in decision-making.

3. Give the mission statement for the proposed charter school.

Applicant Response:

CCLCS will prepare students for college through a rigorous arts-infused program. The mission of Lighthouse Academies is to prepare our students for college through a rigorous arts-infused program. Our network goals measure our progress toward achieving this mission. These goals focus on preparing our students academically for college.

The vision is that all students will be taught by highly effective teachers (teachers whose students make gains of 20% more per year than average) in a nurturing environment and will achieve at high levels. Each student will develop the knowledge, skills and values necessary for responsible citizenship and life-long learning. CCLCS will do whatever it takes to make the opportunity for success in college happen for all of the CCLCS scholars. The impact of our collective efforts will fundamentally change public education.

CCLCS will be a thriving K-12 school providing rigorous academic instruction as well as the support in developing essential skills and qualities to be successful college students and ultimately productive, contributing community members in North Little Rock. CCLCS will be a beacon of hope for the students of North Little Rock and provide them with truly high quality choice in education.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

Typically, students who enroll in LHA charter schools are two to three years behind academically, and some have had poor school attendance records. The LHA model is designed to help these students catch up and reach proficiency level. During this time, the students become “Lighthouse Scholars” who are prepared for success in our rigorous high school program (the LHA College Prep Academy) that, in turn, prepares them for success in college. We exist because there is a staggering achievement gap in America today that results in lifetime income inequalities that significantly affect the quality of life for a disproportionate number of people of color. Only by breaking the cycle of poverty will we truly transform children's lives.

Consider the following facts:

- Every 34 seconds a child is born into poverty. (States of America's Children 2011, Children's Defense Fund, p.XV.). Approximately 15.5 million children are growing up in poverty and 31.9 million in low-income families in the United States. There is a disproportionate percentage of African American children (64% or 6.5 million) and Latino/Hispanic children (63% or 10.7 million) compared to 31% (12.2 million) of white children. In addition, African American and Latino/Hispanic children are more than twice as likely to live in a low-income family (National Center for Children in Poverty, Basic Facts About Low-income Children, 2010, February 2012).
- Only 8% of students growing up in low-income families graduate from a four-year college by age 24 compared to 82% of those from high-income families. (*Postsecondary Education Opportunity*, “Bachelor's Degree Attainment by Age 24 by Family Income, Quartiles” 1970 to 2009).
- Nearly 80 percent or more of Black and Hispanic public school students in the fourth, eighth and 12th grades are unable to read or do math at grade level compared to 50 percent or more of White children (Children's Defense Fund, States of America's Children 2011).

- Every 8 seconds a high school student drops out of school (States of America's Children 2011, Children's Defense Fund, p.XV). The Averaged Freshman Graduation Rate is 75.5% (AFGR), but only 63.5% for African Americans and 65.9% Latino/Hispanics compared to 83% for White children (U.S. Department of Education, National Center for Education Statistics, Common Core of Data).
- Only 68.1% of high school seniors go on to college the following year with again a lower percentage of African Americans at 61.4% and Latino/Hispanics at 59.6% compared to 68.6% of Whites (United States Department of Labor, Bureau of Labor Statistics, College Enrollment and Work Activity of 2010 High School Graduates, USDL-11-0462, released April 8, 2011).
- Overall, 57% of those who attend four-year colleges and universities graduate within six years; however, again there is a gap, with 61% of White students graduating, but only 39% of African Americans and 49% of Latino/Hispanic (IPEDS First Look: Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 and 2006 Cohorts; and Financial Statistics Fiscal Year 2009).

What this adds up to is a lifetime of income disparity based on education and race. Children born to families at the lower end of the income scale have a particularly hard time improving their economic position relative to their parents' (2011 Kids Count Data Book, The Annie E. Casey Foundation, p.8, credit to Isaacs, J., Sawhill, I., and Haskins, R. (2008). Getting Ahead or Losing Ground: Economic Mobility in America. Economic Mobility Project, Pew Charitable Trusts www.economicmobility.org/reports_and_research/mobility_in_america). Children who grow up in low-income families are less likely to successfully navigate life's challenges and achieve future success. The younger they are and the longer they are exposed to economic hardship, the higher the risk of failure (2011 Kids Count Data Book, The Annie E. Casey Foundation, p.8).

Arkansas is not free from these statistics. In the January 14, 2010 edition of Education Week Arkansas ranked 47th out of the 52 states on a Chance For Success Index. The index takes into account early childhood education, K-12 education preparation, adult educational attainment and workforce outcomes. Three key differentiating factors are: high school graduation rates; enrollment in post secondary education and post secondary degrees.

The area where we propose to open includes three school systems where key indicators show that the "chance for success" indicators are very low for large portions of the student population. 40% of the children in North Little Rock live in poverty. Data show that only an average 16% of high school graduates are prepared for success in college. In Pulaski County School District, the graduation rate is 66% with 62% of those students requiring remediation, leaving only 4% prepared for college. In Little Rock School District 82% graduate with 62% of those students requiring remediation leaving only 20% prepared for college. In North Little Rock School District, 73.3% of students graduate but 52% of those students require remediation leaving only 21.3 of those students prepared for college. 35% of African American students do not graduate and 37% of poor students fail to earn a high school diploma. Only 17% of the residents hold a Bachelors degree or higher (Source: Arkansas Department of Education).

North Little Rock School District has two Priority Schools and nine Focus Schools.

CCLCS, like all Lighthouse schools, will take a three pronged approach of Rigorous Academics, Social Development, and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. Arts Infusion is an innovative and powerful approach to teaching that enhances student learning and increases student engagement in education. We believe arts-infused instruction is an effective way to activate student interest, engage students in learning activities and assess students' understanding of content and concepts. Every day at CLLCS, we will infuse art activities and techniques into the teaching of all core subjects. See question 5 for more on Arts Infusion as part of the overall model.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

We have developed a research-based program founded on these essential elements of the LHA Education Model to ensure all students are prepared to graduate from college. It is a three-pronged approach of Rigorous Academics, Social Development, and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. The core elements of this design which foster high student achievement and success include: College Preparatory Curriculum, More Time on Instruction, Assessment and Data-Driven Instruction, Standards-Based Planning and Delivery, Coaching and Development.

The Lower Academy (K-4) focuses on building solid academic skills in reading, writing and mathematics in order to prepare students for the rigorous Upper Academy (5-8) and College Prep (9-12) programs. Once students enter the Upper Academy and continue in the College Prep Academy, the focus is on application of skills and developing their ability to collaborate and solve more complex problems and complete more expansive projects.

College Preparatory Curriculum

For many of the students in the North Little Rock community, college has not been a reality. It will be our job at CCLCS to make college real and attainable for all of our scholars. Our rigorous curricular programs will provide students with the academic, cultural, and social foundation in order to be prepared for college. In addition, college will be a focus that permeates our school culture. All classrooms will be named for colleges and universities and in most cases, that of their teacher. Upper and College Prep Academy students will participate in annual college visits. All students will have formal and informal ways to learn about college (e.g., guest speakers, discussions with teachers). Upper and College Prep Academy students will participate in annual college visits.

More Time on Instruction

Educating our students is urgent work and we will have a lot of ground to make up. To ensure that every child masters the work necessary to prepare them for college, CCLCS will provide more time on task. This means a longer school year (190 instructional days) and a longer school day (8 hours). This extended school day and school year will equate to over 350 more hours of instruction for the students at CCLCS each year.

Assessment and Data-Driven Instruction

The benefits of using assessments to drive instructional decisions at the school and classroom level are well known and widespread. In the 90-90-90 Schools: A Case Study, Douglas Reeves identifies the focus on student data from frequent assessments as a key characteristic of schools with high performance and high poverty and minority populations. In order for a teacher to meet the needs of each individual student, it is critical for a teacher to have a clear picture of what the student knows and does not know. Reeves' study concludes that schools that achieved significant academic improvements provided frequent performance feedback to students (Reeves, Douglas. *Accountability in Action: A Blueprint for Learning Organizations* (2nd ed.). Denver, CO: Advanced Learning Centers, Inc., 2000). In addition, research shows that frequent assessments and timely data ensure teachers are planning and teaching strategically. (Datnow, A., Park, V. & Wohlstetter, P. "Achieving with Data: How High-Performing School Systems Use Data to Improve Instruction for Elementary Students." Los Angeles: Center on Educational Governance, University of Southern California, 2007). This is why students at CCLCS will be assessed regularly and will receive ongoing feedback on their progress.

Data from assessments and teacher observations will drive instruction in the classroom at CCLCS. Through the use of varied standardized and curricular assessments, teachers are well informed on the instructional priorities for each student. All students are assessed during the first weeks of school to determine baseline data that guides planning and instruction. Assessments throughout the year - both curricular and standardized - are utilized to monitor individual student and classroom progress.

Teachers at CCLCS will use interim assessments and state assessments, but in order to target instruction effectively, teachers will regularly administer, analyze and use curricular and teacher generated assessments. Grade level and staff team meetings will focus on using the results from the above assessments to set classroom goals, group students for small group instruction, and plan effective supplemental instruction to meet the needs of all students.

In order to ensure our students meet their learning goals, the Lighthouse Academies model includes varied

assessments that provide valuable information about student achievement. These include (but are not limited to) daily checks for understanding, frequent teacher-created assessments, network-wide interim assessments and state assessments. Ongoing analysis of data is a regular practice of CCLCS teachers and leaders.

Standards-Based Planning and Instructional Resources

Standards guide instructional planning and delivery at Lighthouse Academies schools. LHA provides schools with a common scope and sequence upon which teachers develop unit and lesson plans. Teachers use the Understanding by Design framework, which supports the backwards planning process. Through this process, teachers design units by identifying the most important learning goals that students will meet and what type(s) of evidence will effectively demonstrate students' mastery. Once they have done this, teachers strategically plan learning activities that will support students' ability to reach the major goals of the units.

Lighthouse Academies teachers use various instructional resources to ensure students can learn the content and skills they need to meet the standards. Teachers collaboratively develop their own curricular materials. At times, teachers may use programs to supplement these materials. These secondary resources may include National Geographic's Reach for Reading, Pearson's Reading Street, McGraw Hill My Math, Big Ideas Learning's Big Ideas Math, College Board's Springboard for ELA and Math as well as high-quality online resources.

Coaching and Development

Professional development is a cornerstone of our model as we operate on the principle that we are all learners. We believe the education program is only as good as the teachers teaching it. Therefore we will invest significant time both before and during the school year to provide intensive professional development opportunities for all staff members. A minimum of 160 hours will be scheduled into the school year to address the needs of our teachers and staff to continually develop our skills and knowledge and demonstrate our commitment to nothing less than excellence - we continually strive to learn more. The emphasis on professional development stems from research that states that "the most effective way to increase the achievement of our students is to improve the quality of teaching" (Sparks and Hirsh, 2000, p.4).

Focusing on professional development over an extended period of time will allow team members to focus on specific strategies, receive feedback on their actions, reflect on areas for growth, and implement newly learned strategies, starting the cycle over once again. Porter et al. (2000) also state that the quality of teacher instruction is intensified through focused professional development that includes reform type professional development (e.g., teacher networks or teacher study groups) rather than workshop or conference participation, consistency with teachers' goals, other activities, materials and policies, alignment of instructional materials, student assessments, and policies to professional development, and "collective participation in professional development by a group of teachers or other educators from the same subject, grade, or school", which provide a broader base of understanding at the local implementation level, not only for teachers, but also for principals and others who can provide instructional support. For more information and detailed description of our professional development model, please refer to Curriculum and Instruction which follows.

Social-Emotional Development

Lighthouse Academies believes the social curriculum is as important as the academic curriculum. We believe there is a set of qualities (S.H.I.N.E. qualities) and competencies that all children need in order to be successful through college and life.

S.H.I.N.E. Qualities: Self-Discipline, Humility, Intelligence, Nobility, Excellence

Core Competencies

- Effective Communication demonstrated by their ability to read, speak, listen and write with clarity, accuracy, authenticity and conviction across various domains.
- Self-Direction and Self-Management demonstrated by their ability to take initiative with their learning and work; ask and answer questions, and understand that they are ultimately responsible for their future.
- Critical Thinking as demonstrated by their ability to problem solve, make decisions and consider multiple strategies and perspectives when answering questions, approaching challenges and interacting with others.
- Active Community Membership demonstrated by their ability to identify and make positive contributions to the many different kinds of communities of which they are a part.

The foundation of the social curriculum is the school-wide use of the Responsive Classroom® (K-4); Developmental Designs (DD) (5-8) and Advisory (CPA) approaches. The Responsive Classroom (RC) and Developmental Designs (DD) approaches are both student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at CCLCS and ultimately, in college and life. RC and DD require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. In *Improving the Odds*, University of Minnesota researchers found that a strong community, clear expectations in a non-punitive atmosphere, and interactive, engaging academics support the development of connectedness to schools (Hagedorn, Christopher (2008) *Developmental Designs*. Minneapolis, MN p. 8). In addition, in a study led by University of Virginia's Curry School of Education focusing on the effects of Responsive Classroom in urban schools, researchers concluded that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children (Rimm-Kaufman PhD., Sara Social and Academic Learning Study on the Contributions of Responsive Classroom 2006). The RC/DD approach is comprised of six basic components - morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting - each of which play a specific role in making each classroom and the overall school safe and productive.

The foundations developed in the K-8 program through RC/DD are continued in the College Prep Academy through the Advisory program. Well-facilitated and regular advisory periods are associated with reduced dropout rates, the development of a student sense of belonging, and enhanced student-teacher relationships (Mandy Savitz-Romer, Joie Jager-Hyman, and Ann Coles, "Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success." *Pathways to College Network*, April 2009). The advisory period provides opportunities for every student to be known well by at least one adult in the building, allows for student-advisor weekly check-ins and goal monitoring, and provides opportunities for advisory students to develop a close network of peers for support and encouragement. Advisory periods will provide opportunities for students to learn key academic and non-academic skills that are necessary for students' success in and ease of transition to college.

Arts Infusion

Arts infusion is a powerful approach to teaching that enhances student learning and increases student engagement in education. We believe arts-infused instruction is an effective way to activate student interest, engage students in learning activities and assess students' understanding of content and concepts. Every day at CCLCS, we will infuse art activities and techniques into the teaching of all core subjects. Arts infusion increases student engagement and helps develop a deeper understanding of core concepts, ultimately leading to increased student achievement. We will work collaboratively with local arts partners (AP) and identify a school-based arts infusion specialist to support this element of the design. We believe arts-infused instruction is a key lever to increase student engagement, and thus, increase student achievement. Arts-infused instruction is:

- **A better way to engage students (activator)**
Research shows that the study of art and music is linked to higher test scores.
- **A better way to teach the research-based curricula (reinforces and extends learning)**
Teachers and visiting artists plan lessons that include artistic techniques and demonstrations in all subject areas.
- **An alternative way to assess student understanding of content and concepts**
Teachers use exemplars to facilitate group feedback focused on work products, not students.

The focus on engagement and the arts is particularly effective within the community we will serve. Students who are need of additional academic support or just learning English, often lack confidence in the classroom and so they are less active participants. This limits their ability to learn. Through the use of arts, its focus on presentation, and the fact that all students are encouraged to participate, we will increase all students' interaction and thus more effectively serve previously marginalized children. Studies show that art increases student engagement in education (E.B. Fiske (Ed.), "Champions of Change: The Impact of the Arts on Learning." Arts Education Partnership, available at <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>). The act of creating art makes the learning and application of core content less abstract, more personally relevant and inherently, more interesting. Research shows that the arts play a key role in brain development (Sylvester, Robert. "Art for the Brain's Sake." *Educational Leadership*. Volume 56, Number 3. November 1998. Page 32., Sinatra, R. (1986). "Visual Literacy Connections to Thinking, Reading and Writing." New York: Charles C.

Thomas) and the College Entrance Examination Board reports that students who participate in art do better in academics than other students (See "The College Board, Profile of College-Bound Seniors National Report for 2001, 2002 and 2004" located at the web site of the National Association for Music Education, <http://www.menc.org/information/advocate/sat.html>). Moreover, the arts have been shown to be particularly effective in reaching economically disadvantaged students who are most at-risk of disengaging from school (Ibid).

CCLCS will partner with local arts partners to infuse art activities and techniques into teaching. The school will partner with organizations like these in order to bring their skills to our students and to help our faculty learn about the resources available in the community in which they teach. Classroom teachers, with the support of an arts-infusion specialist, will use the art techniques they learn from local arts partners to infuse the arts into classroom instruction where appropriate. These connections with working artists make our education program's basis in the arts more robust and meaningful than it could be without them. These links also serve as ways to get to know more parents since they help CCLCS become a true member of the arts community in North Little Rock.

Curriculum and Instruction

The LHA Education model is anchored in the grade level state standards, grade level expectations, and the Common Core State Standards (English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects), which define what students should know and be able to do at each particular grade level. The standards are the destination for the year - where we want all of our scholars to arrive. Teachers will use state grade level expectations and state standards with the Common Core State Standards as the basis of their instructional planning.

The standards and grade level expectations will serve as the basis for objective-based unit and lesson planning. Upon approval of the charter, a comprehensive scope and sequence aligning Arkansas and Common Core State Standards with the Lighthouse programs will be completed. The process for completing the development of a scope and sequence will include collaboration between the school leaders and the Lighthouse Academies Research, Design and Strategy Team. The overall scope and sequence will be completed by April 2014, prior to hiring instructional staff. Teachers and leaders will work together in the spring and through the professional development institute to align these plans to both the Arkansas grade level expectation and Common Core State Standards and will use these as a basis for unit and lesson planning.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school’s initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

We will evaluate the success of our program based on the Lighthouse Academies Network goals as well as school specific goals. The Research, Design, and Strategy team supports Lighthouse Academies' schools to achieve LHA goals by designing tools, resources, and trainings on effective best practices and researching innovations to improve our practices. The RDS team's priorities and key deliverables are driven by the schools' performance, reflect the need for excellence across all LHA schools, and represent the greatest levers to achieve desired outcomes. The RDS team works in collaboration with regional and school leaders to provide consultation services and strategic recommendations.

The Lighthouse Academies Network goals for CCLCS are listed below. These goals will be monitored and reported upon each year in the Lighthouse Academies Annual Report, as well as in the CCLCS Annual Report.

Goal #1: Scholars will take rigorous courses.

Each College Prep Academy (CPA) scholar will have the opportunity to take AP courses over the course of their high school career. College readiness will be tracked progressively from 7th grade by student performance on assessments such as: Readiness, PSAT, SAT, Explore Testing, and ACT.

Goal #2: Scholars will learn at an accelerated rate.

Part 1 (high average growth among all scholars): For both math and reading, CCLCS K-8 scholars will achieve an average of at least 120% (1.2 years) of their projected growth on the NWEA MAP assessments each year. Growth will be measured between the fall and spring terms and also from one spring term to the next.

Part 2 (highly accelerated growth for scholars who are behind): For both math and reading, those K-8 CCLCS scholars whose baseline score falls in the bottom quartile according to national norms will achieve an average of at least 150% (1.5 years) of their projected growth on the NWEA MAP assessments each year. Growth will be measured between the fall and spring terms and also from one spring term to the next.

Goal #3: External indicators will show that our scholars are academically on track for college success.

Part 1 (meeting AR and shifting to meeting Common Core State standards): The school will meet the Annual Measureable Objective set by the state and/or will reduce its non-proficient population in ELA and Math by 15% each year.

Part 2 (high achievement on nationally-normed assessments):

Grades K-8: At least 75% of K-8 scholars who have attended the school for three years in participating schools will be in the top quartile on the NWEA MAP reading assessment and at least 75% of K-8 scholars will be in the top quartile on the math assessment in the spring. This goal will apply to scholars who have both a fall and spring NWEA score, indicating that they were enrolled in the school for at least a full academic year.

Grades 9-12: All scholars will take the EXPLORE/PLAN/ACT/or SAT series of assessments. Annually at least 75% of scholars will meet the college readiness benchmarks on these exams.

Goal #4: Are scholars will graduate on time.

100% of scholars enrolled at CCLCS since at least 9th grade will graduate high school in 4 years; 90% of scholars who enroll in CCLCS after 9th grade will graduate high school in 4 years and 100% of scholars who join us after 9th grade will graduate high school in 5 years.

Goal #5: 100% of 12th grade graduates are accepted to at least one four-year college.

Progress monitoring is approached as a problem solving process for CCLCS with specified target and goals and expected outcomes. Based on a scholar's performance towards meeting these goals, adjustments are made in the supports being provided on an ongoing basis. At CCLCS progress monitoring has multiple components which include:

- Establishing academic goals for the schools and for each scholar
- Providing vehicles for understanding how scholars and the school are progressing toward established goals
- Creating opportunities to identify students potentially at risk for academic failure
- Communicating data in ways that clearly describe the impact of interventions to students, parents, teachers, administrators and our community.

We will use several methods to communicate progress towards our goals to the community, parents and scholars. Our strategies are comprised of:

- A monthly dashboard prepared by the Principals for the Board of Directors that includes enrollment, withdrawal, discipline and academic data. The report also includes the number of teacher observations conducted and a description of any professional development provided.
- A monthly Dashboard prepared by the Principals to track scholars' performance on Interim Assessments, attendance rates, parental support through conference attendance and parent, teacher and student satisfaction rates
- Regular printed reports on NWEA and Interim Assessment student performance provided to parents and discussed during parent conferences.

Families are also continually engaged to ensure that our mission is carried through into the home. We build a two-way communications line with the parents by:

- Starting each year by signing of a three way compact that articulates both the opportunities and expectations tied to attending a Lighthouse School.
- Conducting home visits in the summer where staff are taking the arts, our expectations and resources into the community and the homes of our scholars.
- Following up during the school year with weekly school to parent communications and monthly family meetings.

Each of these interactions is framed by the mission of our school and carries with it our school culture and values.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

The LHA curriculum is aligned with national standards. The LHA curriculum has been aligned to the Common Core Standards and Arkansas Curriculum Frameworks at Jacksonville Lighthouse Charter School and Pine Bluff Lighthouse Charter School. These guides will be used by staff at Capitol City Lighthouse Charter School. The three schools will collaborate on curriculum and professional development. New leaders and teachers in North Little Rock will be paired with “thought partner” at Jacksonville and Pine Bluff Lighthouse schools through in person meetings and web based tools.

The Common Core alignment process links grade level mastery objectives to state standards so that as students master specific course objectives, they are mastering state standards. The steps in the alignment process are as follows:

- Common Core and Arkansas Frameworks crosswalks are reviewed and studied to understand the shifts.
- These crosswalks are used as part of the pre-opening professional development where teachers ‘unpack’ the standards to gain a complete picture of the learning expectations for their students.
- Teachers then work in teams using LHA Curriculum guides to complete their grade level crosswalks as a means of learning what they will teach.
- Specific training on the instructional program is then provided.
- Demonstration lessons taught by members of the staff and the LHA Education Team help put it all together.

Ongoing professional development and coaching by the Director of Teacher Leadership is used to support teachers in the implementation of the education program.

Here is a sample from our grade 3 English Language Arts crosswalk:

Common Core Standard CC.3.R.L.1, Key Ideas and Details:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - matches to 5 AR State standards including AR.3.R.9.6 (R.9.3.6), Using questioning and monitoring to make meaning: Question the author’s purpose.

Crosswalk matches all standards for each grade.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

- A) Guidance program;

Applicant Response:

The comprehensive developmental school counseling program provides education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Our school design, which calls for enrolling students in Kindergarten and having them remain enrolled in the school through 12th grade, is intended to give CCLCS greater control over each student's preparation for the subsequent grade. In addition, our strong academic program and talented, caring teachers coupled with a culture that values academic focus and achievement, will close some gaps that our entering students may have in academic or social development.

We will ensure that each new student completes relevant standardized and school-specific assessments upon enrollment, to help teachers know what that student has learned already. CCLCS will also carefully review any data available in students' files from their previous schools and talk with parents or guardians to supplement this information.

The social curriculum, as guided by the Responsive Classroom (RC) and Developmental Designs for Middle School (DDMS), is the core of our guidance program. This approach to teaching and learning supports schools in becoming caring communities in which social and academic learning are fully integrated throughout the day, and in which students are nurtured to become strong and ethical thinkers.

Each day begins in a morning meeting, which serves as a transition from home to school, helps students to feel welcome and known and sets the tone for the day. Over time, this meeting also creates a climate of trust, increases students' confidence and investment in learning, provides a meaningful context for teaching and practicing academic skills encourages cooperation and inclusion and improves children's communication skills. In the upper academy, these meetings take place during an 'advisory' period each day and can be focused on certain themes such as friendship, safety, making choices or our SHINE qualities.

The Responsive Classroom (RC) and Developmental Designs (DD) approaches are both student-centered, research-based methods for teaching students the skills, and not just the rules, to be successful at CCLCS and ultimately, in college and life. RC and DD require the integration of social and academic learning all day every day. They are based on the belief that the better the relationships in a school, the more successful the students can be, both academically and socially. In *Improving the Odds*, University of Minnesota researchers found that a strong community, clear expectations in a non-punitive atmosphere, and interactive, engaging academics support the development of connectedness to schools (Hagedorn, Christopher, 2008, *Developmental Designs*. Minneapolis, MN p.8). In addition, in a study led by University of Virginia's Curry School of Education focusing on the effects of Responsive Classroom in urban schools, researchers concluded that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children (Rimm-Kaufman PhD., Sara *Social and Academic Learning Study on the Contributions of Responsive Classroom 2006*). The RC/DD approach is comprised of six basic components - morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice time, and assessment and reporting - each of which play a specific role in making each classroom and the overall school safe and productive.

The foundations developed in the K-8 program through RC/DD are continued in the College Prep Academy through the Advisory program. Well-facilitated and regular advisory periods are associated with reduced dropout rates, the development of a student sense of belonging, and enhanced student-teacher relationships. (Mandy Savitz-Romer, Joie Jager-Hyman, and Ann Coles, "Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success." Pathways to College Network, April 2009).

The advisory period provides opportunities for every student to be known well by at least one adult in the

building, allows for student-advisor weekly check-ins and goal monitoring, and provides opportunities for advisory students to develop a close network of peers for support and encouragement.

B) Health services;

Applicant Response:

The school will comply with all state laws regarding staffing in this area. The nurse will manage all distribution of medication, train staff as needed to keep students safe (food allergies, etc.), manage student medical information in full compliance with all relevant privacy statutes, and advise the principal in the creation of necessary medical policies.

The nurse may also teach some health education. He or she will coordinate with local agencies, hospitals, physicians, and organizations that have as their missions to improve children's or community health in order to make sure that all students have access to the care that they need.

C) Media center;

Applicant Response:

The school will not have a media center when it opens, and we have applied for a waiver from the staffing requirement. Instead, the school will open a computer lab so that students have access to the internet for basic research. Each classroom will have a library of leveled books that support the LHA curriculum.

D) Special education;

Applicant Response:

CCLCS will adhere to all Arkansas and federal requirements regarding Child Find to meet the State's requirements. This will ensure that all potentially disabled children, including those attending private schools, highly mobile children with disabilities, such as migrant and homeless children, who may be in need of special education and related services are identified, located and evaluated. Children attending CCLCS who are suspected of being a child with a disability are referred to the Special Education Pupil/Evaluation Team.

To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), CCLCS will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate, receive credit for, non academic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services. To this end, we will use many of the techniques of school-based problem solving. We believe that we can address many learning issues by building in supports for students such as daily reports on student work completion or behavior, homework contracts, and collaboration between instructional staff. Such work will help to align our service delivery by making classroom teachers active participants in determining and providing services to their students, and by allowing teachers to address more individual needs within the context of classroom activities and teaching practices.

CCLCS will implement Response to Intervention (RTI) as our method to identify students who are under performing. RTI provides early academic intervention, frequent progress monitoring and researched based interventions.

RTI is a system of tiered interventions for students who are not meeting standards. Tier 1 is universal intervention, or an agreed upon set of interventions for all students that are employed to assist with learning

differences that are represented in every classroom. If students do not demonstrate adequate progress as a result of these interventions, they are moved to Tier 2. In Tier 2, students receive more intensified interventions with a course of pre-established check points to determine if progress is being made. If progress is not demonstrated, students are then moved to Tier 3. In Tier 3, interventions will be very intense and they will likely include increased instructional time. Again, the student will be provided progress benchmarks and check-ins at regular 6-8 week intervals using a pre-determined assessment. If progress is not made, it will be recommended that the student may need additional support as a result of a special learning need and should be referred to testing for possible disabilities. If progress is made, a committee will ascertain whether or not the student can be successful if the intensive supports are gradually reduced. The ultimate goal is to assess whether or not the student can be placed on a different learning trajectory and be independently successful without intensive supports. Tier 1 and Tier 2 programs may include (but are not limited to):

- ***Kaleidoscope- Literacy INTERVENTION PROGRAM*** used in place of core reading program for students in 2nd - 6th. Published by SRA and aligned with Open Court; Published by SRA. For students 2 or more years behind grade level.
- ***Read Naturally: Grades 3-8: Computer based Supplemental - in addition to core program.*** Specifically for fluency and comprehension development
- **AIMS Math Resources**
- **Online instructional support programs such as IXL and Khan Academy.**

Year to year, the choice of programs may vary based on the need of the school and the training of the general and special educators providing the interventions.

E) Transportation;

Applicant Response:

LHA has significant experience with all phases of the RFP and contracting processes. LHA will lease one or more buses and periodically employ a driver(s) for the purposes of providing transportation for field study. The school may decide to provide daily transportation to and from school in the future. We will, at all times, comply with any requirements for transportation written into our students' IEPs.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

It is the intention and commitment of the founders of CCLCS to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help.

If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected.

G) English Language Learner (ELL) instruction

Applicant Response:

CCLCS will offer a program that serves students identified as students of limited English proficiency in English.

H) Gifted and Talented Program.

Applicant Response:

CCLCS will offer an academic program that is rigorous in nature and will meet the needs of all learners through high expectations for all. The school will address the varied needs of all students through differentiation built into the master schedule. Students will receive intervention or enrichment based on a variety of measures including their ACTAPP, NWEA, norm referenced assessments and formative assessments. Enrichment differentiation will exceed or meet the state's instructional minute requirement. Teachers will receive appropriate training in gifted education and rigor and relevance. We request a waiver from this requirement. Please see section 20, part 6 below.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

We will be an open enrollment school; therefore, we could draw students from anywhere in the state. The school will be located in North Little Rock. The contiguous school districts are North Little Rock School District, and Pulaski County Special School District. The maximum enrollment in the first seven years of the charter will be 750 students. All students will be new to the open enrollment charter school in 2014. The school will use a random lottery; therefore, the number of transfers from other public school districts is unknown at this time. The numbers of transfers from private schools and home schooled students are also unknown. In all instances, the race and sex of the future students is unknown. However, based on the demographics of the area we do anticipate that 70% of enrolled students will qualify for free and reduced lunches.

The school will implement the enrollment criteria and procedures outlined in the application. (Question 11)

There are 24,380 students enrolled in the Little Rock School District, and 9,119 students enrolled in North Little Rock School District, and 17,126 enrolled in Pulaski County School District. There are more than 50625 public school children in the area. The school will enroll approximately 388 students in 2013-14; therefore there will be a small percentage of children transferring from other public schools to this public school.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

Accountability is of vital importance to a high-functioning school. CCLCS will ensure that its program is fully accountable to all stakeholders in a variety of ways. However, the primary method of gathering academic data will be through multiple measures that include testing, surveys, and rubrics that apply to specific assignments.

The principal will use data from all of these assessments to prepare an annual report to be released to all parents and interested community members. The report will include progress toward annual goals, including test data from the school and will compare each year's efforts and progress to the school's earlier marks. The school will publish an Annual Report in compliance with ADE Rules reflecting academic progress for the previous year and progress towards meeting network goals.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

In accordance with federal laws, no student will be denied admission to CCLCS based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall be open to any child who is eligible under the laws of the State of Arkansas for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

In the event that more students apply to the school than can be accommodated under the terms of the charter, CCLCS will use a random, anonymous student selection method. This method will be a lottery conducted by one or more of the Trustees. The names of all students who have submitted applications with parent/guardian signatures shall be written on identical pieces of paper, one name per piece of paper, and shall each be folded in an identical manner. Names for each grade level shall be placed in separate containers. Beginning with the highest grade level, names will be drawn one at a time. If a child's name is drawn, and that child has younger siblings in the lottery, the names of the younger sibling shall be immediately placed on the enrollment list provided there is space available in the appropriate grade level. This process shall be open for all applicants and community members to witness. As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

In year two and thereafter, first preference will be given to returning students, who will automatically be assigned a space within the school. The next preference will be given to siblings of students already enrolled in the school. For definition purposes, "siblings" are two or more children that are related either by 1) birth, by means of the same father or mother, or 2) by legal adoption. Step-siblings will be considered siblings as well.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

A weighted lottery is not necessary.

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

In the first year of operation, the school will hire the following key managerial and operational personnel:

- Principal
- Director of Teacher Leadership (DTL)
- School Operations Manager
- Counselor

In subsequent years, an additional Director of Teacher Leaders and administrative support staff (e.g. additional administrative assistants or food service workers) will also be added based on need. The school leader may also choose to hire a Teacher Leader Fellow (TLF) in year 2 of the school or beyond. TLFs are lead teachers who take on a leadership role in certain areas or with discrete projects. Teacher Leader Fellows are teachers with strong track records who are interested in pursuing school leadership. They work closely with the school leadership team to build their capacity as school leaders while also adding value to the school as a whole.

The Board has contracted with Lighthouse Academies to provide business and education services. Lighthouse Academies will contract with a local accounting firm to provide accounting services to the school. To insure appropriate controls the Board will contract with an independent auditor to conduct an annual audit.

Day to Day Roles and Responsibilities

The administrative team has very distinct and specific roles and responsibilities to ensure the seamless operations of the school.

Principal

The principal of CCLCS will be an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The principal will be responsible for demonstrating significant and measurable academic gains, each year, with all students. Principal responsibilities in serving as instructional leader, include collaborating closely with the Director of Instruction to determine professional development needs of the school to meet all network and school related goals and meet the individual needs of staff members (both instructional and non-instructional). Principals will assist and guide them with the development of the Individual Professional Development Plan and evaluate progress toward individual and school goals. The principal will be responsible for the monitoring and managing school culture and operations to ensure a safe, orderly and conducive learning environment is established and maintained. The principal will work with the Lighthouse Academies recruitment team to recruit and select all instructional staff and is responsible for evaluating both instructional and administrative support staff annually.

Director of Teacher Leadership

The director of teacher leadership (DTL) will be the instructional coach of the school. The DTL will work daily with all instructional staff on the planning, implementation and evaluation of a rigorous arts-infused program. The DTL will conduct learning walks, observe classrooms, lead grade level meetings and provide feedback to instructional staff to support teachers to constantly hone their skills and work on moving the school closer to the terms of its charter as they complete necessary work. The DTL will also work closely with all student data from internal and external assessments in order to help plan future training or curriculum modifications.

School Operations Manager

The school operations manager (SOM) will be more than operational managers and administrative support. The office manager will work to create and enhance a culture of achievement and respect where high expectations

and results are the norm. The essential functions for our SOMs are administrative and operational support as well as family and community relations. The SOM will support the operational management by ensuring all operational policies and procedures are executed effectively. Responsibilities include but are not limited to: maintaining student information data (and data management systems), human resource data, management of payroll and payroll systems as well as record keeping such as managing invoices, cash management and procurement of supplies and resources necessary for operations. The SOM will capture and organize key school data for creation and completion of all district, state and network reports as needed. The SOM will also support student recruitment and ongoing communication with families in collaboration with the administrative team.

Counselor

A Lighthouse Academy school counselor provides support services to students. Support services include referrals, counseling, assessment, diagnostics, and report writing. This work takes place at the school site. All school counselors' actions must always be aligned with our mission, vision, core values and education program. The essential functions for our school counselors are as follows: Completes assessments, referrals, and counseling with students; consults with other professional staff, outside agencies and other organizations; serves as a member of school based teams to provide support to students and confidential guidance to staff; counsels students individually or in groups; meets with staff to discuss strategies for certain student(s); communicates progress and developments with parents as needed; serves on the school 's Response to Intervention Team. The counselor will develop and manage programs to increase family involvement in the education program including a parent resource center; communicate with families about academic and behavioral expectations for students, including policies and program available as well as work with the leadership team to create varied opportunities for parents to volunteer within the school. He/she will also assist administrative staff with achieving high student attendance including tracking attendance data, calling families and conducting home visits as needed.

Qualifications

Overall, the school will seek staff members who are committed to, and relentless in, the pursuit to close the achievement gap and provide opportunities for students who have had little to no opportunity. In looking at specific attributes, Lighthouse Academies has summarized these into what we have termed the six essential qualities when recruiting and hiring school leaders and hiring instructional support staff. These six essential qualities are:

- Past experiences and actions reflect a commitment to the LHA mission, vision, core values
- A passion and ability to build and sustain the LHA K-12 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with LHA network, community, staff, families and students

Hiring Policies and Procedures

All school employees will embody the six essential qualities as outlined above as well as these additional attributes and experiences:

- Experience in urban education
- Evidence of closing the achievement gap
- Experience or interest in arts-infusion
- Desire to build strong relationships with students and their families
- Data-driven and results-driven

The specific qualifications of school leaders (principal and director of instruction) include:

- At least five years of teaching experience

- Three to five years in education administrative role or instructional leadership
- Master's degree in field of education, preferably administration

The hiring team will employ a standard interview and hiring protocol. The regional vice president will work closely with the Lighthouse Academies director of recruitment to develop a pool of candidates. At the beginning of the selection process, the Lighthouse Academies Recruitment team will conduct resume reviews in an effort to identify candidates who embody the desired essential qualities, attributes and qualifications. With a pool of candidates assembled they, will conduct a phone interview designed to verify whether the candidate fits the profile outlined above. Candidates who advance are invited to meet with the board for the in-person interview process that will include preparation and presentation of a model lesson, lesson reflection and feedback session, presentation of track record of closing the achievement gap and a formal interview with a team. The Board of Directors will conduct interviews for the finalists. The school leader recruitment, interview, and hiring process is one that is informed by lessons learned from other Lighthouse network schools and is assisted by the director of recruitment for Lighthouse Academies. Part of the role of the Lighthouse Academies Recruitment Team is to backwards plan the selection process from a refined and clearly articulated vision of our ideal candidate which is captured in the Principal Vision of Excellence and the Principal Position Description. They also work closely with hiring managers to coordinate the interview process and provide feedback.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

The school will hire a full-time School Operations Manager. The essential functions of these positions are detailed above in Question 12. LHA provides a detailed procedure manual that details processes and internal controls for all of the school's business functions including procurement, contracting with 3rd parties, payroll and benefit management. Many of these systems are web based and are accessed through the Prism, the LHA intranet.

The required budget worksheet has been completed by LHA's finance team which is included as **Attachment F**. The budget for 2013-2014 will be reviewed each month by the Board as part of the school's financial report.

The LHA finance team has also prepared a conservative four-year budget forecast. Going forward, annual budgets will be drafted by the principal, reviewed by LHA, and approved by the CCLCS Board of Trustees each year at the May Board meeting.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

An annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 each year will be prepared by a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy; Lisa Stephens and Company is the preferred auditor. The audit will be prepared in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and will contain any other data as determined by the Arkansas State Board of Education. The audit will be completed and filed by the auditor with the Arkansas Department of Education and the Arkansas Division of Legislative Audit within nine (9) months following the end of the fiscal year.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

- Yes
- No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The proposed facility is located at 1800 North Maple Street, North Little Rock, Arkansas. The proposed facility is currently not in use but previously had been used as commercial space by a not for profit entity. The facility is currently owned by Regions Bank.

The facility is on a 44, 520 square foot lot (1.022 acres). The building is four floors with 30,256 gross square footage.

Lighthouse Academies of Central AR, Inc. an Arkansas nonprofit that has applied for 501 (c) 3 status from the IRS has signed a Memorandum of Agreement with Charter Facilities AR LLC (CFM LLC) a nonprofit subsidiary of Charter Facilities Inc. CFM LLC will acquire and up fit the facility for use as a school and lease the facility to Lighthouse Academies of Central AR, Inc. CFM Inc. has successfully developed charter school facilities in Jacksonville and Pine Bluff, AR.

The current President and CEO of CFM Inc. is the President and CEO of Lighthouse Academies Inc. the charter management company employed by Lighthouse Academies of Central AR, Inc.

The facility will include general purpose classrooms; specialty rooms for art and music. A multipurpose room will be used for indoor physical activity, assemblies and lunch. A warming kitchen will be added for the food service program. Administrative office space will be provided. The building will be wired for administrative instructional use.

The building will meet ADA and life safety codes. The work required includes addition of handicapped accessible bathrooms and water fountains. The elevator may need to be upgraded. A new fire alarm and horn light system is needed. Although not required an in room phone / PA system will be added.

There are no establishments that sell alcohol within 1,000 feet of the site.

The local zoning authority has advised us that we will need to apply for a conditional use classification within the current C-3 zoning for the area. Application will be sent in August.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

Lighthouse Academies of Central AR, Inc. an Arkansas nonprofit that has applied for 501 (c) 3 status from the IRS has signed a Memorandum of Agreement with Charter Facilities AR LLC (CFM LLC) a nonprofit subsidiary of Charter Facilities Inc. CFM LLC will acquire and up fit the facility for use as a school and lease the facility to Lighthouse Academies of Central AR, Inc. CFM Inc. has successfully developed charter school facilities in Jacksonville and Pine Bluff, AR.

There is no relationship between the owner and any of the above-mentioned parties.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
 No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

There are no establishments that sell alcohol within 1,000 feet of the site.

The local zoning authority has advised us that we will need to apply for a conditional use classification within the current C-3 zoning for the area. Application will be sent in August.

17. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Not Applicable for any individuals mentioned in Section A.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

A “conflict of interest” is a situation in which financial or other personal considerations may compromise, or have the appearance of compromising, a Director's judgment in administration and oversight of the charter school. All decisions made by the Board of Directors must be free of the undue influence of outside interests.

The mere appearance of a conflict may be as serious and potentially damaging as an actual affectation of judgment. Reports of conflicts based on appearances can undermine public support of the Academy in ways that may not be adequately restored even when the mitigating facts of a situation are brought to light. Apparent conflicts, therefore, should be evaluated and managed with the same vigor as known conflicts.

A conflict of interest may arise in regards to the Director's own business interests, interests of family members or even interests of others whose relation to the Director is likely to unduly sway the judgment of the Director.

Full disclosure is vital to preventing and resolving conflict situations. Full disclosure of relevant information and the establishment of a public record are in the best interest of both the Academy and the Director. Such disclosure must occur immediately upon learning of a real or perceived conflict of interest, and disclosure of all relevant facts must continue as long as the matter remains pertinent to the well being of the Academy.

Each Director is responsible for disclosing potential conflicts of interest. Disclosure shall be made to the other Directors, to the Principal of the Academy and to the Charter Management Organization (CMO), if any. If a Director learns of a conflict of interest more than forty-eight hours prior to a regular meeting of the Board of Directors, the Director should make the full disclosure via other written means at once. Such written means may be via electronic mail, facsimile or mail. Disclosure shall include the type of potential conflict, a description of all parties involved, the potential financial interests and rewards, possible violations of state and federal requirements, and any other information, which the Director feels necessary to evaluate the disclosure.

The information shall then be evaluated by the other Directors, the Principal and the CMO. The President of the Board, or other officer if the conflict is presented by the President, may seek legal counsel from the CMO or other attorney regarding the situation. The evaluation should include a consideration of state and federal requirements. No decisions regarding the matter about which there may be a conflict may be made until a vote is taken by the Directors regarding the conflict of interest.

Presented below are sample questions for use in evaluating potential conflicts of interest. The list is not inclusive and other questions related to special circumstances should be added as appropriate.

Has all relevant information concerning the conflict of interest been acquired (i.e., has there been full disclosure)?

- Do the Director's relevant financial interests suggest the potential for conflicts or the appearance of conflicts or bias?
- Is there any indication that the Director in his or her role as a Director has improperly favored any outside entity or appears to have incentive to do so?
- Has the Director inappropriately represented the Academy to outside entities?
- Is the Director involved in a situation that might raise questions of bias, inappropriate use of Academy assets, or other impropriety?
- Could the Director's circumstances represent any possible violation of federal or state requirements?
- Could the situation withstand public scrutiny?

At the next Board meeting or by unanimous written consent, the Directors shall vote as to the resolution of the conflict of interest. One situation may demand the use of more than one option listed below. This list of possible resolutions is not intended to be comprehensive:

- Public disclosure of all relevant information;
- Voting on a contract without any input from the Director with the conflict;
- Barring one or more vendors from servicing the Academy;

- Severance of outside relationships that pose conflicts;
- Resignation of the Director or removal of the Director from the Board; and
- Reimbursement by the Director to the Academy for excess expenses incurred and indirect costs incurred as a result of the conflict of interest.

After the vote by the Directors, the Secretary shall prepare and the President shall execute a final written decision which designates the conflict of interest and the resolution(s) to be taken and what further action is permissible, permissible with certain clearly specified conditions, or not permissible.

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The school will seek out a local vendor to supply hot and cold nutritious meals for all students every day at a reasonable cost through the RFP process. The nurse will consult with the vendor to ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. While the specifics of the menus can only be developed once the nurse is hired and the vendor selected, in general, students will have milk, fruit and an entrée each day, and there will always be a vegetarian option to include students with dietary restrictions. Students who need free or reduced price lunches will have them provided. The school plans to participate in the National School Lunch Program. The school plans to offer breakfast, lunch and an after-school snack through contracted services with a local vendor. The budget assumes 60% of the students enrolled would qualify for free and reduced priced meals as indicated in the calculation of NSLA funding and Title 1 funding. Any student who does not qualify for a free or reduced price lunch will pay for lunch and for breakfast per meal, per day and the after-school snack at cost. The school will use the process outlined in the Arkansas Department of Education School Eligibility Manual to determine eligibility.

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

CCLCS is committed to involving each parent as a partner in his or her child's education. Maintaining family engagement on an ongoing basis throughout the school year is an important part of a home-school connection which is essential for preparing students for success in college. We believe that reaching our mission is possible through the ongoing involvement of families. CCLCS will support student success by aligning the expectations between the school and the home. CCLCS will have a fully time Family Coordinator on staff, who will work collaboratively with the school leadership and staff to create and enhance a culture of achievement and respect where high expectations and results are the norm. The school will have an 'open door' policy to encourage families to feel welcome and become active members of the school community. In addition, the school will provide multiple opportunities and varied structures to foster the family partnership. These include but are not limited to:

- A **Family, Student and School Compact** which details expectations for the school, families and students. The more aligned the school and students' homes are in regards to student expectations at school, the stronger the experience and more successful the student will be.
- **Home Visits** welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.
- An **Annual Summer Orientation** provides a forum for families to learn about the school's academic program, tour the school building and receive the *Student-Family Handbook*. All new students, families and staff participate in an orientation to welcome them to the LHA community.
- **Weekly Communication** from both the school leader and classroom teacher provides ongoing updates on school events, classroom instruction and individual student progress.
- **Monthly Family Meetings** for families include information about how families can help students at home as well as some cultural education for families.
- **Quarterly Family-Student-Teacher Conferences** are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

In addition to the aforementioned opportunities for families to be involved with the school, parents have the opportunity to be involved with the CCLCS board, volunteer in the school and organize school events. At least one parent who serve on the Board. Many other board members are members of the local community as well.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

In order to implement the LHA school program fully and effectively, we wish to make full use of our autonomy as a proposed charter school. We will be best able to serve the children and families at the CCLCS with the following waivers:

1. **We request a waiver from Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-309 (concerning certification to teach particular grade of subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract); Section 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher.”**

CCLCS requests this set of waivers because we seek to provide a unique program. We will use an innovative, research-based program which builds upon the benefits afforded by the arts to help children succeed in the core subjects and develop their craftsmanship and their appreciation for the musicians, painters, sculptors, and other masters whose works make up part of the canon.

Finding teachers who are passionate about their teaching and about music and arts, who have deep knowledge of how to teach core subjects and the fine and performing arts, and who are excited to do so in a new school is always a challenge. We ask to be allowed to recruit the best teachers, whether they have received their experience in a private school or have taken a non-traditional path to the classroom.

All of our teachers will be Highly Qualified and will need to meet specific and rigorous LHA network hiring standards. However, within those requirements, we want our principal to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members.

In addition to attending college fairs at state universities, we recruit from national organizations and sites including: Idealist; National Alliance for Public Charter Schools; US Charter Schools: School Spring; National Educators Employment Review; Accomplished Teacher (National Board); Smartbrief of Educators; Teachers of Color, and Special Education Teachers. For the 2013-14 school year, at Jacksonville Lighthouse Charter School, these efforts yielded over 300 applicants from 25 states. The school will participate in the state's Pathwise program which is designed to advance teacher learning and provides a series of professional development activities that will successfully prepare novice teachers to acquire a standard license. Working artists, experienced private school teachers, and teachers who are drawn from out of state to our schools' distinctive mission and pedagogy compliment in-state hires at each LHA school, and this mix is part of what helps us offer an excellent program. We ask that we be allowed to hire qualified, talented, and dedicated educators even if they are not licensed in Arkansas.

Additional waivers relating to payment of certified teachers are requests so that we are able to appropriately compensate non-certified but Highly Qualified teachers.

2. **We request a waiver from Ark. Code Ann § 6-10-106 (uniform date for beginning and end of school year) and Ark. Code Ann. § 6-16-102 (length of school day);**

Lighthouse's model uses more time on instruction to accelerate student achievement. A longer school year, 190 instructional days, requires that the start date and end of date of school is extended.

3. **We request a waiver from Ark. Code Ann. § 6-13-601 et seq., (school district boards of directors - generally) and Ark. Code Ann. § 6-14-101 et seq. (school board elections);**
4. **We request a waiver from Ark. Code Ann. §§ 6-17-2201 et seq. and 6-17-2401 et seq. Minimum teacher compensation schedule.**

This requirement is quite straightforward. We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use the LHA compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up fit for a facility, we must be quite conservative in our budgeting.

5. We request a waiver from the following rules governing standards for accreditation:

7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress....

We intend to provide a great deal of information to our parents and community. However, a report published by November 15 of our first year would only have data based on roughly eight weeks of school. Given the demands of the start-up period and this lack of data, we request permission to publish the required reports referred to in 7.02.2 beginning in our second year of operation.

7.03.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.

We request a waiver from this rule because we have requested a waiver from the report to which it refers. Again, we will not have enough data by this time to draw any conclusions. We propose instead to hold a "State of the School" meeting at roughly the same time. At this meeting, the principal will share anecdotal reports on the school's progress towards implementing the CCLCS program as detailed in the charter. We propose to begin holding the specific meeting described in 7.03.1 in our second year.

6. 8.01 Each school district shall form a coalition ... to develop and implement a ... plan for ... involvement in the delivery of ... youth services....

We request a waiver from this rule because we will do the same work in a different way. CCLCS represents the coming together of parents, different agencies and institutions, and business and industry, as stated in the text of the rule, to improve options and support for youth in Pulaski County. Community members will sit on the school's board, and its existence will improve the delivery of services to children. It is our contention that forming an additional body would be redundant and could limit the effectiveness of that body as well as the board and management of the school.

7. 10.02 CLASS SIZE AND TEACHING LOAD

We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Total enrollment will not exceed 750 for grades K-12. Class size at CCLCS will not exceed 22 in K and 25 in all other grades except that the school may adjust the class size by 10% without exceeding the charter if circumstances require. We believe that data driven differentiated instruction will ensure that the needs of all children are being met.

8. 15.01 Each school district shall employ a full-time superintendent when enrollment exceeds three hundred.

CCLCS will employ a full-time Principal, Director of Teacher Leadership and School Operations Manager. This

team will have a great deal of support from LHA and a local contractor for Business Management services. LHA regional staff will prepare documents for the Board and for the Arkansas Department of Education, conduct recruitment and fundraising efforts, and interface with the same stakeholders traditionally courted by superintendents. The position would be both costly and redundant to our model and we request a waiver from this rule.

9. Ark. Code Ann. § 6-25-101 et seq. concerning School Library Media Services and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.”

We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses, combined with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years. We would like the principal and Board, along with LHA, to have the autonomy to make all staffing decisions in a way that best supports our arts-infused program.

10. Ark. Code Ann. §§ 6-20-2208(e)(6) (Monitoring of Expenditures), 6-42-101 et seq. (Gifted & Talented Children - General Prohibitions), and Sections 18.01 - 18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts

CCLCS is as committed to providing support for gifted/talented and academically advanced students, just as it is to providing support for students who are lagging academically. Our educational program design is supportive of this population in several ways. We will gather data and write a simple learning contract that addresses areas of need with specific goals and strategies. Students may receive tutoring or extra coaching, or regular assignments may be enriched to better challenge and engage students. Gifted students may be asked to produce more complex pieces of writing, to incorporate arts to a greater depth, or to present work in a more challenging or individualized way. An adult in the school - usually the classroom teacher - will be assigned to track each student's progress and report to parents/guardians frequently. Because the learning contract can call for goals to be established in all subject areas, students who are advanced in one or two areas will not be held back in those subjects because of weaknesses in other areas. Conversely, we will not allow students to focus on their strengths and ignore areas where skill deficits exist. However, we do not have the capacity to hire a specific gifted-and-talented teacher but offer an academic program that will meet their needs. Thus, we request a waiver from the requirement to follow specific guidelines in providing appropriate levels of challenge to gifted and talented children.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

CCLCS is a public, open-enrollment charter school created to bring excellent educational opportunities to all children. We will adhere to all applicable federal laws and all civil rights laws. We are an open-enrollment school that we may draw students from anywhere in the state. At full enrollment, the school will reach 750 students over a five year period. CCLCS expects to enroll students from local school districts, private schools and home schools. The impact appears to be very small.

The local school district may lose state student funding when students leave but they also lose the expense of educating those students. In those simple terms, the amount of per-pupil money left for districts to educate the remaining students doesn't change at all. While the district loses out on state funding that travels with the student, they keep 100% of all local funding. Most of the students who transfer to charter schools also live in the district where their parents pay taxes. The tax support remains in the district. Charter schools across the country are also having a positive effect on traditional public school districts. Under the right circumstances, charter schools can be very effective learning labs for traditional public schools. The attitudes of many leading administrators of traditional public schools are changing to reflect the idea that charter schools, by promoting accountability and positive competition, can be drivers for much needed change. In fact, qualitative research shows that many administrators are looking to charter schools for models to increase their focus on customer service, parent engagement and communication.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Dr. Phillis Nichols Anderson is Senior Vice President responsible for schools in Arkansas, Oklahoma, New York and Washington, D.C. She has led the fastest growing region in the Lighthouse Network. During this period, she opened Jacksonville Lighthouse Charter School, and then led the expansion of the school on the Little Rock Air Force base. The Air Force base campus is one of a select number of charter schools on active military bases. Dr. Anderson also led the opening of Pine Bluff Lighthouse Charter School. Pine Bluff Arkansas is one of the highest need communities in the state. When Pine Bluff Lighthouse opened in 2011, it was the only charter school in the community. Dr. Anderson began her career as a classroom teacher in Arkansas, where she taught secondary English, journalism, and communications for over a decade. She has experience as an administrator in some of the most challenging school districts across the country including Washington, D.C.; Prince George's County, Maryland; and Little Rock Public Schools. Dr. Anderson is a product of the University of Arkansas system receiving her Bachelor's degree from UAPB and her Master's and Doctorate degrees in Educational Leadership from UALR. She also attended the Charter School Institute at Harvard University. Dr. Anderson will continue to oversee the region and support the school leaders as needed.

Lenisha Broadway is the Regional Vice President responsible for Arkansas. Ms. Broadway served as the principal at Ridgeroad Middle Charter School in North Little Rock, AR, for five years, and as the Assistant Principal for the four years prior. Prior to that, Ms. Broadway taught special education for four years. She is also a field facilitator for the FISH! Program of best practices in social and emotional learning, character education, classroom management and human behavior. Ms. Broadway earned her B.S.E. in Special Education and M.S.E. in Education from the University of Central Arkansas.

Lisa Clay is the Community Development Associate for Lighthouse Academies, Inc. She is responsible for new business development support, national marketing and local marketing support. She will support the local marketing efforts for CCLCS allowing for a smooth recruitment process and an active community role. She has been working with Lighthouse schools for more than seven years. Ms. Clay holds a B.A. from the University of Rochester and a M.S. from Boston University.

ATTACHMENT A: EVIDENCE OF ELIGIBLE ENTITY

An application (Form 1023) for Exemption under Section 501(c)(3) for Lighthouse Academies of Central Arkansas, Inc. was submitted In January 2013. The application was sent via UPS and received by the IRS on January 14, 2013. Proof of receipt from UPS is included below. Also attached is letter from Cox, Sargeant & Burns, P.C. indicating that the IRS confirmed by phone receipt of application. We have also submitted a request to have the application expedited.

Form 1023 Checklist (Revised June 2006)

COPY

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

| | | | |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

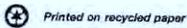
- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Page 2, Article 5
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Page 2, Article 6
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011



COPY

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

| | | | |
|--|--|---|---|
| 1 Full name of organization (exactly as it appears in your organizing document) Lighthouse Academies of Central Arkansas, Inc. | | 2 c/o Name (if applicable) Lighthouse Academies, Inc. | |
| 3 Mailing address (Number and street) (see instructions) 251 North First Street | | Room/Suite | 4 Employer Identification Number (EIN) 46-1471087 |
| City or town, state or country, and ZIP + 4 Jacksonville, AR 72076 | | 5 Month the annual accounting period ends (01 - 12) 06 | |
| 6 Primary contact (officer, director, trustee, or authorized representative) a Name: Dr. Phillis Nichols Anderson | | b Phone: 501-374-5001 | |
| | | c Fax: (optional) | |
| 7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| 8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 9a Organization's website: The organization does not yet have a website. | | | |
| b Organization's email: (optional) | | | |
| 10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) | | 6 / 9 / 2011 | |
| 12 Were you formed under the laws of a foreign country? If "Yes," state the country. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 6-2006)

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 2, Article 5**
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 2, Article 6**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|--------------|-------|-----------------|--|
| See attached | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|-------------|-------|-----------------|--|
| None | | | |
| | | | |
| | | | |
| | | | |
| | | | |

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|-----------------------------------|-------|--|--|
| Lighthouse Academies, Inc. | | 1661 Worcester Road, Suite 107 Framingham, MA 01701 | See attached |
| | | | |
| | | | |
| | | | |
| | | | |

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No
 - b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
 - c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No
-
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
 - b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No
-
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
 - a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
 - b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
 - c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** Describe any written or oral arrangements you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f** Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a** In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b** In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2** Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3** Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1** Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2** Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1** Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a** Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b** Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a** Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b** Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c** List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) Yes No

- mail solicitations
- phone solicitations
- email solicitations
- accept donations on your website
- personal solicitations
- receive donations from another organization's website
- vehicle, boat, plane, or similar donations
- government grant solicitations
- foundation grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. Yes No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. Yes No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. Yes No

5 Are you **affiliated** with a governmental unit? If "Yes," explain. Yes No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. Yes No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. Yes No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. Yes No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. Yes No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. Yes No

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). Yes No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). Yes No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). Yes No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. Yes No

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|--|---|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

| Type of revenue or expense | Current tax year | 3 prior tax years or 2 succeeding tax years | | | (e) Provide Total for (a) through (d) |
|---|--|---|---|---|---------------------------------------|
| | (a) From <u>1/1/12</u> To <u>11/30/12</u> | (b) From <u>7/1/14</u> To <u>6/30/15</u> | (c) From <u>1/1/15</u> To <u>6/30/16</u> | (d) From <u>7/1/16</u> To <u>6/30/17</u> | |
| 1 Gifts, grants, and contributions received (do not include unusual grants) | 0 | 150,000 | 150,000 | 150,000 | 450,000 |
| 2 Membership fees received | | | | | |
| 3 Gross investment income | | | | | |
| 4 Net unrelated business income | 0 | 300 | 400 | 500 | 1,200 |
| 5 Taxes levied for your benefit | | | | | |
| 6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge) | | | | | |
| 7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list) | | | | | |
| 8 Total of lines 1 through 7 | 0 | 150,300 | 150,400 | 150,500 | 451,200 |
| 9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list) | 0 | 1,586,844 | 1,712,164 | 2,028,421 | 5,327,429 |
| 10 Total of lines 8 and 9 | 0 | 1,737,144 | 1,862,564 | 2,178,921 | 5,778,629 |
| 11 Net gain or loss on sale of capital assets (attach schedule and see instructions) | | | | | |
| 12 Unusual grants | | | | | |
| 13 Total Revenue Add lines 10 through 12 | 0 | 1,737,144 | 1,862,564 | 2,178,921 | 5,778,629 |
| 14 Fundraising expenses | | | | | |
| 15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list) | | | | | |
| 16 Disbursements to or for the benefit of members (attach an itemized list) | | | | | |
| 17 Compensation of officers, directors, and trustees | | | | | |
| 18 Other salaries and wages | 0 | 775,370 | 988,370 | 1,140,770 | |
| 19 Interest expense | 0 | 10,350 | 6,750 | 3,375 | |
| 20 Occupancy (rent, utilities, etc.) | 0 | 175,000 | 225,000 | 400,000 | |
| 21 Depreciation and depletion | | | | | |
| 22 Professional fees | 0 | 100,000 | 150,000 | 150,000 | |
| 23 Any expense not otherwise classified, such as program services (attach itemized list) | 0 | 595,345 | 698,677 | 528,040 | |
| 24 Total Expenses Add lines 14 through 23 | 0 | 1,656,065 | 2,068,797 | 2,222,185 | |

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End: **2011**

| Assets | | (Whole dollars) |
|-----------------------------|---|---|
| 1 | Cash | 1 |
| 2 | Accounts receivable, net | 2 |
| 3 | Inventories | 3 |
| 4 | Bonds and notes receivable (attach an itemized list) | 4 |
| 5 | Corporate stocks (attach an itemized list) | 5 |
| 6 | Loans receivable (attach an itemized list) | 6 |
| 7 | Other investments (attach an itemized list) | 7 |
| 8 | Depreciable and depletable assets (attach an itemized list) | 8 |
| 9 | Land | 9 |
| 10 | Other assets (attach an itemized list) | 10 |
| 11 | Total Assets (add lines 1 through 10) | 11 |
| Liabilities | | |
| 12 | Accounts payable | 12 |
| 13 | Contributions, gifts, grants, etc. payable | 13 |
| 14 | Mortgages and notes payable (attach an itemized list) | 14 |
| 15 | Other liabilities (attach an itemized list) | 15 |
| 16 | Total Liabilities (add lines 12 through 15) | 16 0 |
| Fund Balances or Net Assets | | |
| 17 | Total fund balances or net assets | 17 0 |
| 18 | Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) | 18 0 |
| 19 | Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a** Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2** Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3** Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4** Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5** If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
 The organization is not a private foundation because it is:
- a** 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b** 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c** 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d** 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
 (Signature of Officer, Director, Trustee, or other authorized official)

.....
 (Type or print name of signer)

.....
 (Date)

.....
 (Type or print title or authority of signer)

For IRS Use Only

.....
 IRS Director, Exempt Organizations

.....
 (Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. _____
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

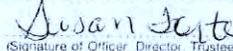
Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here


(Signature of Officer, Director, Trustee, or other authorized official)

Susan Forte
(Type or print name of signer)

12/19/12
(Date)

President
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No



COX, SARGEANT & BURNS, P.C.
Attorneys at Law

August 14, 2013

Dr. Phillis Nichols.Anderson
Lighthouse Academies, Inc.
1661 Worcester Road, Suite 207
Framingham, MA 01701

Dear Dr. Nichols.Anderson:

The application for recognition of exemption on Form 1023 for Lighthouse Academies of Central Arkansas, Inc. was received by the Internal Revenue Service ("IRS") on January 14, 2013. Attached is confirmation of delivery. Yesterday, I confirmed with the IRS by telephone that the application was received in January 2013. The IRS said acknowledgement of the application will be sent within 7 to 14 days. On July 9, 2013, we also filed a request with the IRS to have the application expedited. To date, we have received no response to that request.

Please do not hesitate to contact me if you have any questions.

Very truly yours,

Russell Cox

RC:sm
cc: Lisa Clay
Enclosure
32591



May 28, 2013
Shipper F398X4
Page 1 of 1

ATTN : VICKIE HAGUE
PHONE : (317)469-4120

DELIVERY NOTIFICATION

INQUIRY FROM: VICKIE HAGUE
COX SARGEANT BURNS PC
8440 WOODFIELD XING STE 450
INDIANAPOLIS IN 46240-4393

| | | | |
|-----------------------------------|--------------------|---|---------------------------|
| SHIPMENT TO: | | 201 W RIVERCENTER BLVD COVINGTON KY 41011424 | |
| Shipper Number..... | F398X4 | Pickup Date..... | 01/09/13 |
| Number of Parcels..... | 1 | Weight..... | 1 LBS |
| Tracking Identification Number... | 1ZF398X4NT98308471 | Merchandise..... | TAX EMEMPTION APPLICATION |

According to our records 1 parcel was delivered on 01/14/13 at 8:49 A.M., and left at DOCK. The shipment was signed for by SCGVRLE as follows:

The package was missing the shipping label and delivered under the UPS tracking number 1Z777A9R0371272268.

Merchandise Description 1: TAX EMEMPTION APPLICATION

| SHIPPER NUMBER | PKG ID NO | TRACKING NUMBER | ADDRESS (NO./STREET,CITY) | SIGNATURE |
|----------------|-----------|--------------------|-------------------------------------|----------------|
| 777A9R | | 1Z777A9R0371272268 | 201 W RIVERCENTER BLVD COVINGTON | <i>SCGVRLE</i> |

T890NTFM:000A0000

ATTACHMENT B: PUBLIC HEARING DOCUMENTATION

Please find below copy of ad that ran in the Arkansas Democrat Gazette on June 27, July 4 and July 11. Also below please see copy of invoice showing that the ad was published on these dates.

Charleena Sims, told jurors that Sims had playfully put the knife against her neck but she hadn't considered the gesture threatening. Brazeal said he'd met Sims that night through Monroe, who is engaged, to

ording to testimony.
Charleena Sims, who is charged with aggravated assault in the case over accusations she threatened her sister with the gun, is scheduled to stand trial next week.

kitchentuneup.com
Refacing | Resurfacing | Cabinet | 1 Day Time-It
Let Us Customize A Solution For You!
501.223.6888
Free In-Home Estimate & Consultation

Getting it straight
The Democrat-Gazette wants its news reports to be fair and accurate.
We correct all errors of fact. If you know of an error, write:
Frank Fellone
Deputy Editor
P.O. Box 2221
Little Rock, Ark. 72203
or call 378-3476 during business hours Monday through Friday.

Lighthouse Academies of Central Arkansas, Inc. plans to submit an application to the State Board of Education to open a public charter school in North Little Rock, Arkansas.

Notice of Public Hearing
First Baptist Church
2015 Main Street
North Little Rock, AR 72114
Thursday, July 18, 2013, 6:30 PM

All are welcome to join us to learn more about Lighthouse Academies and the education opportunities we will bring to your community.



We prepare our students for college through a rigorous arts-infused program.

MEMBER EVENT
Subaru MDX



Maintain the Love
Loving your Subaru is even easier now because Reverse Subaru is looking after you.

COMPLIMENTARY MAINTENANCE
Complimentary scheduled maintenance for 3 years or 200K miles. Includes oil and filter changes, tire rotation, cabin filter, all recommended lubricants and road tire tread coverage.

SUBARU
Club of America

2013 Subaru Impreza 2.0i

\$18,500

VIN: DG852392 Sale Price

PRE BILL FOR 06/27/13 to 07/31/13

ARKANSAS DEMOCRAT-GAZETTE, INC.
 BUSINESS OFFICE - RETAIL DISPLAY
 P.O. Box 2221
 LITTLE ROCK, AR 72203

ADVERTISING DEPT: Retail...

LIGHTHOUSE ACADEMIES, INC
 251 NORTH 1ST ST
 JACKSONVILLE, AR 72076

ACCOUNT NUMBER: 1611607

| Publ Ad # | Date | Description | Size | UM | Unit Rate | Amount |
|------------|----------|-----------------|------|----|-----------|--------|
| AD 1669144 | 06/27/13 | Notice of Publi | 8.00 | in | 80.280 | 642.24 |
| AD 1669144 | 07/04/13 | Notice of Publi | 8.00 | in | 80.280 | 642.24 |
| AD 1669144 | 07/11/13 | Notice of Publi | 8.00 | in | 80.280 | 642.24 |

TOTAL PRE BILL CHARGES: 1,926.72

PRE BILL TOTAL: 1,926.72

Please find below copies of the emails and notifications letters that were sent to ADE and superintendents of school districts.

From: [Phillie Nichols Anderson](#)
To: [Keisha Mattox \(ADE\)](#); [Mary Berry \(ADE\)](#); kispeik@nlrsd.org
Cc: [Lenisha Broadway](#); [Susan Forte](#); [Phillie Nichols Anderson](#); [Lisa Clay](#)
Subject: RE: July 1 Enrollment Count Form deadline REMINDER
Date: Thursday, June 27, 2013 11:19:24 PM
Attachments: [CCLCS LOI ADE 6.28.13.pdf](#)
[LOI to NLRSD. 6.29.13.pdf](#)

Hello,

Please accept the Letters of Intent and Notice of Public Hearing for Capitol City Lighthouse Charter School.

Please advise if any additional information is needed.

Best regards,

Phillie L. Nichols Anderson, Ed.D.
Senior Vice President
Lighthouse Academies, Inc.
Arkansas, Oklahoma, Washington, D.C., New York
901 Main St. Suite 203
North Little Rock, Arkansas 72116
501-374-5000 Office
501-374-5000 Fax



www.lighthouse-academies.org

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Please consider the environment before printing this e-mail.

From: [Phillis Nichols Anderson](#)
To: morris.holmes@lrsd.org
Cc: [Mary Perry \(ADE\)](#); [Lisa Clay](#); [Lenisha Broadway](#)
Subject: Notification of Public Hearing
Date: Friday, July 12, 2013 12:47:58 PM
Attachments: [CLCS Notice of Public Hearing_LRSD 0713.pdf](#)

Hello,

Please see attached document.

Best Regards,

Phillis L. Nichols Anderson, Ed.D.
Senior Vice President
Lighthouse Academies, Inc.
Arkansas, Oklahoma, Washington, D.C., New York
401 Main St. Suite 203
North Little Rock, Arkansas 72116
501-374-5000 Office
501-374-5000 fax



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Please consider the environment before printing this e-mail.

Lighthouse Academies of Central Arkansas

July 11, 2013

Superintendent
Little Rock School District
810 W. Markham
Little Rock, AR 72201

**Sent via Email* as listed on ADE Website*
morris.holmes@lrzd.org

Dear Superintendent:

Lighthouse Academies of Central Arkansas has recently filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Lighthouse Academies of Central Arkansas is:

Dr. Phillis Nichols-Anderson
Lighthouse Academies Inc.
401 Main St. Suite 203
North Little Rock, AR 72116
Office 501 374-5001
Fax 501 374-5010
pnicholsanderson@lighthouse-academies.org

The proposed school will be based in North Little Rock with the name "Capitol City Lighthouse Charter School". The school will initially serve grades K- Grade 6 approximately 388 students in year one.

Notice of Public Hearing
First Baptist Church Main
2015 Main St.
Thursday, July 18, 2013
6:30 PM

Please contact me if you have any questions. Thank you.

Best Regards,



Dr. Phillis Nichols-Anderson
Senior Vice President

Enclosure: LOI to ADE

We prepare our students for college through a rigorous arts-infused program.

401 Main St - Little Rock, AR 72116 - Ph: 501.374-5001 - Fax: 501.374-5010
www.lighthouse-academies.org

From: [Phillis Nichols Anderson](#)
To: jqmess@pcssd.org
Cc: [Mary Perry \(ADE\)](#); [Lisa Clay](#); [Lenisha Broadway](#)
Subject: Notification of Public Hearing
Date: Friday, July 12, 2013 12:49:59 PM
Attachments: CCLCS Notice of Public Hearing, PCSSD 0713.pdf

Hello,

Please see attached document.

Best Regards,

Phillis L. Nichols Anderson, EdD.
Senior Vice President
Lighthouse Academies, Inc.
Arkansas Oklahoma, Washington, D.C., New York
401 Main St. Suite 208
North Little Rock, Arkansas 72116
501-374-5000 Office
501-374-5000 Fax



www.lighthouse-academies.org

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Please consider the environment before printing this e-mail.

Lighthouse Academies of Central Arkansas

June 24, 2013

Superintendent
North Little Rock School District

Sent via EMail
jguess@pcssd.org

Dear Superintendent Guess:

Lighthouse Academies of Central Arkansas recently filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Lighthouse Academies of Central Arkansas is:

Dr. Phillis Nichols-Anderson
Lighthouse Academies Inc.
401 Main St Suite 203
North Little Rock, AR 72116
Office 501 374-5001
Fax 501 374-5010
pnicholsanderson@lighthouse-academies.org

The proposed school will be based in North Little Rock with the name "Capitol City Lighthouse Charter School". The school will initially serve grades K- Grade 6 approximately 388 students in year one.

Notice of Public Hearing
First Baptist Church Main
2015 Main St.
Thursday, July 18, 2013
6:30 PM

Please contact me if you have any questions. Thank you.

Best Regards,



Dr. Phillis Nichols-Anderson
Senior Vice President

Enclosure. LOI to ADE

We prepare our students for college through a rigorous arts-infused program.

401 Main St - Little Rock, AR 72116 - Ph: 501.374-5001 - Fax: 501.374-5010
www.lighthouse-academies.org

Please find below copies of the sign in sheets from the public hearing showing the support and attendance at the event.

Lighthouse Academies of Central Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL
Public Hearing Sign In Sheet

*Please sign in below if you support the opening of the
 Capitol City Lighthouse Charter School: North Little Rock*

| NAME | Contact Information Phone or Email |
|------------------|---|
| Quawana Bryant | qbryant@lighthouse-academies.org |
| Renata Bryant | rbryant@lighthouse-academies.org |
| Amber Bailey | abailey@lighthouse-academies.org |
| Adriane Smith | adsmith@lighthouse-academies.org |
| Lashawnda Noel | 501.353.8251 lashawnda.noel@gmail.com |
| BRAD BUEL | bbuel@lighthouse-academies.org |
| Lynette Bell | Lhdbell_1@hotmail.com |
| KEITH KLOSKEY | NORTH LITTLE ROCK STATES OF MISSISSIPPI |
| Michael Taylor | mitaylor@lighthouse-academies.org |
| Chris Carter | ccarter@lighthouse-academies.org |
| Lenisha Broadway | lbroadway@lighthouse-academies.org |
| Amanda Crawford | acrawford@lighthouse-academies.org |
| Norman Whitfield | nwhitfield@nwhitfield.org |
| Savannah Huggins | 501-744-7840 mi22v1cree@gmail.com |
| Erin Butler | |

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Lighthouse Academies of Central Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL
Public Hearing Sign In Sheet

*Please sign in below if you support the opening of the
 Capitol City Lighthouse Charter School, North Little Rock*

| NAME | Contact Information Phone or Email |
|-----------------|---------------------------------------|
| Shannon Huggins | Shanhuggins@yahoo.com |
| Twana Marshall | 501-234-7929 |
| Susan Fozte | 501 2473674 |
| Kendra Harris | 501 707-5453 |
| Bryonna Anthony | |
| Marsha Davis | 501-690-1441 |
| Telly Neal | 837-9595 |
| Quills Andrew | 501 265 9366 |
| Tajice Martin | 501 7581384 |
| Belinda Buenev | 501-376-8144 |
| | |
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Lighthouse Academies of Central Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL
Public Hearing Sign In Sheet

*Please sign in below if you support the opening of the
Capitol City Lighthouse Charter School: North Little Rock*

| NAME | Contact Information Phone or Email |
|----------------|---------------------------------------|
| Barry Anthony | |
| Darius Anthony | |
| | |
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Additional Petitions of Support:

Lighthouse Academies of Central Arkansas
 Capitol City LIGHTHOUSE CHARTER SCHOOL
 Petition of Support

Please sign in below if you support the opening of the
 Capitol City Lighthouse Charter School: North Little Rock

| NAME | Contact Information Phone or Email |
|-------------------|---------------------------------------|
| Theresa Hervey | 501-765-0224 |
| Tory Grant | 501-400-8528 |
| Dontreall Jones | 501-309-7430 |
| Antino Robinson | 501-744-2585 |
| JONATHAN BOWEN | 501-591-0166 |
| Vandreae Hagkins | 501-454-5374 |
| Clint Arnold | 501-410-5490 |
| Shaneya Gill | 501-744-5701 |
| Annie J. Watson | 771-9374 |
| Steven Doye | 240-6338 |
| Starosha Benskins | 541-8860 |
| Angeline Ross | 960-6397 |
| Pratanya Fendon | (501) 398-6832 |
| Lanyon Adams | (501) 838-5941 |
| Carletha Surratt | 501-716-7619 |

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Lighthouse Academies of Central Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL
Petition of Support

*Please sign in below if you support the opening of the
 Capitol City Lighthouse Charter School: North Little Rock*

| NAME | Contact Information Phone or Email |
|-------------------------|---------------------------------------|
| Crystal Maxwell | (501) 858-6690 |
| Laven Lewis | 11 11 |
| Dedric Cox | 398-2563 |
| Deborah Jones | 501-960-5996 |
| Darius McPherson | 501-541-8866 |
| Emanuel Wright | 501-838-3016 |
| Frankie Henderson | 501-779-5512 |
| Nichya Hardy | 501-858-1802 |
| Debra Madrigal | 501 600 0067 |
| Woodell Waters | 501-612-9457 |
| Sharmine Winters | 501-541-7243 |
| Turel Harmon | 501 374-6152 |
| Deirdre Jones | 501 838-5975 |
| Tom ^{Lik} Ross | 501 604 7987 |
| Pauline Black | 501 2111 7628 |

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Lighthouse Academies of Central Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL
Petition of Support

*Please sign in below if you support the opening of the
 Capitol City Lighthouse Charter School: North Little Rock*

| NAME | Contact Information Phone or Email |
|-----------------------|---------------------------------------|
| Fieldie Jackson | 454-5131 |
| Minnie Bailey | 758-3193 |
| KATRINA LEWIS | 444-1863 |
| Tiffany Watson | 501 539-10070 |
| Zenetta Smith | 501 541-6401 |
| Kathleen Hubenschmidt | 870/443-6777 |
| Rev. James-Scott | 501/753-5598 |
| Sis Ruby Jean Casim | 501 / 753-5598 |
| April Morris | 501-349-4541 |
| Erica Davis | (501) 744-2105 |
| Charity Smith | 501-563-9370 |
| Katherine Watson | 501-291-2640 |
| Michael Simmons | 501-744-2065 |
| Eric Williams | 501-744-2065 |
| Mina Nation | 501-661-9349 |

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Lighthouse Academies of Central Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL
Petition of Support

*Please sign in below if you support the opening of the
 Capitol City Lighthouse Charter School: North Little Rock*

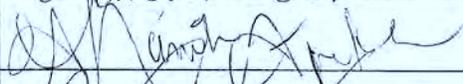
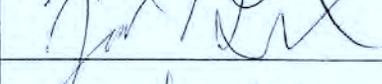
| NAME | Contact Information Phone or Email |
|-----------------------|---------------------------------------|
| Carry Robinson | 501-612-5103 |
| Kendra Lewis | 501 744-7874 |
| Erica Johnson | 501 249-2824 |
| Herman Rodman | 501-249-4574 |
| Margulie Britton | |
| Dwayne Jarrett | (501) 744. 1125 |
| Cathryn Schmitz | |
| Michelle Grayson | |
| MARTIN WOFFORD | (501) 444-0999 |
| Medina Wofford | (473) 639-7646 |
| Stephanne Grimal | (701) 332-8777 |
| Princeton Sattler | (850) 570 3696 |
| Brittney J. and Smutz | 501) 346-3403 |
| Morgan Parker | 501 744524 |
| Temara George | 501 835-1565 |

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Lighthouse Academies of Central Arkansas
Capitol City LIGHTHOUSE CHARTER SCHOOL
Petition of Support

*Please sign in below if you support the opening of the
 Capitol City Lighthouse Charter School: North Little Rock*

| NAME | Contact Information Phone or Email |
|---|---------------------------------------|
|  | |
| Jules C. Long | 501-744-4101 |
| Ponnie Lasker | 501-916-0120 |
| Fantashia Gatten | 501-612-1060 |
| Kristy Smith | 501 398-3530 |
| Chandrika Dennis | 501 398 3452 |
|  | 501 615 3204 |
|  | 219-776-0301 |
| Katarino | |
| Kesha Kelley | 501 612 8176 |
| Brittney Taylor | 501-218-3915 |
| Cedrick Holman | 501 296-4142 |
| Candy Barrows | 501-355-1162 |
| Frenchelle Barham | 501 407-7112 |
| Estella W. West | 501-812-0651 |

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ATTACHMENT C: EVIDENCE OF PARENTAL AND COMMUNITY SUPPORT

Please find letters of support attached below.

REPRESENTATIVE
Eddie L. Armstrong
P. O. Box 5323
North Little Rock, AR 72119-5323

501-444-8468 Business
earmstron4rep@gmail.com

DISTRICT 37

Counties:
Pott. Pulaski

COMMITTEES

Revenue and Taxation
Sales, Use, Miscellaneous Taxes and
Exemptions Subcommittee

Vice Chairperson, City, County and
Local Affairs



STATE OF ARKANSAS

House of Representatives

August 2, 2013

Arkansas State Board of Education
4 Capitol Mall
Little Rock, Arkansas 72201

Dear Board Members,

I am writing to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the North Little Rock area, and its mission to prepare students for college through a rigorous arts-infused program.

The arts are a powerful set of disciplines to use in the effort to narrow the gap between low socio-economic status students, who are not highly involved in the arts, and their higher socio-economic status peers. This arts-infused program has brought students, families, and communities together through a common sense of pride throughout other areas of our state.

Our state has developed standards for student achievement in arts education, but school districts are not required to provide instruction in the arts disciplines. Studies show that students with high levels of involvement in the arts improve their performance at school in many ways. The arts are also a means of reaching students not currently being reached, such as those at risk of not learning to their full potential.

Quality public charter schools, like the proposed Capitol City Lighthouse Charter, should be afforded the opportunity to expand to reach more children in need, and the district in which I serve. As a board member, you are in the unique position to craft policy, implement change, and fund schools that encourage administrators and educators to improve the quality and delivery of instruction. Please support this strong arts-infused education program.

Thank you for all that you do on behalf of the state of Arkansas.

Sincerely,

A handwritten signature in blue ink that reads "Eddie L. Armstrong".

Eddie L. Armstrong



It is with great pleasure that I write this letter of support for Capital City Lighthouse Charter application. The board of Capital City and the staff of Lighthouse Academy have already proven themselves to be an integral part of the Central Arkansas educational community and I wholeheartedly endorse their application to provide families in North Little Rock an additional education option.

As a business leader in this area, I feel it is very important for children and families to have quality educational choices. Lighthouse has provided those choices in Jacksonville, Pine Bluff and many other cities across the country. I am confident that their endeavor in North Little Rock will only serve to strengthen our community and help us to produce stronger scholars, more college graduates and ultimately better employees and business owners. I urge you to approve this application with the children and families of my community in mind.

Sincerely,

Shedrick Warren III

G4L Custom Embroidery
Gifts & Apparel
4231 East McCain Blvd.
North Little Rock, AR 72117



FBC

PASTOR
Dr. D.L. Richardson, Ph.D.

BUSINESS ADMIN.
Jean Ridgle

CHURCH CLERKS
Evelyn Thomas
Eglah Greaves
Yvette Rhodes

DEACON COUNCIL
Earnest Sergent, Ch.
James Wafford, Jr.
Wayne Ridgle
Aaron Thomas, Sr.
Charles McMullen
LeJerris Allen

TRUSTEES
Aaron Thomas, Sr.
Herbert Campbell
Toni Moore
Michael Murray

July 14, 2013

To: Capitol City Public Charter School
From: Dr. D.L. Richardson, Pastor
RE: Support

To Whom It May Concern:

I am honored to be afforded the opportunity to share a word of support for the great service your organization is doing in the community especially through higher education. I believe that higher education is one of the major pillars to success in this 21 century and your organization has been a proven advocate in this arena through your educational programs. As you invest in our young men and women through scholastic achievement, I am convinced that it succors in making a difference in their lives as well as the lives of others.

It's rewarding to know that there are organizations such as Capitol City Public Charter that offer a nurturing environment with highly effective teachers who are committed to sharing knowledge, skill, and values necessary for developing responsible citizenship in our young people.

Thank you for your commitment to life-long learning and I pray you will continue to be a visible and generous partner of advanced education.

In His Name,

D.L. Richardson, Ph.D.

FIRST BAPTIST CHURCH

*811 Scipio A. Jones Drive, North Little Rock, Arkansas 72114
Church Office: 501/374-9394 Pastor's Office: 501/375-3145
Fax: 501/372-7806*

William L. Robinson, Pastor

July 26, 2013

Arkansas Department of Education
State Board of Education
Four Capitol Mall
Little Rock, Arkansas 72201

To the Board of Education Members:

Greetings to you on this blessed day. I am writing to support the initiative of expansion to North Little Rock, Arkansas of the Capitol City Lighthouse Charter School. As an advocate, of all children should receive an above average education, this charter school will assist the regular schools through smaller class sizes and more intense teaching/study plans.

Not all children can learn appropriately using the same lesson plan so there should be options in place. After reviewing the materials that I received; this plan will help the student and parent prepare for the next level and not remain comfortable within their present group. Assessments and additional learning tools will help meet the student's individual learning standards.

The "LHA" Program will, if given the opportunity, be an asset to the educational programs already in place. Let's coordinate with the other schools and give them an opportunity to provide a fulfilled learning environment. If I may be of assistance to you, please call me immediately at (501) 375-3145.

Sincerely,


Pastor William L. Robinson

*The Church With The Christian Atmosphere
Where You Can End Your Search For A Friendly Church*

July 24, 2013

Arkansas State Board of Education
4 Capitol Mall
Little Rock, Arkansas 72201

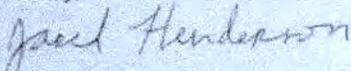
Dear Board Members,

I am writing to you to express my support for the expansion of Lighthouse Academies, Inc. in Arkansas to the Capitol City area.

Lighthouse Academy (LHA) schools in Jacksonville and Pine Bluff are doing a tremendous job meeting the needs of students and families in these communities. LHA provides a rigorous education to all students, with the ultimate goal of preparing each child for college and beyond. The expansion to the Capitol City should not only do the same for children in the North Little Rock area, but also provide more choice to parents and guardians in our community.

All in all, quality public charters such as Lighthouse Academies should be afforded the opportunity to expand to reach more children in this area of the state, and as a partner in this work, and as a citizen that has met Lighthouse school leaders and numerous Lighthouse teachers, I strongly support the expansion of this charter network.

Sincerely,



Jared K. Henderson

Jared Henderson
300 East Third St.
Little Rock, AR 72201
Phone: 501-529-7787
Email: jared.k.henderson@gmail.com

ATTACHMENT E: DAILY SCHEDULE 2014-15

The daily schedule varies slightly by grade. Please find below sample schedules for grades 3 and 5.

GRADE 3 SAMPLE SCHEDULE

| | Mon | Tue | Wed | Thur | Fri |
|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 7:15-7:50 | | | | | |
| 8:00-8:15 | Morning Meeting |
| 8:15-9:15 | Art | Music | Computer | Spanish | PE |
| 9:15-10:45 | ELA | ELA | ELA | ELA | ELA |
| 10:45-11:30 | Social Studies |
| 11:30-12:00 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:00-12:30 | SPARK DUTY |
| 12:30-1:30 | Focus | Focus | Focus | Focus | Focus |
| 1:30-3:00 | Math | Math | Math | Math | Math |
| 3:00-3:45 | Science | Science | Science | Science | Science |
| 3:45-4:00 | Closing Circle |

GRADE 5 SAMPLE SCHEDULE

| | Mon | Tue | Wed | Thur | Fri |
|-------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 7:15-7:50 | | | | | |
| 8:00-8:15 | Circle of Power and Respect |
| 8:15-9:45 | ELA | ELA | ELA | ELA | ELA |
| 9:45 | Switch Classes | | | | |
| 9:45-11:15 | Math | Math | Math | Math | Math |
| 11:15-12:15 | Math Lab | Literacy Lab | Math Lab | Literacy Lab | Math Lab |
| 12:15-12:45 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:45-1:10 | Spark | Spark | Spark | Spark | Spark |
| 1:10-2:10 | Computer | PE | ART | Music | Spanish |
| 2:10-3:00 | Social Studies |
| 3:00 | Switch Classes | | | | |
| 3:00-3:50 | Science | Science | Science | Science | Science |
| 3:50-4:00 | Closing Circle |

**Public Charter School Application
Personnel Salary Schedule**

| Administrative Positions: | | Salary 2014-2015 | | Salary 2015-2016 | |
|----------------------------------|---|-------------------------------|--------------|-------------------------------|--------------|
| <i>Line#</i> | List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
| 1 | Principal | 1 | \$80,000.00 | 1 | \$82,400.00 |
| 2 | Director of Teaching & Learning | 1 | \$55,000.00 | 2 | \$55,825.00 |
| 3 | Director of Student Services | 1 | \$40,000.00 | 1 | \$41,200.00 |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Subtotal: | | \$175,000.00 | | \$235,250.00 |
| 8 | Fringe Benefits (rate used <u>30%</u>) | | \$52,500.00 | | \$70,575.00 |
| 9 | Total Administration: | | \$227,500.00 | | \$305,825.00 |

| Regular Classroom Instruction: | | 2014-2015 | | 2015-2016 | |
|---------------------------------------|---|------------------|--------------|------------------|--------------|
| | | No. FTEs | | No. FTEs | |
| 10 | Teachers | 17 | \$34,000.00 | 19 | \$35,020.00 |
| 11 | Aides | 1 | \$24,000.00 | 2 | \$24,720.00 |
| 12 | Subtotal: | | \$602,000.00 | | \$714,820.00 |
| 13 | Teacher Fringe Benefits (rate used <u>30%</u>) | | \$173,400.00 | | \$199,614.00 |
| 14 | Aide Fringe Benefits (rate used <u>30%</u>) | | \$7,200.00 | | \$14,832.00 |
| 15 | Total Regular Classroom Instruction: | | \$782,600.00 | | \$929,266.00 |

| Special Education: | | 2014-2015 | | 2015-2016 | |
|---------------------------|---|------------------|-------------|------------------|-------------|
| | | No. FTEs | | No. FTEs | |
| 16 | Teachers | 1 | \$34,000.00 | 1 | \$35,020.00 |
| 17 | Aides | 1 | \$24,000.00 | 1 | \$24,720.00 |
| 18 | Subtotal: | | \$58,000.00 | | \$59,740.00 |
| 19 | Teacher Fringe Benefits (rate used <u>30%</u>) | | \$10,200.00 | | \$10,506.00 |
| 20 | Aide Fringe Benefits (rate used <u>30%</u>) | | \$7,200.00 | | \$7,416.00 |
| 21 | Total Special Education: | | \$75,400.00 | | \$77,662.00 |

| Gifted and Talented Program: | | 2014-2015 | | 2015-2016 | |
|-------------------------------------|---|------------------|--|------------------|--------|
| | | No. FTEs | | No. FTEs | |
| 22 | Teachers | | | | |
| 23 | Aides | | | | |
| 24 | Subtotal: | | | | |
| 25 | Teacher Fringe Benefits (rate used _____) | | | | |
| 26 | Aide Fringe Benefits (rate used _____) | | | | \$0.00 |
| 27 | Total Gifted and Talented Program: | | | | \$0.00 |

**Alternative Education Program/
Alternative Learning Environments:**

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | | | | |
| 29 Aides | | | | |
| 30 Subtotal: | | | | |
| 31 Teacher Fringe Benefits (rate used _____) | | | | |
| 32 Aide Fringe Benefits (rate used _____) | | | | |
| 33 Total Alternative Education Program/ Alternative Learning Environments: | | | | |

English Language Learner Program:

| List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|---|-----------------------|-------------|-----------------------|-------------|
| 34 ELL Coordinator | 0.25 | \$34,000.00 | 0.25 | \$35,020.00 |
| 35 | | | | |
| 36 | | | | |
| 37 | | | | |
| 38 | | | | |
| 39 Subtotal: | | \$8,500.00 | | \$8,755.00 |
| 40 Fringe Benefits (rate used 30%) | | \$2,550.00 | | \$2,626.50 |
| 41 Total English Language Learner Program: | | \$11,050.00 | | \$11,381.50 |

Guidance Services:

| List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|------------------------------------|-----------------------|-------------|-----------------------|-------------|
| 42 Guidance Counselor | 1 | \$40,000.00 | 1 | \$41,200.00 |
| 43 | | | | |
| 44 | | | | |
| 45 | | | | |
| 46 | | | | |
| 47 Subtotal: | | \$40,000.00 | | \$41,200.00 |
| 48 Fringe Benefits (rate used 30%) | | \$12,000.00 | | \$12,360.00 |
| 49 Total Guidance Services: | | \$52,000.00 | | \$53,560.00 |

Health Services:

| List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|------------------------------------|-----------------------|-------------|-----------------------|-------------|
| 50 Nurse | 0.75 | \$32,000.00 | 0.75 | \$32,960.00 |
| 51 | | | | |
| 52 | | | | |
| 53 | | | | |
| 54 | | | | |
| 55 Subtotal: | | \$24,000.00 | | \$24,720.00 |
| 56 Fringe Benefits (rate used 30%) | | \$7,200.00 | | \$7,416.00 |
| 57 Total Health Services: | | \$31,200.00 | | \$32,136.00 |

Media Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 58 List Positions | | |
| 59 _____ | | |
| 60 _____ | | |
| 61 _____ | | |
| 62 _____ | | |
| 63 Subtotal: | | |
| 64 Fringe Benefits (rate used _____) | | |
| 65 Total Media Services: | | |

Fiscal Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 66 List Positions | | |
| 67 _____ | | |
| 68 _____ | | |
| 69 _____ | | |
| 70 _____ | | |
| 71 Subtotal: | | |
| 72 Fringe Benefits (rate used _____) | | |
| 73 Total Fiscal Services: | | |

Maintenance and Operation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--|-----------------------|-----------------------|
| 74 Custodian | 2.5 | 3 |
| 75 _____ | | |
| 76 _____ | | |
| 77 _____ | | |
| 78 _____ | | |
| 79 Subtotal: | \$45,000.00 | \$55,620.00 |
| 80 Fringe Benefits (rate used 30%) | \$13,500.00 | \$16,686.00 |
| 81 Total Maintenance and Operation: | \$58,500.00 | \$72,306.00 |

Pupil Transportation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---------------------------------------|-----------------------|-----------------------|
| 82 Bus Driver | 1 | 1 |
| 83 _____ | | |
| 84 _____ | | |
| 85 _____ | | |
| 86 _____ | | |
| 87 Subtotal: | \$23,500.00 | \$24,205.00 |
| 88 Fringe Benefits (rate used 30%) | \$7,050.00 | \$7,261.50 |
| 89 Total Pupil Transportation: | \$30,550.00 | \$31,466.50 |

Food Services:

| | List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|----|---------------------------------|-------------------------------|-------------|-------------------------------|-------------|
| 90 | Food Service Worker | 1 | \$20,000.00 | 1 | \$20,600.00 |
| 91 | | | | | |
| 92 | | | | | |
| 93 | | | | | |
| 94 | | | | | |
| 95 | Subtotal: | | \$20,000.00 | | \$20,600.00 |
| 96 | Fringe Benefits (rate used 30%) | | \$6,000.00 | | \$6,180.00 |
| 97 | Total Food Services: | | \$26,000.00 | | \$26,780.00 |

Data Processing:

| | List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|-----|---------------------------------|-------------------------------|-------------|-------------------------------|-------------|
| 98 | School Operations Manager | 1 | \$35,000.00 | 1 | \$36,050.00 |
| 99 | Office Assistant | 1 | \$24,000.00 | 1 | \$24,720.00 |
| 100 | | | | | |
| 101 | | | | | |
| 102 | | | | | |
| 103 | Subtotal: | | \$59,000.00 | | \$60,770.00 |
| 104 | Fringe Benefits (rate used 30%) | | \$17,700.00 | | \$18,231.00 |
| 105 | Total Data Processing: | | \$76,700.00 | | \$79,001.00 |

Substitute Personnel:

| | | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|-----|---|-------------------------------|-------------|-------------------------------|-------------|
| 106 | Number of Certified Substitutes 2 | 2 | \$14,250.00 | 2 | \$14,250.00 |
| 107 | Number of Classified Substitutes _____ | | | | |
| 108 | Subtotal: | | \$28,500.00 | | \$28,500.00 |
| 109 | Certified Fringe Benefits (rate used 23%) | | \$6,555.00 | | \$6,555.00 |
| 110 | Classified Fringe Benefits (rate used _____) | | | | |
| 111 | Total Substitute Personnel: | | \$35,055.00 | | \$35,055.00 |

TOTAL EXPENDITURES FOR SALARIES:

| | | | | | |
|-----|--|--|----------------|--|----------------|
| 112 | | | \$1,406,555.00 | | \$1,654,439.00 |
|-----|--|--|----------------|--|----------------|

**Public Charter School Application
Estimated Budget Template**

REVENUES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---|---|------------------------------|------------------------------|
| State Public Charter School Aid: | | | |
| 2014-2015 | | | |
| 1 | No. of Students <u>344</u> x <u>\$6,521.00</u> State Foundation Funding | <u>\$2,243,224.00</u> | |
| 2 | No. of Students <u>344</u> x <u>\$44.00</u> Professional Development | <u>\$15,136.00</u> | |
| 3 | No. of Students <u>245</u> x <u>\$1,033.00</u> eligible rate* NSL Funding | <u>\$253,085.00</u> | |
| 4 | No. of Students _____ x _____ Other: <i>Explain Below</i> | | |
| 5 | | | |
| 2015-2016 | | | |
| 6 | No. of Students <u>394</u> x <u>\$6,521.00</u> State Foundation Funding | | <u>\$2,569,274.00</u> |
| 7 | No. of Students <u>394</u> x <u>\$44.00</u> Professional Development | | <u>\$17,336.00</u> |
| 8 | No. of Students <u>280</u> x <u>\$1,033.00</u> eligible rate* NSL Funding | | <u>\$289,240.00</u> |
| 9 | No. of Students _____ x _____ Other: <i>Explain Below</i> | | |
| 10 | | | |
| 11 | Total State Charter School Aid: | <u><u>\$2,511,445.00</u></u> | <u><u>\$2,875,850.00</u></u> |
| Other Sources of Revenues: | | | |
| <i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i> | | | |
| 12 | Private Donations or Gifts | | |
| 13 | Federal Grants (List the amount) | | |
| 14 | Special Grants (List the amount) | | |
| 15 | Other (<i>Specifically Describe</i>) | | |
| 16 | | | |
| 16 | Total Other Sources of Revenues: | | |
| 17 | TOTAL REVENUES: | <u><u>\$2,511,445.00</u></u> | <u><u>\$2,875,850.00</u></u> |

EXPENDITURES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------|--|----------------------------|----------------------------|
| Administration: | | | |
| 18 | Salaries and Benefits | <u>\$227,500.00</u> | <u>\$305,825.00</u> |
| | Purchased Services - List Vendors Below | | |
| 19 | V - AD 1 <u>Mgmt Services - Lighthouse Academies, Inc.</u> | <u>\$180,000.00</u> | <u>\$180,000.00</u> |
| 20 | V - AD 2 <u>Marketing - Design Group/AR Dem Gazzette</u> | <u>\$5,500.00</u> | <u>\$5,500.00</u> |
| 21 | V - AD 3 <u>Telecommunications - AT&T</u> | <u>\$6,000.00</u> | <u>\$6,000.00</u> |
| 22 | V - AD 4 _____ | | |
| 23 | V - AD 5 _____ | | |
| 24 | Supplies and Materials | <u>\$17,200.00</u> | <u>\$19,700.00</u> |
| 25 | Equipment | | |
| | Other (List Below) | | |
| 26 | _____ | | |
| 27 | _____ | | |
| 28 | _____ | | |
| 29 | _____ | | |
| 30 | _____ | | |
| 31 | Total Administration: | <u><u>\$436,200.00</u></u> | <u><u>\$517,025.00</u></u> |

| Regular Classroom Instruction: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---------------------------------------|--|----------------------------|------------------------------|
| 32 | Salaries and Benefits | <u>\$782,600.00</u> | <u>\$929,266.00</u> |
| | Purchased Services - List Vendors Below | | |
| 33 | V - CI 1 <u>PD - LHA/Danielson/Spring Board</u> | <u>\$50,000.00</u> | <u>\$50,000.00</u> |
| 34 | V - CI 2 <u>Assessments - TLI/NWEA/IXL/Read Live/Readi</u> | <u>\$18,325.00</u> | <u>\$20,985.00</u> |
| 35 | V - CI 3 _____ | _____ | _____ |
| 36 | V - CI 4 _____ | _____ | _____ |
| 37 | V - CI 5 _____ | _____ | _____ |
| 38 | Supplies and Materials | <u>\$34,400.00</u> | <u>\$39,400.00</u> |
| 39 | Equipment | _____ | _____ |
| 40 | Other (List Below) | _____ | _____ |
| 41 | _____ | _____ | _____ |
| 42 | _____ | _____ | _____ |
| 43 | _____ | _____ | _____ |
| 44 | _____ | _____ | _____ |
| 45 | Total Regular Classroom Instruction: | <u><u>\$885,325.00</u></u> | <u><u>\$1,039,651.00</u></u> |

| Special Education: | | | |
|---------------------------|---|----------------------------|----------------------------|
| 46 | Salaries and Benefits | <u>\$75,400.00</u> | <u>\$77,662.00</u> |
| | Purchased Services - List Vendors Below | | |
| 47 | V - SE1 <u>OT/PT/Speech Therapy - Kidsource</u> | <u>\$34,400.00</u> | <u>\$39,400.00</u> |
| 48 | V - SE 2 _____ | _____ | _____ |
| 49 | V - SE 3 _____ | _____ | _____ |
| 50 | V - SE 4 _____ | _____ | _____ |
| 51 | V - SE 5 _____ | _____ | _____ |
| 52 | Supplies and Materials | <u>\$3,440.00</u> | <u>\$3,940.00</u> |
| 53 | Equipment | _____ | _____ |
| 54 | Other (List Below) | _____ | _____ |
| 55 | _____ | _____ | _____ |
| 56 | _____ | _____ | _____ |
| 57 | _____ | _____ | _____ |
| 58 | _____ | _____ | _____ |
| 59 | Total Special Education: | <u><u>\$113,240.00</u></u> | <u><u>\$121,002.00</u></u> |

| Gifted and Talented Program: | | | |
|-------------------------------------|---|-------|----------------------|
| 60 | Salaries and Benefits | _____ | <u>\$0.00</u> |
| | Purchased Services - List Vendors Below | | |
| 61 | V - GT1 <u>Waiver requested for GT</u> | _____ | _____ |
| 62 | V - GT2 _____ | _____ | _____ |
| 63 | V - GT3 _____ | _____ | _____ |
| 64 | V - GT4 _____ | _____ | _____ |
| 65 | V - GT5 _____ | _____ | _____ |
| 66 | Supplies and Materials | _____ | _____ |
| 67 | Equipment | _____ | _____ |
| 68 | Other (List Below) | _____ | _____ |
| 69 | _____ | _____ | _____ |
| 70 | _____ | _____ | _____ |
| 71 | _____ | _____ | _____ |
| 72 | _____ | _____ | _____ |
| 73 | Total Gifted and Talented Program: | _____ | <u><u>\$0.00</u></u> |

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

| | | | |
|----|--|--------------|--------------|
| 74 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 75 | V - ALE1 Waiver requested for ALE | _____ | _____ |
| 76 | V - ALE2 _____ | _____ | _____ |
| 77 | V - ALE3 _____ | _____ | _____ |
| 78 | V - ALE4 _____ | _____ | _____ |
| 79 | V - ALE5 _____ | _____ | _____ |
| 80 | Supplies and Materials | _____ | _____ |
| 81 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 82 | _____ | _____ | _____ |
| 83 | _____ | _____ | _____ |
| 84 | _____ | _____ | _____ |
| 85 | _____ | _____ | _____ |
| 86 | _____ | _____ | _____ |
| 87 | Total Alternative Education Program/ Alternative Learning Environments: | <u>_____</u> | <u>_____</u> |

English Language Learner Program:

| | | | |
|-----|--|--------------------|--------------------|
| 88 | Salaries and Benefits | <u>\$11,050.00</u> | <u>\$11,381.50</u> |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 89 | V - ELL1 _____ | _____ | _____ |
| 90 | V - ELL2 _____ | _____ | _____ |
| 91 | V - ELL3 _____ | _____ | _____ |
| 92 | V - ELL4 _____ | _____ | _____ |
| 93 | V - ELL5 _____ | _____ | _____ |
| 94 | Supplies and Materials | <u>\$688.00</u> | <u>\$788.00</u> |
| 95 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 96 | _____ | _____ | _____ |
| 97 | _____ | _____ | _____ |
| 98 | _____ | _____ | _____ |
| 99 | _____ | _____ | _____ |
| 100 | _____ | _____ | _____ |
| 101 | Total English Language Learner Program: | <u>\$11,738.00</u> | <u>\$12,169.50</u> |

Guidance Services:

| | | | |
|-----|---|--------------------|--------------------|
| 102 | Salaries and Benefits | <u>\$52,000.00</u> | <u>\$53,560.00</u> |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 103 | V - GS1 _____ | _____ | _____ |
| 104 | V - GS2 _____ | _____ | _____ |
| 105 | V - GS3 _____ | _____ | _____ |
| 106 | V - GS4 _____ | _____ | _____ |
| 107 | V - GS5 _____ | _____ | _____ |
| 108 | Supplies and Materials | _____ | _____ |
| 109 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 110 | _____ | _____ | _____ |
| 111 | _____ | _____ | _____ |
| 112 | _____ | _____ | _____ |
| 113 | _____ | _____ | _____ |
| 114 | _____ | _____ | _____ |
| 115 | Total Guidance Services: | <u>\$52,000.00</u> | <u>\$53,560.00</u> |

| Health Services: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|---|--------------------------|--------------------------|
| 116 | Salaries and Benefits | \$31,200.00 | \$32,136.00 |
| | Purchased Services - List Vendors Below | | |
| 117 | V - HS1 | | |
| 118 | V - HS2 | | |
| 119 | V - HS3 | | |
| 120 | V - HS4 | | |
| 121 | V - HS5 | | |
| 122 | Supplies and Materials | \$3,440.00 | \$3,940.00 |
| 123 | Equipment | | |
| | Other (List Below) | | |
| 124 | | | |
| 125 | | | |
| 126 | | | |
| 127 | | | |
| 128 | | | |
| 129 | Total Health Services: | <u>\$34,640.00</u> | <u>\$36,076.00</u> |

| Media Services: | | | |
|------------------------|---|--|--|
| 130 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 131 | V - MS1 Waiver requested for media services | | |
| 132 | V - MS2 | | |
| 133 | V - MS3 | | |
| 134 | V - MS4 | | |
| 135 | V - MS5 | | |
| 136 | Supplies and Materials | | |
| 137 | Equipment | | |
| | Other (List Below) | | |
| 138 | | | |
| 139 | | | |
| 140 | | | |
| 141 | | | |
| 142 | | | |
| 143 | Total Media Services: | | |

| Fiscal Services: | | | |
|-------------------------|--|--------------------|--------------------|
| 144 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 145 | V - FS1 Business Manager - Complete Consulting | \$60,000.00 | \$60,000.00 |
| 146 | V - FS2 Auditor - Lisa Stephens & Company CPA | \$7,000.00 | \$7,000.00 |
| 147 | V - FS3 Time & Labor - ADP | \$10,000.00 | \$10,000.00 |
| 148 | V - FS4 Legal - Legal Counsel | \$3,000.00 | \$3,000.00 |
| 149 | V - FS5 | | |
| 150 | Supplies and Materials | \$5,500.00 | \$5,500.00 |
| 151 | Equipment | | |
| | Other (List Below) | | |
| 152 | | | |
| 153 | | | |
| 154 | | | |
| 155 | | | |
| 156 | | | |
| 157 | Total Fiscal Services: | <u>\$85,500.00</u> | <u>\$85,500.00</u> |

| Maintenance and Operation: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----------------------------------|---|--------------------------|--------------------------|
| 158 | Salaries and Benefits | \$58,500.00 | \$72,306.00 |
| | Purchased Services - List Vendors Below | | |
| | INCLUDE UTILITIES | | |
| 159 | V - MO1 Facilities Mgmt - Charter Facilities Management | \$20,000.00 | \$20,000.00 |
| 160 | V - MO2 Utilities - Entergy/CenterPoint/UBS | \$33,000.00 | \$33,000.00 |
| 161 | V - MO3 Disposal Service - Waste Mgmt | \$5,500.00 | \$5,500.00 |
| 162 | V - MO4 Repairs & Maint.- Charter Facilities Mgmt | \$18,000.00 | \$18,000.00 |
| 163 | V - MO5 | | |
| 164 | Supplies and Materials | \$24,080.00 | \$27,580.00 |
| 165 | Equipment | | |
| | Other (List Below) | | |
| 166 | | | |
| 167 | | | |
| 168 | | | |
| 169 | | | |
| 170 | | | |
| 171 | Total Maintenance and Operation: | <u>\$159,080.00</u> | <u>\$176,386.00</u> |
| | | | |
| Pupil Transportation: | | | |
| 172 | Salaries and Benefits | \$30,550.00 | \$31,466.50 |
| | Purchased Services - List Vendors Below | | |
| 173 | V - PT1 Bus Lease - Master's Leasing | \$24,000.00 | \$24,000.00 |
| 174 | V - PT2 | | |
| 175 | V - PT3 | | |
| 176 | V - PT4 | | |
| 177 | V - PT5 | | |
| 178 | Supplies and Materials | \$10,000.00 | \$10,000.00 |
| 179 | Equipment | | |
| | Other (List Below) | | |
| 180 | | | |
| 181 | | | |
| 182 | | | |
| 183 | | | |
| 184 | | | |
| 185 | Total Pupil Transportation: | <u>\$64,550.00</u> | <u>\$65,466.50</u> |
| | | | |
| Food Services: | | | |
| 186 | Salaries and Benefits | \$26,000.00 | \$26,780.00 |
| | Purchased Services - List Vendors Below | | |
| 187 | V - FD1 Meal Delivery - Preferred Meals | \$172,000.00 | \$197,000.00 |
| 188 | V - FD2 CN Director - JLCS | \$13,760.00 | \$15,760.00 |
| 189 | V - FD3 | | |
| 190 | V - FD4 | | |
| 191 | V - FD5 | | |
| 192 | Supplies and Materials | | |
| 193 | Equipment | | |
| | Other (List Below) | | |
| 194 | | | |
| 195 | | | |
| 196 | | | |
| 197 | | | |
| 198 | | | |
| 199 | Total Food Services: | <u>\$211,760.00</u> | <u>\$239,540.00</u> |

| Data Processing: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------------|--|----------------------------|----------------------------|
| 200 | Salaries and Benefits | <u>\$76,700.00</u> | <u>\$79,001.00</u> |
| | Purchased Services - List Vendors Below | | |
| 201 | V - DP1 IT Support - WIRED | <u>\$15,000.00</u> | <u>\$15,000.00</u> |
| 202 | V - DP2 | | |
| 203 | V - DP3 | | |
| 204 | V - DP4 | | |
| 205 | V - DP5 | | |
| 206 | Supplies and Materials | | |
| 207 | Equipment | | |
| | Other (List Below) | | |
| 208 | | | |
| 209 | | | |
| 210 | | | |
| 211 | | | |
| 212 | | | |
| 213 | Total Data Processing: | <u><u>\$91,700.00</u></u> | <u><u>\$94,001.00</u></u> |
| | | | |
| Substitute Personnel: | | | |
| 214 | Salaries and Benefits | <u>\$35,055.00</u> | <u>\$35,055.00</u> |
| | Purchased Services - List Vendors Below | | |
| 215 | V - SB1 | | |
| 216 | V - SB2 | | |
| 217 | V - SB3 | | |
| 218 | V - SB4 | | |
| 219 | V - SB5 | | |
| 220 | Total Substitute Personnel: | <u><u>\$35,055.00</u></u> | <u><u>\$35,055.00</u></u> |
| | | | |
| Facilities: | | | |
| 221 | Lease/Purchase Contract for One Full Year | | |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | Lease - Charter Facilities Management AR LLC | <u>\$240,000.00</u> | <u>\$240,000.00</u> |
| 223 | note: facility upgrades will be completed | | |
| 224 | by landlord | | |
| 225 | | | |
| 226 | | | |
| 227 | | | |
| 228 | | | |
| 229 | Property Insurance for One Full Year | <u>\$12,500.00</u> | <u>\$12,500.00</u> |
| 230 | Content Insurance for One Full Year | <u>\$12,500.00</u> | <u>\$12,500.00</u> |
| 231 | Total Facilities: | <u><u>\$265,000.00</u></u> | <u><u>\$265,000.00</u></u> |

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Charter Facility Management AR LLC

Lessee(Tenant): Lighthouse Academies of Central AR, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The building is vacant. It was an office building.

Address of Premises: 1800 North Maple Street, North Little Rock, AR 72114

Square Footage: 30,256 square feet

Terms of Lease: 5 yrs, 3 5 yr renewal options, purchase option

Rental Amount: \$29,000 per month

Contingency: The terms of this agreement are contingent upon

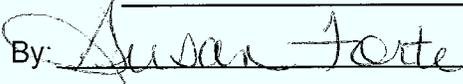
Lighthouse Academies of Central Arkansas, Inc.
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2013

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Lighthouse Academies of Central AR, Inc.

By:  Date 8/27/13

Lessor: Charter Facility Management AR LLC

By:  Date 8/27/13

**2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

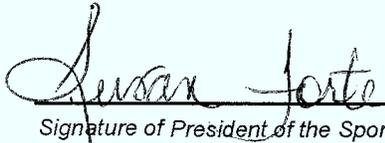
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Director



Date



Printed Name

Notification of Charter Authorizing Panel Decision

**Young Adult Magic Johnson Bridgescape Academy of Crittenden County
Sunset, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 21, 2013

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Ms. Sally Wilson
Osceola Communication, Business and Arts, Inc.
851 W. Semmes
Osceola, Arkansas 72370

RE: Notification of Charter Authorizing Panel Decision
Young Adult Magic Johnson Bridgescape Academy of Crittenden County

Dear Ms. Wilson:

On November 21, 2013, the Charter Authorizing Panel concluded the hearing, that began on November 14, 2013, about the open-enrollment charter application for the Young Adult Magic Johnson Bridgescape Academy of Crittenden County. The panel denied the charter application. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 12:00 p.m. on Friday, November 22, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Mr. Don Johnson, Superintendent, Marion School District
Mr. Rickey Nicks, Superintendent, Earle School District
Mr. Jon Collins, Superintendent, West Memphis School District
Ms. Sheryl Owens, Superintendent, Hughes School District
Mr. Michael Pierce, Superintendent, East Poinsett County School District
Mr. Annesa Thompson, Superintendent, Marked Tree School District
Mr. Gary Masters, Superintendent, South Mississippi County School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Materials Distributed by the Applicant at the Hearing

**Young Adult Magic Johnson Bridgescape Academy of Crittenden County
Sunset, Arkansas**



Mid-South
Community College

November 20, 2013

Commissioner Tom Kimbrell
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Re: Young Adult Magic Johnson Bridgescape Academy

Dear Dr. Kimbrell,

Sally Wilson has asked me to write this letter to answer a request for information. She told me that at your November 14th Charter School Authorizing Panel hearing, you asked her to contact Mid-South Community College and verify the availability of our secondary technical skills courses to future students at the proposed Young Adult Magic Johnson Bridgescape Academy in Sunset.

At present, our secondary center courses are made available to all area high school students in the county on a space available/appropriate placement basis. Consequently, providing that your Panel approves YAMJBA as a public high school and that there are appropriate slots available within the MSCC program, the answer is yes.

Sincerely,

A stylized, handwritten signature in black ink, appearing to read 'G. Fenter'.

Dr. Glen Fenter
President

GFF:dw

Dr. Glen F. Fenter, President

Community Letter of Support for Young Adult Magic Johnson Bridgescape Academies

Submission Date: November 14, 2013

Dear Arkansas Department of Education, ADE

We wish to express our support for the charter school applications for the Young Adult Magic Johnson Bridgescape Academies of Crittenden County and Mississippi County as posted on the ADE website and on the sponsoring non-profit's website, www.ocbainc.com.

Our Arkansas Delta area has a significant population of young adults who are at risk or who have already dropped out of school. These underserved students deserve every opportunity we can provide them to re-engage them in high school, earn their diploma and receive the educational, social and technical skills necessary to be successful, productive members of our society. We believe that a Magic Johnson Bridgescape Academy would be of great benefit to the children, families and local community.

The Young Adult Magic Johnson Bridgescape Academies, which would enroll students up to age 22, is a blend of one-on-one and group instruction, infused with interactive online offerings specifically tailored for each individual student. According to their website, <http://magicjohnsonbridgescape.com/>, there are 17 Magic Johnson Bridgescape Academies, in 5 states. As with these academies, the local Academy will be staffed with on-site education teams to assist students in their daily studies using EdisonLearning's online *eCourses* providing much needed flexibility for the students. According to their website <http://edisonlearning.com/about-edisonlearning>, EdisonLearning has nearly 20 years of experience working in partnership with schools, districts and states across the United States to improve student outcomes in some of the most challenging urban and rural areas.

We believe that Magic Johnson Bridgescape Academy/EdisonLearning model has the vision, capacity and educational model necessary to successfully re-engage at-risk students and improve overall student outcomes in our neighborhood. The engagement of the community is a vital component and EdisonLearning would be committed to community partnerships and has existing partnerships that would lend themselves to additional supports and wrap-around services for our youth.

Please consider approving these schools. Sincerely,

Sen. David Burnett, Arkansas Senate
Rep. Ann Clemmer, Arkansas House
Rep. Monte Hodges, Arkansas House
Rep. Wes Wagner, Arkansas House
Ralph Wilson, Jr., Circuit Judge
Barbara Halsey, Circuit Judge
Lee Fergus, Circuit Judge
Fred Thorne, Crittenden Co District Judge
Kirby Massey, Mayor of Sunset
Dickie Kennemore, Mayor City of Osceola
James Sanders, Mayor of Blytheville
Ammi Tucker, Executive Director, Osceola /South Miss. County Chamber of Commerce
Lauren Isbell, Community/Development Officer, Southern Bancorp Community Partners
D.C. Barnes, District Supervisor, Juvenile Department, 2nd Judicial Division

Woody Wheeless, Crittenden County Judge
Scott Ellington, Prosecuting Attorney
Mike Allen, Crittenden County Sheriff
Gary Kelley, Marion Chief of Police
Dave Bradley, Workforce Investment Board
Sandra Brand, Osceola City Council
Sherry Holliman, Marion City Council
Tom Montgomery, Juvenile Public Defender
Brian Williams, Deputy Public Defender
Ken Kennemore, Miss County Quorum Court
Tamika Jenkins, Community Organizer

Documented authorizations of signatures are attached

Community Letter of Support for Young Adult Magic Johnson Bridgescape Academies

Submission Date: November 14, 2013

Please indicate if you will allow us to list your name and your title on the attached Community support letter.

Ralph Wilson Jr

Signature

Ralph Wilson Jr Circuit Judge

Your printed name and title as we should type it

Sandra K Brand

Signature

Sandra K Brand Osceola City Council

Your printed name and title as we should type it

Dickie Kenmore

Signature

Dickie Kenmore, Mayor, City of Osceola

Your printed name and title as we should type it

Ammi Tucker

Signature

Ammi Tucker, Executive Director, Osceola SMC Chamber

Your printed name and title as we should type it

Ken Kenmore

Signature

Ken Kenmore, Osceola County J.P.

Your printed name and title as we should type it

Brian Williams

Signature

Brian Williams, Dep. Public Defender

Your printed name and title as we should type it

Woody Wheelless

Signature

WOODY WHEELLESS CRITTENDEN COUNTY JUDGE

Your printed name and title as we should type it

Gary Kelley

Signature

Gary Kelley Chief of Police

Your printed name and title as we should type it

Community Letter of Support for Young Adult Magic Johnson Bridgescape Academies

Submission Date: November 14, 2013

Please indicate if you will allow us to list your name and your title on the attached
Community Support Letter

Frank Thorne
Signature

FRANK THORNE
Printed name

Crittenton County District Judge
Title as we should type it

Kirby Massey
Signature

Kirby Massey
Printed name

Mayor of Sunset
Title as we should type it

Signature

Printed name

Title as we should type it

My copy

Community Letter of Support for Young Adult Magic Johnson Bridgescape Academies

Submission Date: November 14, 2013

Please indicate if you will allow us to list your name and your title on the attached
Community Support Letter

| | | |
|-----------------------------------|--------------------------------------|--|
| <u>David Burnett</u> Signature | <u>David Burnett</u> Printed name | <u>Senator</u> Title as we should type it |
|-----------------------------------|--------------------------------------|--|

| | | |
|--------------------|-----------------------|-------------------------------------|
| _____ Signature | _____ Printed name | _____ Title as we should type it |
|--------------------|-----------------------|-------------------------------------|

| | | |
|--------------------|-----------------------|-------------------------------------|
| _____ Signature | _____ Printed name | _____ Title as we should type it |
|--------------------|-----------------------|-------------------------------------|

Search [] [] []

Sally

INBOX CONTACTS CALENDAR

Calendar widget

Inbox (999+)

Drafts (206)

Sent

Spam (142)

Trash

FOLDERS

Activities, OM, BEST, K...

AVHS (259)

Beckmann Volmer (13)

Chamber of Commerce (

Credit card receipts (6)

Curriculum

Extralearning (12)

facebook (999+)

Furniture and Go-deals

Honor society (11)

Key Club (7)

NSLA and lunch

ocabs (4)

Sally

Student contacts

Teacher contacts (23)

Tech Plan and E-rate

MESSANGER

Me: Offline

Sign in to Messenger to see who's online.

APPLICATIONS

Photos

Attachments

Notepad

Re: You...

Add me to your list. Good luck!
Rep. Ann Clemmer

Sent from my iPhone

On Nov 12, 2013, at 12:10 AM, Sally Longo Wilson
<sallylengowilson@yahoo.com> wrote:

Ann,
Our application for the two Magic Johnson Bridgescape Academies, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week.

We are seeking support from community leaders via the attached Community Letter of Support. If you can support our efforts, will you allow me to add your name on the attached letter along with the other leaders? If so, will you reply back and let me know how you would like for me to type your name and title?

Please call me if you have any questions.

Thank you, Sally

Sally L. Wilson, President
OCBA, Inc non-profit
851 W. Semmes Ave.

Subject: Re: Young Adult Magic Johnson Bridgescape Academies

From: Hodges, Monte (monte.hodges@arkansashouse.org)

To: sallylongowilson@yahoo.com;

Date: Wednesday, November 13, 2013 5:36 PM

Sally,

You have my support. I will actually be in Little Rock tomorrow.

MH

Sent from my iPad

On Nov 12, 2013, at 11:39 PM, "Sally Longo Wilson"
<sallylongowilson@yahoo.com<mailto:sallylongowilson@yahoo.com>> wrote:

Monte,

Our application for a Magic Johnson Bridgescape Academy, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support. If you support our efforts, will you allow me to add your name on the attached letter along with the other area leaders? If so, will you reply back and let me know how you would like for me to type your name and title? Please call me if you have any questions.

Thank you, Sally

Sally L. Wilson, President
OCBA, Inc non-profit
851 W. Semmes Ave.
Osceola, AR 72370
870-822-0574

<Support for Young Adult Magic Johnson Bridgescape Academies Nov 12.pdf>

From: Wes Wagner [wagner_lawfirm@yahoo.com]
Sent: Wednesday, November 13, 2013 11:24 AM
To: <bjbowles@rittermail.com>
Subject: Re: Support letter for our school applications

Mrs Bowles,

Can you please tell Mrs Wilson that she can use my name in support.

Thank you so much.

WW

Sent from my iPhone

On Nov 13, 2013, at 11:15 AM, "Billie Bowles" <bjbowles1@rittermail.com> wrote:

Good morning Representative Wagner:

Would you please check your email from Sally Wilson at your earliest convenience? She is trying to get the Young Adult Magic Johnson Bridgescape Academies School lined out. If you have any questions or concerns please contact Sally at her email or by phone at 870-822-0574.

We appreciate the fantastic job you are doing for our communities. Keep up the good work. Thank you for your support.

BJ

Billie J Bowles

Search [] [] []



INBOX CONTACTS CALENDAR

- Inbox (999+)
- Drafts (206)
- Sent
- Spam (142)
- Trash (3)
- FOLDERS
- Activities, OM, BEST, K...
- AVHS (259)
- Beckmann Volmer (13)
- Chamber of Commerce (
- Credit card receipts (6)
- Curriculum
- Extralearning (12)
- facebook (999+)
- Furniture and Gooddeals
- Honor society (11)
- Key Club (7)
- NSLA and lunch
- ocabs (4)
- Sally
- Student contacts
- Teacher contacts (23)
- Tech Plan and E-rate
- MESSANGER
- Me: Offline
- Sign in to Messenger to see who's online.
- APPLICATIONS
- Photos
- Attachments
- Notepad

Re: You...

If Judge Ralph thinks this is kosher, then I am happy to sign
 Just as he did
 Barbara Halsey, Circuit Judge

I do believe the school is needed

Good luck

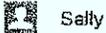
Keep me posted.

Barbara Halsey

On Nov 11, 2013, at 11:49 PM, Sally Longo Wilson
 <sallylongowilson@vshop.com> wrote:

Dear Judge Barbara,
 Our application for the Magic Johnson Bridgescape Academy, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support. If you support our efforts, will you allow me to add your name on the attached letter along with the other area leaders? If so, will you reply back and let me know how you would like for me to type your name and title? Please call me if you have any questions.
 Thank you, Sally

Search [] [] []



INBOX CONTACTS CALENDAR Re: Audit report for...

- Inbox (999+)
- Drafts (206)
- Sent
- Spam (142)
- Trash (3)
- FOLDERS
- Activites, OM, BEST, K...
- AVHS (259)
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- MESSANGER
- Me: Offline
- Sign in to Messenger to see who's online.
- APPLICATIONS
- Photos
- Attachments
- Notepad

RE: Young Adult Magic Johnson Bridgescape Ac

judgeleefergus
sallylongowilson@yahoo.com

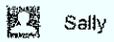
Yes. Please add my name as Circuit Judge, Lee Fergus. Thanks for the support for the babies.

Sent from my Verizon Wireless 4G LTE Smartphone

----- Original message -----
 From: SallyLongo Wilson
 <sallylongowilson@yahoo.com>
 Date: 11/12/2013 7:53 AM (GMT-06:00)
 To: lfergus@2ndjudicial.org
 Cc: OCBA Inc
 <OcbaInc@yahoo.com>, sallylongowilson@yahoo.com
 Subject: Young Adult Magic Johnson Bridgescape Academy for high school dropouts

Lee,
 Our application for a Magic Johnson Bridgescape Academy, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support. If you support our efforts, will you allow me to add your name on the attached letter along with the other area leaders? If so, will you reply back and let me know how you would like for me to type your name

Search input fields



INDEX

CONTACTS

CALENDAR

Re: Young Adult Magic Johnson Bridgescape Academy

- Inbox (999+)
- Drafts (206)
- Sent
- Spam (146)
- Trash (7)

FOLDERS

- Activites, OM, BEST, K...
- AVHS (259)
- Beckmann Volmer (13)
- Chamber of Commerce (
- Credit card receipts (8)
- Curriculum
- Extralearning (12)
- facebook (999+)
- Furniture and Gooddeals
- Honor society (11)
- Key Club (7)
- NSLA and lunch
- ocabs (4)
- Sally
- Student contacts
- Teacher contacts (23)
- Tech Plan and E-rate

MESSANGER

Me: Offline
Sign in to Messenger to see who's online.

APPLICATIONS

- Photos
- Attachments
- Notepad

Re: Young Adult Magic Johnson Bridgescape Academy

James Sanders
Sally Longo Wilson

Hello Sally,

James W. Sanders, Mayor, City of Blytheville

James W. Sanders
Mayor
City of Blytheville
124 W. Walnut St.
Blytheville, AR 72315
(870)763-3602
Fax(870)762-0443

From: Sally Longo Wilson <sallylongowilson@yahoo.com>
To: "sam.scruggs@sbcglobal.net" <sam.scruggs@sbcglobal.net>; "mayorsanders@sbcglobal.net" <mayorsanders@sbcglobal.net>
Cc: OCBA Inc <Ocbalnc@yahoo.com>; "sallylongowilson@yahoo.com" <sallylongowilson@yahoo.com>
Sent: Monday, November 11, 2013 11:35 PM
Subject: Young Adult Magic Johnson Bridgescape Academy for high school dropouts

Dear Mayor Sanders and Mr. Sam,
Our application for a Magic Johnson Bridgescape Academy, for young

Search input field with buttons for 'Search' and 'Cancel'.

Sally

zully - 60 Flirty Plus-Size Outfits on Sale from \$12.99! - Sponsored

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Attachment for Young Adult Magic Johnson Bridgescape Acad... (4)

Me

To Scott Ellington, Me, Sally Wilson

Scott,

Our application for the Magic Johnson Bridgescape Academies, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support.

If you support our efforts, will you allow me to add your name on the attached letter along with the other area leaders? If so, will you reply back and let me know how you would like for me to type your name and title? Please call me if you have any questions.

Thank you, Sally

Sally L. Wilson, President
OCBA, Inc non-profit
851 W. Semmes Ave.
Osceola, AR 72370
870-822-0574

> 1 Attachment ... Download attachment v

Reply, Reply All or Forward | More

Scott Ellington

To Me

Yes, I want to sign on to this letter. Thanks for the opportunity. Let me know if you want me to do anything more. SE

> Show message history

Scott Ellington

Prosecuting Attorney
P.O. Box 1736
Jonesboro, AR 72403
870-932-1513 office
870-336-4011 fax

Reply, Reply All or Forward | More

Me

To Scott Ellington

Thank you very much. Sally

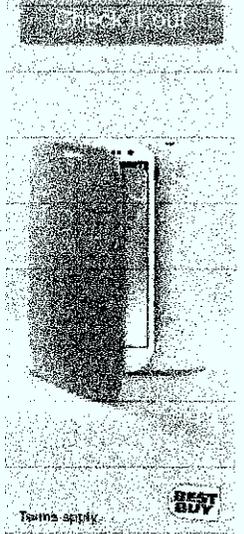
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BEST BUY

Subject: RE: Young Adult Magic Johnson Bridgescape Academies
From: Mike Allen (mike.allen@crittcosheriff.com)
To: sallylongowilson@yahoo.com;
Date: Wednesday, November 13, 2013 9:06 AM

I have read the letter and you can add me to the list.

Thanks

Mike Allen

Sheriff

From: Sally Longo Wilson [mailto:sallylongowilson@yahoo.com]
Sent: Tuesday, November 12, 2013 11:52 PM
To: Mike.Allen@crittcosheriff.com
Cc: sallylongowilson@yahoo.com
Subject: Young Adult Magic Johnson Bridgescape Academies

Sheriff Allen,

Our application for a Magic Johnson Bridgescape Academy, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support. If you support our efforts, will you allow me to add your name on the attached letter along with the other area leaders? If so, will you reply back and let me know how you would like for me to type your name and title? Please call me if you have any questions.

Thank you, Sally

Sally L. Wilson, President
OCBA, Inc non-profit
851 W. Semmes Ave.
Osceola, AR 72370
870-822-0574

Subject: FW: Letter of Support Needed

From: Anita Adams (aadams@dominionworld.org)

To: sallylongowilson@yahoo.com; ocbainc@yahoo.com;

Date: Wednesday, November 13, 2013 2:07 PM

Sally,

Please read the email below from Dave Brady. He is the Executive Director for the Workforce Investment Board of Eastern Arkansas. Their office is responsible for the federal funds under the Workforce Investment Act that serves youth ages 14-21. Here is the link to their website <http://www.wibea.org/index.htm>

Anita

From: Dave Brady [mailto:dave@thewib.org]

Sent: Wednesday, November 13, 2013 10:42 AM

To: 'Anita Adams'

Cc: calvin@thewib.org

Subject: RE: Letter of Support Needed

Hi Anita,

Hope you are doing well. Yes please add my name to the letter. Good luck and please keep me posted.

Thanks.

Dave

Dave Brady
Executive Director

Workforce Investment Board of Eastern Arkansas
PO Box 1388

300 Service Rd. W. #4

West Memphis, AR 72303

(870) 733-0601 x126

(901) 484-0111 Cell

(870) 735-0618 Fax
dave@theWIB.org

From: Anita Adams [<mailto:aadams@dominionworld.org>]
Sent: Wednesday, November 13, 2013 10:35 AM
To: Dave Brady
Cc: calvin@thewib.org
Subject: Letter of Support Needed
Importance: High

Hello Dave,

I am working with Sally Wilson and her team to get a charter school in Marion. It is the Magic Johnson Bridgescape Academy. The target group is youth and young adults who are high school drop outs or at-risk of dropping out of high school. I know that this school would be a great asset to our community and a great referral source for the local workforce centers and Title I programs. Please see the attached letter of support that we have developed. If you are in agreement and would like to offer your support, please respond to this email and we will add your name, title and company name to the letter.

Kingdom Blessings,

Anita Adams

Dominion World Outreach Ministries

3700 Interstate 55 / P. O. Box 41

Subject: FW: Letter of Support Needed

From: Anita Adams (aadams@dominionworld.org)

To: ocbainc@yahoo.com; sallylongowilson@yahoo.com;

Date: Wednesday, November 13, 2013 12:58 PM

Sally,

Please read the email confirmation below from Sherry Holliman. She is a City Councilwoman in Marion. She is in support of the school.

-----Original Message-----

From: Sherry Holliman [mailto:investinmoi@hotmail.com]

Sent: Wednesday, November 13, 2013 1:37 PM

To: Anita Adams

Subject: Re: Letter of Support Needed

Yes

Sent from my iPhone

On Nov 13, 2013, at 11:31 AM, "Anita Adams" <aadams@dominionworld.org> wrote:

> Does this mean that you support the school and would like for us to
> add your name to the list?

>

> -----Original Message-----

> **From:** Sherry Holliman [mailto:investinmoi@hotmail.com]

> **Sent:** Wednesday, November 13, 2013 1:18 PM

> **To:** Anita Adams

> **Subject:** Re: Letter of Support Needed

>

> Sherry Holliman City Council

>

> There is a need for this educational system to provide our displaced
> children in a position to continue their studies and be successful.

>

> Sent from my iPhone

>

> On Nov 13, 2013, at 8:39 AM, "Anita Adams" <aadams@dominionworld.org> wrote:

>

>> Hello Sherry,

>>

>>

>>

Subject: FW: Letter of Support Needed
From: Anita Adams (aadams@dominionworld.org)
To: sallylongowilson@yahoo.com; ocbainc@yahoo.com;
Date: Wednesday, November 13, 2013 12:56 PM

Sally,

Please see the email below from Tom Montgomery. He is the Juvenile Public Defender for Crittenden County. He is in support of the school.

Anita

From: Tom Montgomery [mailto:tmontgomery65@hotmail.com]
Sent: Wednesday, November 13, 2013 1:57 PM
To: Anita Adams
Subject: RE: Letter of Support Needed

Anita, please add my name to the support list. Thanks

From: aadams@dominionworld.org
To: tmontgomery65@hotmail.com
Subject: Letter of Support Needed
Date: Wed, 13 Nov 2013 10:38:05 -0600

Hello Tom,

I am working with Sally Wilson and her team to get a charter school in Marion. It is the Magic Johnson Bridgescape Academy. The target group is youth and young adults who are high school drop outs or at-risk of dropping out of high school. I know that this school would be a great asset to our community and a great referral source for the local juvenile justice system. Please see the attached letter of support that we have developed. If you are in agreement and would like to offer

Search [] [] []



Sally

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Spam (146)

Trash (7)

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Sally

Student contacts

Teacher contacts (23)

Tech Plan and E-rate

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Sign in to Messenger to see who's online.

APPLICATIONS

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Notepad

Re: Young Adult Magic Johnson Bridgescape Ac

Tamika Jenkins

Sally Longo Wilson

Hi Sally -

Can you put me down as a community member or organizer?

You are welcome to use my name - but I don't want to support on behalf of economic development, just myself.

Thank you

Clif Chitwood - County Economic Developer

Tamika Jenkins - Project Coordinator

Great River Economic Development

Mississippi County, Arkansas

www.misscoeda.com

Phone: 870.532.6084

Fax: 870.532.2146

From: Sally Longo Wilson

<sallylongowilson@yahoo.com>

To: TamikaJenkins GREDA <tej26@sbcglobal.net>

Cc: "sallylongowilson@yahoo.com"

<sallylongowilson@yahoo.com>; OCBA Inc

<OcbaInc@yahoo.com>

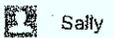
Sent: Monday, November 11, 2013 11:44 PM

Subject: Young Adult Magic Johnson Bridgescape Academy for high school dropouts

Dear Tamika,

Our application for the Magic

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- INBOX
- CONTACTS
- CALENDAR
- Messages

Previous | Today | Next

- Inbox (999+)
- Drafts (206)
- Sent
- Spam (146)
- Trash (7)
- FOLDERS
- Activites, OM, BEST, K...
- AVHS (259)
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Sign in to Messenger to see who's online.

APPLICATIONS

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RE: Young Adult Magic Johnson Bridges Ac

D. C. Barnes
Sally Longo Wilson

Sounds good to me. My title and address are listed below.

Chip

D.C. Barnes Jr

District Supervisor, 2nd Judicial District
Circuit Court, Juvenile Division

Crittenden County Juvenile Department
116 Center Street, Suite 204
Marion, Arkansas 72364

870-739-4401 phone, 870-739-2342 fax



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2013-2014 Application Cycle

Young Adult Magic Johnson Bridgescape Academy of Crittenden County

Summary

Young Adult Magic Johnson Bridgescape Academy of Crittenden County Charter School

| | |
|---------------------------------------|--|
| Grade Level(s): | 9-12 |
| Student Enrollment Cap: | 250 |
| Name of the Sponsoring Entity: | Osceola Communication, Business and Arts, Inc. |
| IRS Status | 501(c)(3) Non-Profit Status |
| Address: | 383 Highway 77 North Sunset, AR, 72364 |

Mission Statement

The Charter School will implement the Magic Johnson Bridgescape model, a specialized program focused on dropout prevention and recovery for students in grades 9-12 who have dropped out of school or who are at-risk of dropping out of school. The mission of Magic Johnson Bridgescape is to provide an alternative graduation path for those who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions. The program is grounded in the belief that every student, given the right tools, support and environment, is capable of exceeding their expectations. This vision is incorporated in a program that is student-focused and providing individuals an opportunity to earn a high school diploma in an environment that their schedule, life circumstances and learning needs.

The Magic Johnson Bridgescape model provides a student-centered, blended learning, community-integrated model which creates a positive and safe learning environment focused on improving attendance and student achievement. Through a strategic alliance with Magic Johnson Enterprises, Magic Johnson Bridgescape draws on EdisonLearning's nearly twenty year history of school improvement success and educational innovation and the proven track record, passion, and leadership of Magic Johnson Enterprises to address the specific needs of students who are at-risk of not graduating or who have already dropped out of school.

Information on the School District in Which the Charter Would Be Located

Marion School District

60.66% free and reduced-price lunch (2012-2013)

Needs Improvement District (ESEA 2012) – Graduation Rate and Mathematics

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- Low expectations and goals for a student population that needs accelerated learning
- Lack of clarity as to if Edison's eCourses are have already been aligned to the Arkansas Curriculum Frameworks or will be aligned to the frameworks
- The basic principles of ALE would need to be restructured to implement the program as proposed
- The ability to meet the needs of gifted and talented students
- The use of a Home Language Survey as an assessment at the time of enrollment to provide information on the language proficiency of English language learners
- Requiring a family income form or National School Lunch Program form for enrollment
- The lack of an explanation about the method for determining management fees

- At least half of the sponsoring entity board being comprised of individuals with the same last name
- The lack of the following units of study from the proposed course provider: oral communication, journalism, art, instrumental music, vocal music, 9 units of career and technical courses, advanced placement courses
- No clear explanation of the maximum number of students per teacher
- No content knowledge required for teachers

Documentation Provided in Support of the Charter

Petitions (available for review)

137 signatures

Requested Waivers

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Ark. Code Ann. § 6-15-213 Arkansas Smart Core Incentive Funding Program**
 - The applicant requests a waiver of offering the required 38 units. This statute is not applicable to the 38 units and waiver of the statute does not appear to be necessary.
- **Standards for Accreditation 9.03.4 38 Units of Credit**
 - Traditionally, this waiver has only been granted as charters phase in grades (i.e., the charter will offer all 38 units by the time it has its first 12th grade class) or when the charter will still meet the content requirements of all 38 courses through embedded courses.
- **Standards for Accreditation 10.02 Class Size and Teaching Load**
 - The applicant indicates that the overall teacher to student ratio will be 1:13. If this is the maximum ratio, no waiver is needed. If some classes will have a class size which exceeds the maximum allowed in this standard, the maximum class size should be disclosed.
- **Standards for Accreditation 14.03 Clock Hours for Unit of Credit**
 - The Panel lacks the authority to grant a waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas Frameworks.

From Ark. Code Ann.

| | |
|-------------------|--|
| 6-10-106 | School year dates |
| 6-13-109 | School superintendent |
| 6-13-608 | Length of directors' terms |
| 6-13-611 | Vacancies generally |
| 6-13-616(a) | Director eligibility |
| 6-13-619 | Monthly meetings |
| 6-13-620(5)(a)(i) | Powers and duties (duty of the board to hire a superintendent to oversee the day-to-day operations of the school district) |
| 6-13-630 | Election by zone and at large |

| | |
|--------------------|---|
| 6-13-633 | Vacancy created by nonresidency |
| 6-14-101 et seq. | Applicability of general election laws |
| 6-15-213 | Course considered as taught under certain circumstances (pertaining to 38 units required to be taught) |
| 6-15-1004 | Qualified teachers in every public school classroom(pertaining to alternative learning programs) |
| 6-15-2302(b) | Pertaining to minimum qualifications for a general business manager |
| 6-16-102 | School day hours |
| 6-16-103(c)(1) | To mail a letter of the courses to be taught to students who are 18 or older instead of their parents |
| 6-16-124 | Arkansas history (so as not to require students missing a half credit from middle school to make it up) |
| 6-17-111 | Duty-free lunch periods |
| 6-17-114 | Daily planning period |
| 6-17-203 | Committees on personnel policies—Members |
| 6-17-204(b)(2)(A) | Requiring approval by a majority of certified staff for changes to personnel policies to take place prior to the next fiscal year |
| 6-17-205 | Organization and duties of committee |
| 6-17-302(a) | Requiring the board to employ a principal with a valid license |
| 6-17-309(a) | Restricting to 30 consecutive days the length of time that a teacher not licensed in the grade level or subject area may teach a class |
| 6-17-401 | Teacher licensure requirement |
| 6-17-418 | Teacher licensure—Arkansas history requirement |
| 6-17-427 | Superintendent license—Superintendent mentoring program required |
| 6-17-702 | Staff development sessions (to instead provide professional development according to the Magic Johnson Bridgescape/Edison plan) |
| 6-17-704 | School districts—Professional development plan (to instead provide professional development according to the Magic Johnson Bridgescape/Edison plan) |
| 6-17-705 | Professional development credit (to instead provide professional development according to the Magic Johnson Bridgescape/Edison plan) |
| 6-17-901 et seq. | Arkansas Teachers' Salary Law |
| 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| 6-18-211(a)-(b)(1) | Pertaining to mandatory attendance for students in grades none through twelve |
| 6-25-103 | Library media services program defined |
| 6-25-104 | Library media specialist—Qualifications |
| 6-42-101 et seq. | General Provisions (gifted and talented) |

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|----------|---|
| 9.03.1.2 | The Smart Core curriculum contained within 38 units that must be taught each year |
| 9.03.4 | Grades 9-12 (courses to be taught, requiring the 38 units of credit) |
| 10.01.3 | Requirement of a specified number of days for professional development |
| 10.02.5 | Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction |
| 15.01 | School District Superintendent |
| 15.02 | Principals |

| | |
|---------|---|
| 15.03.1 | Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license |
| 15.03.2 | Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned |
| 15.03.3 | Allowing a person not fully qualified for a position to be used in emergencies only |
| 15.04 | Professional Development and In-Service Training |
| 16.01.3 | Requiring a certified counselor at each school at a ratio of 1 to 450 |
| 16.02 | Media Services |
| 16.03.1 | School nurse |
| 16.03.2 | Requiring facilities, equipment, and materials necessary for the operation of a school health program |
| 18 | Gifted and Talented Education |
| 21 | Auxiliary Services |

From Other Rules

- ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve
- ADE Rules Governing Minimum Qualifications for General Business Managers
- ADE Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade
- ADE Rules Governing Educator Licensure
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites
- ADE Rules Governing Professional Development

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Young Adult Magic Johnson Bridgescape Academy of Crittenden County
Sunset, Arkansas

YOUNG ADULT MAGIC JOHNSON BRIDGESCAPE ACADEMY OF CRITTENDEN COUNTY

| | |
|-------------------------------------|--|
| Sponsoring Entity: | Osceola Communication, Business, and Arts, Inc. (OCBA) |
| IRS Status: | Recognized non-profit entity |
| Grade Levels: | 9-12 |
| Student Enrollment Cap: | 250 |
| Address of Proposed Charter: | 383 Highway 77 North, Sunset, AR 72364 |

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
 - Published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located
 - The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - The last publication date of the notice was no less than seven days prior to the public meeting.
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located
 - Within seven calendar days following the first publication.

Meets the Standard

C-2 GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain how one becomes a member of OCBA and the role afforded to a member.

Membership to the non-profit corporation is open to the public and very inclusive. For at least two years, OCBA's website has had the following statement posted:

"You are invited to join our OCBA, Inc., non-profit organization. E-mail your name and address to ocbainc@yahoo.com. A membership packet will be sent to you. Please complete the form and return the membership information along with your \$50 annual dues to OCBA, Inc. According to the Corporation by-laws, the officers of OCBA, Inc. are elected by the Corporation members. *Announcing, the Corporation is waiving the dues the rest of the year."
(www.ocbainc.com/ocba-non-profit.html).

Specifically, the OCBA by-laws in Article III, also posted on the non-profit's website (www.ocbainc.com/ocba-bylaws.html), state the following on membership:

1. Any individual who subscribes to the purposes and basic policies of the Corporation may become a member of the Corporation subject only to compliance with the provisions of the Bylaws, application to the Corporation, approval by its Board and payment of the annual dues. Membership in the Corporation shall be available without regard to race, color, creed, sex or national origin.
2. Only the following persons may become a member of the Corporation.
 - a. Must reside in Arkansas or a state contiguous to Arkansas.
 - b. Must be 18 years or older.

Additionally, the attendees of Charter School's August 2013 Public Meeting for the Young Adult Magic Johnson Bridgescape were invited to join the non-profit. Slide 22 of the attached PowerPoint presentation includes this invitation.

- Explain if the Program Director and Director of Achievement will be employees of Edison. If they are Edison employees, explain why salaries are budgeted for the positions separate from management fees.

Both the Program Director and the Director of Achievement will be employees of EdisonLearning; however, since the Program Director and Director of Achievement will spend a significant amount of time onsite at the Young Adult Magic Johnson Bridgescape Academy, 1 FTE and 0.125 FTE respectively, their salaries are included in the school's proposed budget.

- Explain if the OCBA board will approve the student handbook as it is stated that the "school board" will approve the handbook, but "Board" is used in all other parts of this response.

The "school board", the "Board" and the "OCBA Board" are the same, and will approve the student handbook.

- Explain the ways in which parents, staff, and community will be involved in making decisions about the school.

All parents, staff, adult-age students and supportive citizens are encouraged to join the OCBA non-profit corporation. A local Advisory Committee of parents, staff, students and community volunteers will be appointed by the Program Director to support the Charter School and the Board. Though the group will not have governing power, the Board will consider suggestions from the Advisory Committee.

C-3 MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-4 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm the understanding that there may be reasons other than dropping out of school for ninth graders not to graduate.

Young Adult Magic Johnson Bridgescape Academy understands that there may be reasons other than dropping out of school for ninth graders not to graduate. The anticipated population is students who want to graduate but find the various obstacles that can interfere with academic progress overwhelming. This includes students who are falling behind or struggling with coursework, disengaging from learning in the traditional setting, working to support themselves or family members, gifted and talented, or pregnant or parenting.

- Describe the workforce solutions that will be provided by Magic Johnson Enterprises.

As described in the application, through the Young Adult Magic Johnson Bridgescape Academy, students

will have access to job readiness and mentorship resources to assist in career preparation and post-secondary planning. The program will partner with local businesses, civic organizations, and non-profits to create career platforms for students, providing workplace exposure and training and Magic Johnson Enterprises will leverage its other businesses and local partnerships to help identify internships and job opportunities for graduates.

Magic Johnson Enterprises has also developed a Career Development Rubric and a robust Career Exploration/Job Readiness course with a comprehensive and clearly defined scope and sequence. The course is comprised of 39 lessons. Below are some sample topics:

- Careers Available to Individuals with High School Diplomas
 - Careers Available to Individuals with Two-Year Associate Degrees
 - Careers Available to Individuals with Bachelor's Degrees
 - Education Level and Earning Potential
 - Which Industries Are Growing and Which Jobs Will Be Available When I Graduate
 - Essential Professional Skills: Teamwork and Interpersonal Interactions
 - Essential Professional Skills: Planning, Organizing, and Managing Multiple Priorities
 - Essential Personal Attributes: Responsibility and Reliability
 - Business Etiquette
- **Name the Arkansas businesses and social organizations that are partners with Magic Johnson Enterprises.**

At this time, Young Adult Magic Johnson Bridgescape Academy does not have any partnerships established with Arkansas business and social organizations; however, once approved the Academy will form partnerships with local businesses and organizations leveraging Magic Johnson Enterprises large network of community organizations and corporate relationships.

Magic Johnson Bridgescape has been successful in identifying the necessary community partners to create a network of external social agencies to provide the needed resources and services for the students. For example, in the metropolitan Columbus area, the Academy has partnered with the Youth Empowerment, Mothers Helping Mothers, Franklin County Children Services, the Ohio Department of Youth Services, Ohio Health, and the American Red Cross.

More recently, Magic Johnson launched a new organization, Friends of Magic, which is a network of individuals, foundations and companies whose mission is to provide Magic Johnson Bridgescape Academy students who are at risk or have dropped out the resources and assistance they need to not only graduate high school, but the opportunity to build their future through educational resources, internships and real world experiences. This organization was launched in Chicago to support the two Academies that opened in the fall.

Members of Friends of Magic reflect the unique business and community landscape of the surrounding area of the Magic Johnson Bridgescape Academy and are selected on a national level to support program expansion and awareness. The primary purpose of Friends of Magic is to serve as a community and business extension of the Magic Johnson Bridgescape Academy, provide vital resources to support the growth and expansion of Magic Johnson Bridgescape, ensure that each academy has the support it needs to enhance the success of every student and to support the individual career development path of each student through internship opportunities, mentoring, and educational field experiences.

- Explain the ways in which achievement of the guiding goals will be measured.

The guiding goals of the Young Adult Magic Johnson Bridgescape Academy will be measured through twice annual Quality Assurance reviews, which will be conducted by the OCBA Board and EdisonLearning to ensure fidelity to the program and to inform future program revisions in efforts towards continuous improvement of student performance and achievement.

These guiding goals are incorporated into the entire Young Adult Magic Johnson Bridgescape Academy program, including the life skills instruction, the core values instruction, the study skills instruction, the collaborative learning opportunities, and the advisory program.

- Name the community leaders who requested additional career and technical education.

The following community leaders have requested additional career and technical education opportunities:

- Crittenden County Judge Woody Wheelless requested high school business and career educational programming to align with the county's proposed business incubator program.
- Crittenden County Sheriff Mike Allen requested high school technical educational programming for juvenile and young adult inmates in his county jail.
- With announcement of the Big River Steel mill coming to South Mississippi County, the Osceola/South Mississippi County Chamber of Commerce Director Ammi Tucker expressed the need for as much high school level steel industry career training and education as possible. And Dr. Robert Gunter, Deputy Director of Career and Technical Education, Arkansas Department of Career Education, suggested that the school, if approved, apply for a model C&TE program in Steel Technology.

C-5 EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

Young Adult Magic Johnson Bridgescape Academy understands that under current law every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning. As such, Young Adult Magic Johnson Bridgescape Academy's curriculum provider, EdisonLearning, will complete the Digital Learning Provider Application required by the Arkansas Department of Education pursuant to the Emergency Rules Governing the

Digital Learning Act of 2013, dated September 9, 2013.

- Provide the “Blended Learning Pedagogical Model for Magic Johnson Bridgescape Academies” and explain how the model will be used to meet the needs of the charter school students.

Attached please find the “Blended Learning Pedagogical Model for Magic Johnson Bridgescape Academies.” The Blended Learning Pedagogical model demonstrates the four different modes of blended learning (Foundational, Conceptual, Collaborative, and Personal) that may be utilized at the Young Adult Magic Johnson Bridgescape Academy to ensure students achieve academic success. Specifically, it describes the teacher actions and student actions necessary for each of these modes of learning, which may be employed by the instructional staff to meet the individual and group needs of students.

- Provide the projected amount of time each day that a student will be involved on online learning.

The amount of time a student spends each day working on the online coursework will depend on the student’s IGP and the student’s need for one-on-one or small group tutoring or other supplemental instruction. As indicated in the sample schedule, a student may spend during any session between 2 hours and 45 minutes to 3 hours and 30 minutes on the online coursework.

- Confirm that each student will attend one session per day.

Each student attending the Young Adult Magic Johnson Bridgescape Academy will attend one session per day.

- Explain if the sessions are four hours in length as is stated in the response and on the generic sample schedule or four and a half hours in length as is stated on the 2014-2015 calendar.

The sessions are four hours in length; the reference on the calendar was incorrect. The Young Adult Magic Johnson Bridgescape Academy proposes two four-hour sessions each day, an extended school year, and mastery- based learning opportunities to provide flexibility for students.

- Explain if student will be required to attend school during the summer.

Young Adult Magic Johnson Bridgescape Academy will operate on an extended school year, but at this time, the Academy does not plan to offer a traditional summer program.

- Provide the number of days in the summer term and the length of the school day during the summer term.

Not applicable.

C-6: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;

- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain how and when annual measurable objectives on state assessments will be met if an annual increase of 2% achieving proficiency, the established goal, occurs each year.

This goal based on the assumption that the Young Adult Magic Johnson Bridgescape Academy will meet the AMOs as required and in addition to meeting the AMOs, the Academy will increase the percentage of enrolled students demonstrating proficiency by 2% every year. If, however, the AMOs are not met after the first year of operation, then the goal would be adjusted as needed to meet the AMOs within the required timeline.

When determining baseline goals (achievement, graduation, attendance) for the population of students, it is necessary to understand that these students have become disengaged from the learning process and cannot be measured against traditional high school students.

- Explain when the school will expect to exceed state graduation rates if the goal is an increase in graduation rates of 2% per year.

Based on EdisonLearning's experience with similar charter schools focused on dropout prevention and recovery and implementing the Magic Johnson Bridgescape model, for the first baseline year, a graduation rate of approximately 60% should be expected. Each year thereafter this graduation increases due to the increased capacity of the staff and the increased academic momentum of students. For example, as students progress through the academic program, they begin to understand how attendance and focus impacts their progress in earning credits and making graduation an achievable goal. Based on this 2% goal, the Young Adult Magic Johnson Bridgescape Academy should exceed state graduation rates in approximately 10 years or the 2024-25 school year; however, based on the factors described above the increase may accelerate faster than 2% annually.

- Confirm the understanding that with a goal of 55% attendance and a 2% increase in attendance each year, the charter will have a 75% attendance rate in 2024-2025.

Young Adult Magic Johnson Bridgescape Academy understands that with a goal of 55% attendance and a 2% increase in attendance each year, the school will have a 75% attendance rate in 2024-2025. Young Adult Magic Johnson Bridgescape Academy will work with our students to ensure they understand that it is their commitment to be in attendance and use their time wisely. The program has developed a daily, weekly, and monthly goals and progress tracker that assists students in accurately projecting course completion dates and ultimately graduation timeline.

- Explain the meaning of the following, "In addition to the state assessment required under law and State Board of Education regulations, within the Charter School student assessment and testing will be administered throughout the academic year in order to improve the instructional program at the Charter School; assess the progress of individual students in relation to standards; and assess the progress of the students within the curriculum."

In the Young Adult Magic Johnson Bridgescape Academy model, assessment is used to continually monitor student progress (e.g., whether they are understanding key concepts) and to inform instructional needs (e.g., if a students or group of students is not understanding a key concept, the teacher will organize one-on-one tutoring session or a small group instructional time). Within the online

coursework, students take daily assessments for each lessons and unit exams. Teachers use data from eSchoolware to pull reports on individual students to identify the need for intervention and remediation and then develop lessons to support that need. Additionally, students participate in ongoing assessment of Lexile growth.

- Provide the name of the diagnostic reading assessment to be administered to students upon enrollment at the charter.

Young Adult Magic Johnson Bridgescape Academy will use the Achieve3000 Level Placement Test to determine Lexile levels at the time of enrollment. Based on this determination, students are then placed in Achieve3000's online program and Lexile growth is tracked monthly to monitor growth.

- Provide the name of the reading assessment to be administered annually to measure growth. Achieve3000 is used annually measure growth.

- Provide the process used to determine that assessment items in Edison's eCourses correlate to Arkansas Curriculum Frameworks. Explain when this occurred and provide the names, affiliations, and credentials of those who made the determinations.

EdisonLearning's eCourses are aligned to the Arkansas Curriculum Framework through a two-step process. The first is a completed by teachers certified in the subject area they are assigned. The teachers are tasked with mapping each lesson and assessment item in the eCourses to a set of skills and standards called the Global Attribute List (GAL). The GAL was developed from several highly rated state standards lists and designed to be a core alignment tool for the eCourses content. After the content and assessments are mapped to the GAL, a partner company, EdGate Correlation Services, aligns the GAL skills to each of the fifty state standards and the Common Core State Standards. The advantage of this process is that the correlations are updated as any changes occur to the Arkansas State Standards and EdisonLearning receives a weekly data update of the correlations. This two step process ensures that the eCourses correlation to the Arkansas Curriculum Frameworks is both accurate and current.

- Explain what standards are referenced in the following, "...assess the progress of individual students in relation to standards..."

This reference refers to the Arkansas Curriculum Framework and/or Common Core State Standards, as applicable. EdisonLearning's online curriculum is structured based on a modular design with lessons limited to one or two standards based on objectives that are clear and attainable students maintain focus and motivation by accomplishing achievable goals in each lesson, a technique which has been shown to foster success in online learning. Each lesson is accompanied by an assessment that tests mastery of lesson content and includes a host of interactive multimedia features that support the diverse needs of students as well as reinforce key concepts in the curriculum.

Further, EdisonLearning's eSchoolware learning and content management system allows teachers and staff to review student results, grades, time-on-task, and incorporate notes on achievement of student goals. When students are identified as struggling within a content area they will be provided the individualized assistance needed to master the material and move on. Individual or small group instruction is driven by student needs as identified through progress monitoring and will be provided as needed, both formally and informally. Small group instruction will be provided not only to address remediation needs but also to provide enrichment, specifically in the area of character education to promote good citizenship and decision making skills as well as to develop core values that include compassion, integrity, justice, and responsibility.

- Remove the reference to meeting adequate yearly progress (AYP) as determinations of AYP no longer occurs in Arkansas.

As the Arkansas Department of Education has received a waiver from ESEA/NCLB by the United States Department of Education, all references to AYP are removed.

- Confirm the understanding, that during the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter's AMOs will be based upon the academic performance of the students who attend the charter.

Young Adult Magic Johnson Bridgescape Academy understand that during the first year of operation, the Academy's AMOs will be based on the state AMOs, and that in following years, the Academy's AMOs will be based upon the academic performance of the students who attend the Academy.

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the inconsistency in the statement that Edison's "eCourses curriculum is fully-aligned to the Arkansas Curriculum Frameworks" and the statement that modifications can be made "to address changes in standards and any gaps in curriculum that do not currently meet standards."

EdisonLearning's eCourses are aligned to the Arkansas Curriculum Framework through a two-step process. The first is completed by teachers certified in the subject area they are assigned. The teachers are tasked with mapping each lesson and assessment item in the eCourses to a set of skills and standards called the Global Attribute List (GAL). The GAL was developed from several highly rated state standards lists and designed to be a core alignment tool for the eCourses content. After the content and assessments are mapped to the GAL, a partner company, EdGate Correlation Services, aligns the GAL skills to each of the fifty state standards and the Common Core State Standards. The advantage of this process is that the correlations are updated as any changes occur to the Arkansas State Standards and EdisonLearning receives a weekly data update of the correlations. This two step process ensures that the eCourses correlation to the Arkansas Curriculum Frameworks is both accurate and current.

Through the process described above, the eCourses content and assessments are comprehensively mapped to the Arkansas Curriculum Frameworks, but there are commonly state-specific skills that do not directly correlate to the existing "off-the-shelf" eCourses. To address these occurrences, the modular structure of the eCourses content allows for custom organizations of lessons to develop a

scope and sequence tightly aligned to the complete set of framework skills. Additionally, any gaps can be filled through new lesson development or through the modification of existing lessons to ensure that the requisite skills are covered and students are well served.

- Confirm the understanding that aligning ADE course codes with Edison’s eCourses does not ensure an alignment of content standards.

The Young Adult Magic Johnson Bridgescape Academy understands that aligning ADE course codes with EdisonLearning’s eCourses does not ensure an alignment of content standards.

Although EdisonLearning’s eCourses content and assessments are comprehensively mapped to the Arkansas Curriculum Frameworks, there are commonly state-specific skills that do not directly correlate to the existing "off-the-shelf" eCourses. To address these occurrences, the modular structure of the eCourses content allows for custom organizations of lessons to develop a scope and sequence tightly aligned to the complete set of framework skills. Additionally, any gaps can be filled through new lesson development or through the modification of existing lessons to ensure that the requisite skills are covered and students are well served.

- Explain how there is alignment between ADE course codes and Edison’s eCourses when a waiver is requested from the required 38 courses because, “The EdisonLearning curriculum does not have a Journalism course nor all of the arts courses...”

As described above, there is alignment between the eCourses offered by EdisonLearning and the Arkansas Curriculum Framework; however, EdisonLearning does not offer all of the required 38 courses. As such, a waiver has been requested from teaching the 38 courses.

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

Health Services

- Explain the ways in which daily responsibilities for student health issues will be handled and by whom.

As there will not be a licensed nurse on staff, the entire instructional and operational staff will be responsible for the safety and well-being of the students. Specifically, for the day-to-day student health issues, the Guidance Counselor and Office Manager will ensure that first aid supplies and station are onsite. Additionally, members of the staff will be trained in emergency procedures, including CPR. If any student health issue arises outside of the basic first aid needs, the student will be referred to the local health clinic. As such, the Guidance Counselor will work on forming partnerships with the local health clinic and any local health agencies. In any emergency situation, the local emergency agency will be called immediately.

Special Education Services

- Confirm the understanding that students who need special education services may enroll in the charter without an Individualized Educational Program (IEP) and that charter staff will have to ensure appropriate assessment and appropriate development of IEPs to meet all state and federal regulations.

Young Adult Magic Johnson Bridgescape Academy understanding that students who need special education services may enroll in the school without an Individualized IEP and that Academy staff will have to ensure appropriate assessment and appropriate development of IEPs to meet all state and federal regulations.

- Confirm that understanding that it cannot be predetermined that a student with an IEP will be served in the general program with accommodations and that the charter will be prepared to offer a full continuum of special education services to meet the needs of any student who may enroll.

Young Adult Magic Johnson Bridgescape Academy understands that it cannot be predetermined that a student with an IEP will be served in the general program with accommodations. The school will be prepared to offer a full continuum of special education services to meet the needs of any student who may enroll.

- Confirm that the charter will comply with Child Find.

Young Adult Magic Johnson Bridgescape Academy will comply with Child Find.

Transportation Services

- Confirm the understanding that transportation will be provided when a student's IEP indicates that transportation should be provided.

Young Adult Magic Johnson Bridgescape Academy understands that transportation will be provided when a student's IEP indicates that transportation should be provided.

Alternative Education Services

- Confirm the understanding that creating an ALE consortium and serving as the lead school will require additional information and approvals from the Arkansas Department of Education.

Young Adult Magic Johnson Bridgescape Academy understands that creating an ALE consortium and serving as the lead school will require additional information and approvals from the Arkansas Department of Education.

English Language Learner Services

- Provide the names of the assessments to be administered to English language learners.

At the time of enrollment in the Young Adult Magic Johnson Bridgescape Academy, a Home Language Survey will be administered.

- Explain the ways in which subject matter will be introduced so that it can be understood by ELL students.

In addition to the text-to-speech tools that include a Spanish translator and the English to Spanish and picture dictionaries within the online curriculum, the ELL Teacher working with the instructional staff will create anticipatory guides when introducing new subject matter so that key vocabulary is identified, support online curriculum with necessary intervention and remediation, and provide strategies to best support students' needs. Further, based on its extensive experience working with ELL populations, EdisonLearning has developed targeted and specific professional development to provide for instructional staff working with ELL students to share best practices and maximize student achievement.

- Explain who will provide teachers with information on the language proficiency of ELL students and the source of the information that will be provided.

The ELL teacher will provide the instructional staff information on the language proficiency of ELL students based on Home Language Survey, which is administered time of enrollment

Gifted and Talented Services

- Explain how gifted and talented students will be identified.

Young Adult Magic Johnson Bridgescape Academy requests a waiver on Gifted and Talented programming as this charter school is focused on dropout prevention and recovery; however, if the waiver is not granted, gifted and talented students will be identified through their IEPs, which are requested at the time of enrollment.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in meeting the needs of gifted and talented students.

If the waiver is not granted, all instructional staff will serve all students as the Magic Johnson Bridgescape model was developed to individualize educational plans and challenge students where they are. Students work with online curriculum which is self paced so that students capable of working at an accelerated pace can complete courses and earn credits more quickly than peers. Additionally, extended learning opportunities through collaborative projects and personal learning will enrich the learning experience for all students, including those identified as gifted and talented.

- Explain how the social and emotional needs of gifted and talented students will be met.

If the waiver is not granted, gifted and talented students will participate with their peers in learning opportunities designed to support their social and emotional needs. Through the Core Learning Skills instruction, students learn to identify new interpersonal skills acquired and practice those individually and with peers. Through the advisory program students participate in learning about themselves and their place in the world, problem solving, personal growth, and working as a member of a team.

- Confirm the understanding that gifted students can be at-risk of dropping out or former dropouts.

Young Adult Magic Johnson Bridgescape Academy understands that gifted students can be at-risk of dropping out or former dropouts. Gifted students are particularly at risk of not being challenged in school and thus become disengaged, may feel different and ostracized, or be bullied. For a variety of reasons, all kids are at risk of becoming disengaged with the learning process and environment.

C-9: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

Meets the Standard

C-10: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community and the Charter Authorizing Panel that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Meets the Standard

C-11: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Partially Meets the Standard

Concerns and Additional Questions:

- Confirm that the school will be open-enrollment, that all Arkansas students are eligible to apply, and that the charter will accommodate any student who applies.

Young Adult Magic Johnson Bridgescape Academy will be an open-enrollment charter school. All Arkansas students are eligible to apply and the charter will accommodate any student who applies. Admission to the school will not be unlawfully restricted on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, gender, disability, race, creed, national origin, religion, or any other ground that would be unlawful.

- Explain how students who do not have access to a computer will enroll if it is a requirement to enroll online.

If a student does not have access to a computer, a student may meet with the Enrollment Coordinator in-person or call an Enrollment Specialist. It is not a requirement that students enroll online, although students can also find information about the school and the enrollment process on the website. Students will have the opportunity to meet with an Enrollment Coordinator at events or at a designated site to learn more about the program and to complete the enrollment process. Students can also call an Enrollment Specialist at the Enrollment Contact Center in Knoxville, TN. The Enrollment Specialists are trained on program specifics and can provide information about the enrollment process and provide support for completion of the process.

- Explain what is meant by, “any other official documents needed to hand off the student's application to the school for review.”

The following chart details the documents needed for enrollment.

| Document or Policy Form | Required | Copy Document and Submit | Sign Policy Form, Copy and Submit |
|---|----------|--------------------------|-----------------------------------|
| Student Enrollment Agreement | X | | x |
| Request for Records | X | | x |
| Student Service Intake Form | X | | x |
| Image and Recording Release | X | | x |
| Home Language Survey | X | | x |
| FERPA Consent Form | X | | x |
| Family Income Form or NSLP form | X | | x |
| Student Birth Certificate or Triand | X | X | |
| Proof of Residency (Triand, utility bill, mortgage or lease that has current date and matches address given on enrollment application.) | X | X | |
| Student Immunization Record | X | X | |
| Current progress report, unofficial transcript, report card or Triand | X | X | |
| | | | |
| Required only if applicable to student: | | | |
| Copy of (unexpired) IEP (Individualized Education Plan) and Evaluation Report | | X | |
| Copy of (unexpired) 504 Accommodation Plan | | X | |
| Copy of guardianship/custodial papers | | X | |

- Explain the enrollment process that the “Charter School will hold” after receiving enrollment information.

The Enrollment Coordinator for the Young Adult Magic Johnson Bridgescape Academy will coordinate the enrollment of each student. The Enrollment Coordinator and/or Student Recruiters will be trained on how to enroll a student and will meet with the student at a central location to work through the enrollment process. Necessary documents like a student’s birth certificate will be obtained during the process and follow-up with each potential student will be made until their enrollment is completed and all required documents have been received.

In the event, the number of applications exceeds the number of available seats in the program, a lottery drawing will be held and students not drawn in the initial lottery will have their names placed on a waitlist. As openings in the program become available, students will be contacted by school staff regarding available spots.

Once all documents are received and the student is enrolled, the creation of the IGP will begin. This process is described in more detail in response to the following questions.

- Explain what academic assessment will be administered to new students to assess basic skills.

Upon enrollment in the school, students will take a reading assessment (Achieve 3000) in order to determine any skill gaps that may be barriers to success. Once identified, students will be prescribed a remediation track to address specific needs. In EdisonLearning’ experience working with this specific population of students, reading is the primary challenge and students basic reading skills improve, their success in eCourses improve.

- Explain the process for developing an individual graduation plan (IGP) and identify all who are involved in the development of the plan.

At Young Adult Magic Johnson Bridgescape Academy, differentiating program and instructional needs begins at the time of enrollment when students complete an initial assessment to determine any skill gaps that may be barriers to success. Once gaps are identified, students will be prescribed a reading and/or math remediation track to address specific needs. All historical data (*i.e.*, transcripts, IEPs, state assessment results) and any other available records and data will be reviewed by the teachers and staff who will collaborate with the student and parent or guardian (if available) to create the student’s IGP.

Teachers and staff will regularly monitor progress of their students according to the IGP on about a weekly basis and adjust any expectations or conduct conferences to determine interventions and remediation that may be needed to keep the student on track to graduate. The IGP is the roadmap that leads to a diploma and is intended to be a prescriptive yet fluid document, regularly revised and updated based on student progress and needs.

C-12: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers,

counselors, etc.;

- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain how the positions of Program Director and Director of Achievement are regional positions. Describe the region served.

As mentioned above, the Program Director and the Director of Achievement are EdisonLearning employees. The Program Director will be a dedicated FTE for the Academy. The Director of Achievement will be a regional position serving more than one Academy (as indicated in the budget for the Young Adult Magic Johnson Bridgescape Academy, the Director of Achievement is 0.125 FTE). Whereas the Program Director is the instructional and operational leader of the Academy day-to-day, the Director of Achievement ensures fidelity to the Magic Johnson Bridgescape model with a focus on student achievement and success.

- Explain if the Program Director and Director of Achievement will be employees of Edison. If they are Edison employees, explain why salaries are budgeted for the positions separate from management fees.

Both the Program Director and the Director of Achievement will be employees of EdisonLearning; however, their salaries are itemized in the budget to help recognize the costs for personnel.

- Provide the qualifications that are required for the following positions:
 - Director of Achievement;
 - School Operations Manager;
 - Program Director;
 - Special education teacher (must be licensed in special education);
 - Paraprofessional;
 - Guidance counselor
 - Enrollment coordinator; and
 - Office manager.

Attached, please find the job descriptions, including qualifications, for the above mentioned positions.

- Provide the line in the budget that reflects the office manager position.

The Office Manager is included in the budget under Maintenance and Operation, line 74.

C-13: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;

- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

Partially Meets the Standard

Concerns and Additional Questions:

- It is stated that the budget does not include funds that are not presently guaranteed, but revenue for Title I and IDEA are included in the budget. This revenue should be removed from the budget.

This revenue has been removed from the attached revised budget.

- Explain how the management fee of \$100,000 per year was determined.

The \$100,000 management fee was determined by OCBA, Inc. and EdisonLearning based on the following reasoning.

Typically, for the management of a charter school such as Young Adult Magic Johnson Bridgescape Academy, EdisonLearning charges a flat fee of \$250,000 per year. In developing the budget for the 2013 Application, it was clear that for Year 1 and Year 2, the revenue would not support this flat fee; therefore OCBA and EdisonLearning decided to reduce the management fee to \$100,000 with the understanding that once the Academy has been established, the management fee may be increased to the original amount.

- Explain how it is appropriate for budget in the charter application for the Young Adult Magic Johnson Bridgescape Academy of Mississippi County to be identical to budget included in this application.

It is appropriate that the budgets for the two Young Adult Magic Johnson Bridgescape Academies are identical as the applications propose the same program, the same population of students, the same staffing model, etc. It should be noted, however, that this is just a proposed budget and that based on certain factors (e.g., facility rental and staffing costs), the actual budgets may differ.

C-14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations. If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide the procedures and timeline by which the annual audit will be conducted.

The annual audit will be scheduled each year by year's end (June 30th). If the charter for the Young Adult Magic Johnson Bridgescape Academy is approved, the school will utilize the Arkansas School Board

Association’s model policy program and adopt an audit plan policy similar to the Arkansas School Board Association’s Policy 1.18 School Audit. A draft of a model policy is included below:

1.18—SCHOOL AUDIT

The School’s annual audit serves as an important opportunity for the School’s Board to review the fiscal operations and health of the district. As such, it is vital Board members receive sufficient explanation of each audit report to enable the members to understand the report’s findings and help them better understand the school’s fiscal operations. The school shall have an audit conducted annually within the timelines prescribed by law. The audit shall be conducted by the Division of Legislative Audit or through the audit services of a private certified public accountant(s) approved by the Board.

The Board shall review each annual audit at the first regularly scheduled board meeting following the receipt of the audit if the District received the audit prior to ten (10) days before the regularly scheduled meeting. If the audit report is received less than ten (10) days prior to a regularly scheduled board meeting, the board may review the report at the next regularly scheduled board meeting following the ten (10) day period.

The Director of Achievement and/or Program Director shall present sufficient supporting background information relating to the report’s findings and recommendations which will enable the Board to direct the Director of Achievement or Program Director take appropriate action in the form of a motion or motions relating to each finding and recommendation contained in the audit report. Actions to be taken will be in sufficient detail to enable the Board to monitor the School’s progress in addressing substantial findings and recommendations and subsequently determine that they have been corrected. The minutes of the Board’s meeting shall document the review of the audit’s findings and recommendations along with any motions made by the Board or actions directed to be taken by the Director of Achievement or designee.

The Board of Directors is responsible for presenting the audit’s findings each year to the public.

Legal References: A.C.A. § 6-1-101(d)(1)(2)(3)
A.C.A. § 6-13-620(6)(F)

C-15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant’s understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Meets the Standard

C-16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school.

Partially Meets the Standard**Concerns and Additional Questions:**

- Confirm the understanding that the charter is responsible for all compliance with federal, state, and local facility laws and ordinances and that ADE does not inspect the facility.

Young Adult Magic Johnson Bridgescape Academy understands that it is responsible for compliance with all federal, state, and local facility laws and ordinances. Young Adult Magic Johnson Bridgescape Academy also understands that the ADE do not inspect the facility.

C-17: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and explain how conflicts, if any, will be addressed.

Partially Meets the Standard**Concerns and Additional Questions:**

- Provide the names of all members of OCBA, Inc.

The names of all members of OCBA, Inc. are as follows: Tracy Adams, BJ Bowles, Beau Butler, Teresa Coburn, Ray Fulmer, Sharon Nesbitt, Don Wilson, Lance Wilson, Mary Ann Wilson, Miller Wilson, Ralph Wilson, and Sally Wilson.

- Explain the relationship between Anita Farley-Adams and Tracy Adams.

Anita Farley-Adams and Tracy Adams were previously married and are now divorced.

- **Explain the conflict of interest policy for school employees.**

If the charter for the Young Adult Magic Johnson Bridgescape Academy is approved, the Academy will utilize the Arkansas School Board Association’s model policy program and adopt an employee conflict of interest policy similar to the Arkansas School Board Association’s Policy 3.54 Licensed Personnel Ethics. Below is a draft of the model policy.

DRAFT 3.54—LICENSED PERSONNEL ETHICS

Public school employees are, and always have been, held to a high standard of behavior. Staff members are reminded that whether specific sorts of contacts are permitted or not specifically forbidden by policy, they will be held to a high standard of conduct in all their interactions with students and adults. Failure to create, enforce and maintain appropriate professional and interpersonal boundaries with students could adversely affect the school’s relationship with the community and jeopardize the employee’s employment with the district. The Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators requires school staff to maintain a professional relationship with each student, both in and outside the classroom. The Board of Education encourages all staff to read and become familiar with these rules. Conduct in violation of the Rules Governing the Code of Ethics for Arkansas Educators may be reported to the Professional License Standards Board (PLSB) and may form the basis for disciplinary action up to and including termination.

LEGAL COMMENT

Provide a copy of the conflict of interest policies for OCBA and Magic Johnson Bridgescape/Edison Learning. The procedures must ensure that all actions are in the best interest of the school and students at the school.

OCBA, Inc. approved a Conflict of Interest policy in 2007. This policy was included in the application package to the IRS when the tax-exempt non-profit status was awarded to OCBA, Inc. The Conflict of Interest policy is posted on the non-profit’s website, (www.ocbainc.com/uploads/6/7/3/8/6738253/bylaws__2011_2.pdf)(see pages 12-14). A copy of this policy is also attached.

Furthermore, if the charter for the Young Adult Magic Johnson Bridgescape is approved, the school will utilize the Arkansas School Board Association’s model policy program and adopt a Board Conflict of Interest policy similar to the Arkansas School Board Association’s Policy 1.17 Nepotism. A draft policy of the model policy is below.

All the actions of OCBA and EdisonLearning are in the best interest of the Academy and students at the Young Adult Magic Johnson Bridgescape Academy.

As OCBA’s management organization and curriculum provider, EdisonLearning will not have a separate conflict of interest policy, but will according to the management agreement, act in the best interest of the school and its students.

DRAFT 1.17—NEPOTISM

Definitions: Family or family member means: An individual’s spouse; Children of the individual or children of the individual’s spouse; The spouse of a child of the individual or the spouse of a child of the individual’s spouse; Parents of the individual or parents of the individual’s spouse;

Brothers and sisters of the individual or brothers and sisters of the individual's spouse; Anyone living or residing in the same residence or household with the individual or in the same residence or household with the individual's spouse; or Anyone acting or serving as an agent of the individual or acting or serving as an agent of the individual's spouse.

Initially employed means: Employed in either an interim or permanent position for the first time or following a severance in employment with the school; A change in the terms and conditions of an existing contract, excluding; Renewal of a teacher contract under A.C.A. § 6-17-1506; Renewal of a noncertified employee's contract that is required by law; or Movement of an employee on the salary schedule which does not require board action.

New Hire of School Board Member's Relative as School Employee

The school shall not initially employ a present board member's family member for compensation in excess of \$5,000 unless the district has received approval from the Commissioner of the Department of Education. The employment of a present board member's family member shall only be made in unusual and limited circumstances. The authority to make the determination of what qualifies as "unusual and limited circumstances" rests with the Commissioner of the Department of Education whose approval is required before the employment contract is effective, valid, or enforceable.

Initial employment for a sum of less than \$5,000 per employment contract or, in the absence of an employment contract, calendar year does not come under the purview of this policy and is permitted.

The board member whose family member is proposed for an employment contract, regardless of the dollar amount of the contract, shall leave the meeting until the voting on the issue is concluded and the absent member shall not be counted as having voted.

Exception: Substitutes

Qualified family members of board members may be employed by the school as substitute teachers, substitute cafeteria workers, or substitute bus drivers for a period of time not to exceed thirty (30) days per fiscal year. A family member of a school board member having worked as a substitute for the school in the past does not "grandfather" the substitute. The 30 day maximum limit is applied in all cases.

Existing Employees Who Are Family Members of School Board Members—Raises, Promotions or Changes in Compensation

Any change in the terms or conditions of an employment contract including length of contract, a promotion, or a change in the employment status of a present board member's family member that would result in an increase in compensation of an amount that is equal to or greater than that provided for by law, and that is not part of a state mandated salary increase for the employee in question, must be approved by the Commissioner of the Department of Education before such changes in the employment status is effective, valid, or enforceable.

Qualifications for Running for School Board Member Unchanged

The employment status of a citizen's family member does not affect that citizen's ability to run for, and, if elected, serve the school board provided he/she meets all other statutory eligibility requirements.

Legal Reference: A.C.A. § 6-24-102, 105

C18: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm that the charter will follow federal procurement regulations 7 CFR 3016 and 3019 with regard to procurement of a food service vendor/management company using open and free competition.

Young Adult Magic Johnson Bridgescape Academy will follow federal procurement regulations 7 CFR 3016 and 3019 with regard to procurement of a food service vendor/management company using open and free competition.

- Confirm the understanding that the information provided is not a comprehensive food service management plan.

Young Adult Magic Johnson Bridgescape Academy understand that the information provided in the 2013 Application for Open Enrollment Charter School is not a comprehensive food service management plan.

- Remove the references to §20-7-124 and §20-7-135 as these statutes do not apply to food service management plans.

As §20-7-124 and §20-7-135 do not apply to food services management plans, these reference are removed.

- Explain how the charter will make provisions for food services and procure a food service management company.

After further research, it may be more practical for the Young Adult Magic Johnson Bridgescape Academy to contract with a food vendor who can provide meals that meet the meal pattern and caloric level requirements at a fixed price. The school will follow federal procurement regulations 7 CFR 3016 and 3019 with regard to procurement of a food service vendor using open and free competition. Plus, when selecting a vendor, the school will look at vendor menus and consider quality and price. The school will hire staff to handle the meals and will attend the all day Child Nutrition training in May. The salary for child nutrition staff and the line item for the food vendor are included in the attached, revised budget.

C19: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain the ways in which parents, staff, and community will be involved in making decisions about the school.

The attached draft Parent Involvement Action Plan outlines the involvement of parents, staff and community in the decision-making of the Young Adult Magic Johnson Bridgescape Academy.

Additionally, all parents, staff, adult-age students and supportive citizens are encouraged to join OCBA. Also a local Advisory Committee of parents, staff, students and community volunteers will be appointed by the Program Director to support the school and the OCBA Board. Though the group will not have governing power, the Board will consider suggestions from the Advisory Committee.

Finally, a policy similar to the draft included below will be adopted

PARENTAL INVOLVEMENT POLICY

Even though the Young Adult Magic Johnson Bridgescape Academy targets adult for enrollment, the school realizes that some underage students will be enrolled. That being the case, the school encourages parental involvement in all facets of the underage students' education. The following is brief summary of the school's Parental Involvement Plan. If you have any questions about these district goals, please contact (*name of parent coordinator*) , Program Director at (870) 555-5555. The School will foster effective parental involvement strategies and support partnerships among school, parents, and the community to improve student achievement. The School will provide coordination, assistance, and support necessary to assist schools in planning and implementing effective parental involvement. The School will build the capacity in each of its schools for strong parental involvement. The School will partner with parents to conduct ongoing evaluation of the content and effectiveness of parental involvement initiatives so as to increase parental participation. The School will involve parents in the joint development of the district Title I application under section 1112 (Arkansas Comprehensive School Improvement Plan).

- Describe the workforce solutions that will be provided by Magic Johnson Enterprises.

As described in the application, through the Young Adult Magic Johnson Bridgescape Academy, students will have access to job readiness and mentorship resources to assist in career preparation and post-secondary planning. The program will partner with local businesses, civic organizations, and non-profits to create career platforms for students, providing workplace exposure and training and Magic Johnson Enterprises will leverage its other businesses and local partnerships to help identify internships and job opportunities for graduates.

Magic Johnson Enterprises has also developed a Career Development Rubric and a robust Career Exploration/Job Readiness course with a comprehensive and clearly defined scope and sequence. The course is comprised of 39 lessons. Below are some sample topics:

- Careers Available to Individuals with High School Diplomas
- Careers Available to Individuals with Two-Year Associate Degrees
- Careers Available to Individuals with Bachelor’s Degrees
- Education Level and Earning Potential
- Which Industries Are Growing and Which Jobs Will Be Available When I Graduate
- Essential Professional Skills: Teamwork and Interpersonal Interactions
- Essential Professional Skills: Planning, Organizing, and Managing Multiple Priorities
- Essential Personal Attributes: Responsibility and Reliability
- Business Etiquette

• Name the businesses in Crittenden County that are partners with Magic Johnson Enterprises.

As mentioned above, at this time, Young Adult Magic Johnson Bridgescape Academy does not have any partnerships established with Crittenden County businesses and social organizations; however, once approved the Academy will form partnerships with local businesses and organizations leveraging Magic Johnson Enterprises large network of community organizations and corporate relationships.

Magic Johnson Bridgescape has been successful in identifying the necessary community partners to create a network of external social agencies to provide the needed resources and services for the students. For example, in the metropolitan Columbus area, the Academy has partnered with the Youth Empowerment, Mothers Helping Mothers, Franklin County Children Services, the Ohio Department of Youth Services, Ohio Health, and the American Red Cross.

More recently, Magic Johnson launched a new organization, Friends of Magic, which is a network of individuals, foundations and companies whose mission is to provide Magic Johnson Bridgescape Academy students who are at risk or have dropped out the resources and assistance they need to not only graduate high school, but the opportunity to build their future through educational resources, internships and real world experiences. This organization was launched in Chicago to support the two Academies that opened in the fall.

Members of Friends of Magic reflect the unique business and community landscape of the surrounding area of the Magic Johnson Bridgescape Academy and are selected on a national level to support program expansion and awareness. The primary purpose of Friends of Magic is to serve as a community and business extension of the Magic Johnson Bridgescape Academy, provide vital resources to support the growth and expansion of Magic Johnson Bridgescape, ensure that each academy has the support it needs to enhance the success of every student and to support the individual career development path of each student through internship opportunities, mentoring, and educational field experiences.

C-20: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter’s mission.

Partially Meets the Standard - DOES NOT MEET THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

Legal Comments

Generally:

Brief, but specific rationale other than “the school requests a waiver” for each waiver should be included.

Requested Waivers:

- **Ark. Code Ann. § 6-15-902(c)(3)(B) Weighted Concurrent Credit**
 - **The applicant should explain why a waiver from the ADE approval process for weighted credit for concurrent credit classes is necessary.**
 - Upon re-reviewing this statute, a waiver is not requested.
- **Ark. Code Ann. § 6-16-102 School Day Hours**
 - **The applicant should explain why this waiver is necessary including how many hours each student will attend each day and how the applicant intends to track attendance when students complete some coursework remotely.**
 - This waiver is necessary to implement the flexible, Magic Johnson Bridgescape model. This Academy is designed for students who have either at-risk of dropping out of school or who have dropped out already, so the model is built around providing flexibility to students while still engaging them in the learning process. There will be two four-hour sessions each day (a morning session and an afternoon session) and each student will attend one four-hour session each day at the brick and mortar facility, a blended learning environment where student will work on their online coursework and receive direct instruction from teachers. Only if a student has demonstrated engagement in the learning process can the student access the coursework outside of the brick & mortar facility and then only if they are also attending one session per school day. In other words, coursework completed remotely is not a substitute for coursework completed onsite. If necessary, attendance online can be tracked using EdisonLearning’s eSchoolware system which tracks log-ins and time on task.
- **Ark. Code Ann. § 6-18-211 Mandatory Attendance Grades 9-12**
 - **The applicant should explain how many hours each student will attend each day and how the applicant intends to track attendance.**
 - This waiver is necessary to implement the Magic Johnson Bridgescape model. Each student will attend one four-hour session each day. Attendance will be tracked based on actual physical attendance at the Young Adult Magic Johnson Bridgescape Academy.
- **Ark. Code Ann. § 6-18-223 and ADE Rules Governing Concurrent Credit**
 - **The applicant should explain why this waiver is necessary. The concurrent credit program is an optional program available to all public high schools that wish to participate. Schools who participate in the concurrent credit program are required to follow the ADE Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.**
 - Upon re-reviewing this statute, a waiver is not requested.
- **Ark. Code Ann. § 6-24-106 Administrators**
 - **The applicant should explain why this waiver is necessary. This statute deals with ethical obligations for administrators who have direct or indirect interests in transactions with the public educational entity employing him or her. Traditionally, ethical obligations are not waived.**
 - Upon re-reviewing this statute, a waiver is not requested.
- **Ark. Code Ann. § 6-47-406 Distance Learning**
 - **The applicant should explain why this waiver is necessary. This statute is a permissive statute**

for public schools to offer distance learning courses to private and home school students. The applicant is required to accept students for enrollment regardless of the district where the student resides. If the applicant is proposing an entirely virtual school, the application should reflect its virtual nature throughout.

- Upon re-reviewing this statute, a waiver is not requested. Young Adult Magic Johnson Bridgescape Academy is not a full-time virtual school, but rather a blended learning school where students work on online coursework and with direct instruction at a physical location with the teacher.

- **ADE Rules Governing Distance Learning**

- **The applicant should explain why this waiver is necessary.**
- Upon re-reviewing these rules and the emergency rules, a waiver is not requested. However, it should be noted that the Young Adult Magic Johnson Bridgescape offers online coursework in a blended learning environment, i.e., students complete their coursework onsite with supplemental direct instruction from a teacher on the campus.

- **38 Units**

- **The applicant should clarify whether the required 38 units will be offered.**
- The Young Adult Magic Johnson Bridgescape Academy requests to not teach the required 38 units annually. First, the courses that students are enrolled in will depend on their Individual Graduation Plan and the coursework that they have already completed. Second, EdisonLearning does not currently offer all 38 units; specifically EdisonLearning catalog does not currently offer the following courses: a full unit of oral communication, 1 unit journalism, 1 unit of art, 1 unit of instrumental music, 1 unit of vocal music, 9 units of Career and Technical Education or Advanced Placement core courses.

- **Standards for Accreditation 10.01.2 190 Days Teacher/Administrator Contracts**

- **The applicant should explain its staffing plan for part-time and adjunct teachers.**
- Upon re-reviewing this statute, a waiver is not requested.

- **Standards for Accreditation 10.02 Class Size and Teaching Load**

- **The applicant should explain its why this waiver is necessary. Typically, a waiver for class size and teaching load is only granted if the applicant proposes a specific alternative maximum teacher-student ratio.**
- Due to the flexible nature, individualized instructional path, and open classroom design of the Young Adult Magic Johnson Bridgescape Academy, one teacher may oversee more students that this standard allows. For example, some of the instructional staff may be overseeing the majority of students in the main learning lab, while other members of the instructional staff are providing individual or small group instruction. However, the overall teacher to student ratio proposed in the application is much lower than this 1:13 (7.75 instructional staff to 100 students)

- **Standards for Accreditation 14.03 Graduation Requirements**

- **The authorizer lacks authority to grant a waiver for graduation requirements.**
- Upon re-reviewing this statute, a waiver is not requested.

- **Standards for Accreditation 16.01.3 Guidance and Counseling**

- **The applicant should confirm that it will comply with all other statutes and rules governing guidance counseling other than assigning an appropriately certified counselor for every 450 students.**
- The Academy confirms that it will comply with all other statutes and rules covering guidance counseling other than assigning an appropriately certified counselor for every 450 students.

- **Standards for Accreditation 16.03.1 and 16.03.2 Health and Safety Services**

- **The applicant should explain why this waiver is necessary if it intends to provide a health services program through a contracted provider. The applicant did not budget any expenditures for health services.**
- The Academy requests the waiver of employing a licensed nurse. The school will provide daily health services through trained staff on-site, will have a health station on-site and budgeted for equipment in the attached proposed budget on Line 123. The school will utilize local or regional health agencies for health services required by ADE for high school students, such as vision screening and budgeted for the services in the attached proposed budget on Line 124.
- **Standards for Accreditation 21 Auxiliary Services**
 - **Based on the application, it does not appear this waiver is necessary.**
 - Unless required in a specific student's IEP, the Young Adult Magic Johnson Bridgescape Academy does not intend to offer transportation services.

Waivers Not Requested:

- **ADE Rules Governing the Superintendent Mentoring Program**
 - The applicant requested a waiver of Ark. Code Ann. § 6-17-427. In order to effectuate this waiver, the applicant must request a waiver of the accompanying rules.
 - As the Program Director will be the instructional and operational leader, a waiver is requested from these rules.
- **ADE Rules Governing Educator Licensure**
 - **It appears the applicant is requesting a waiver of teacher and administrator licensure. In order to effectuate this waiver, the applicant must request a waiver of these rules.**
 - A waiver is requested from the ADE Rules Governing Educator Licensure. But the Academy will use highly qualified teachers as determined by federal requirements.
- **Alternative Learning Environments**
 - **The applicant requested a waiver of Ark. Code Ann. § 6-48-101 et. seq. In order to effectuate this waiver, the applicant should also request a waiver of Ark. Code Ann. § 6-15-1005(b)(5) and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding.**
 - Upon re-reviewing this statute, a waiver is not requested for Ark. Code Ann. § 6-48-101 et. seq. and Ark. Code Ann. § 6-15-1005(b)(5). But the Academy requests waivers from following subsections in Section 4.00, ADE Rules Governing the Distribution of Student Special Needs Funding.
 - The Academy has already requested a waiver for Teacher licensure. Using the same rationale, the Academy also requests a waiver for 4.02.1.2 teacher licensure for ALE. The Academy will use highly qualified teachers in ALE as required by federal requirements.
 - The Academy has already requested a waiver for 10.02-Class size/teaching load in traditional classes. The Academy also requests a waiver for 4.02.1.4 Student/teacher ratio.
 - The Academy has already requested a waiver for Ark. Code Ann. § 6-16-102 School Day Hours School day. Along the same rationale, the Academy requests a waiver for the part of 4.03.3 that gives the formula for the ALE day as the number of hours taught in an eligible ALE each day "divided by 6 hours." We wish for the formula to be "divided by 4 hours".
 - The rule seems to limit ALE funding to courses taught only through direct instruction. If so, the Young Adult Magic Johnson Bridgescape Academy wishes to be able to fund our ALE students in our blended learning environment.
- **Gifted and Talented**
 - **The application requested a waiver of the Gifted and Talented Program Approval Standards**

and Section 18.0 of the Standards for Accreditation. In order to effectuate this waiver, the applicant should also request a waiver of Ark. Code Ann. § 6-42-101 et seq.

- To effectuate the waiver from Gifted and Talented Program Approval Standards, a waiver is requested from Ark. Code Ann. § 6-42-101 et seq.

- **Media Services**

- The applicant requested a waiver of Section 16.02 of the Standards for Accreditation. In order to effectuate a waiver of library media services, the applicant should request a waiver of Ark. Code Ann. § 6-25-103 and 104.
- To effectuate the waiver of Section 16.02 of the Standards for Accreditation, a waiver is requested from Ark. Code. Ann. § 6-25-103 and 104.

C-21: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

Legal Comments

The applicant should describe any desegregation obligations of the affected public school district(s) and how the applicant determined it will not impact any court order or statutory obligations.

There are no desegregation obligations in the affected public school district(s), therefore there will be no court order or statutory obligations.

C-22: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

Evaluation Criteria:

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application; and
- The plan to ensure the sustainability of the charter in the future.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide details of the plan to ensure the sustainability of the charter in the future.

To ensure success for the Young Adult Magic Johnson Bridgescape Academy when others are in leadership roles, OCBA, Inc. is focusing its efforts and its partnership with EdisonLearning on two critical components: strong fiscal responsibility and increasing academic success. These two components will be negotiated in the management agreement to ensure that regardless of who is in the leadership role, the school is financially solvent and that students are continuing to excel and graduate from the Young Adult Magic Johnson Bridgescape Academy.

The OCBA Board will ultimately be responsible to ensure that the school is operationally and financially viable and as a result has spent significant time vetting its proposed educational partner and program. Both OCBA and EdisonLearning understand that building and sustaining a supportive relationship between the OCBA Board EdisonLearning's Program Director is imperative for the ongoing success of the school both financially and academically. Accordingly, several steps will be taken to ensure all parties work together to provide effective and sound leadership including well-defined and understood roles and responsibilities, a fair evaluation system, and clear policies. The roles and responsibilities will be clearly articulated in the final negotiated management agreement. Steps that have been or will be taken to ensure sustainability of the school include:

- Preparation of the OCBA Board
 - The Board understands that they are serving at-risk students and have a passion for providing alternative opportunities for students in their communities to earn a high school diploma.
 - The Board collectively has a shared vision of what educational success will mean for the school and the students. This will allow for consistent academic oversight of the school.
 - The Board will also be diligent with financial oversight.
- Capacity and Composition of the OCBA Board
 - The Board is established and has been serving the community for years.
 - The Board is composed of members with diverse perspectives with the skills, time and experience necessary to oversee a successful school.
 - The Board members are objective.
 - The Board members have connections to and a deep understanding of the community they are planning on serving.
- Governance Structure aligned with best practices
- Clear delineation of the authority and duties of the OCBA Board, Program Director, and EdisonLearning
- Regularly reporting to the OCBA Board by EdisonLearning
- Accurate and timely budget development and monitoring process
- Continuous evaluation by the OCBA Board of the services provided by EdisonLearning

REQUIRED ATTACHMENTS

- Provide the daily schedule with specific courses for the Young Adult Magic Johnson Bridgescape Academy of Crittenden County.

The daily schedule depends on the individual student's IGP and the courses that they need to graduate. Due to the flexible nature of the program, different students may be working on different courses at different times. Additionally, a student may choose to focus time on one course over another. Combining the IGP and the flexibility provided in the blended learning environment, each student is working on their own coursework at their own pace; however, the students progress and pace is monitored by the instructional staff who provide individual and group instruction as necessary and ensure students are effectively moving towards completing the courses outlined in their IGP.

In lieu of a daily schedule with specific courses, below are examples of how students may utilize their time at the Academy.

For example, on Tuesday during the eCourses: Core Content time designated in the sample schedule from 10:00 to 11:30 in the first session:

- Student A may work on American Literature (English 11) for the full hour and a half.
- Student B may work on Algebra 1 for a full hour, then for the last half hour working with the teacher and a small group of students on key algebra concepts.
- Student C may work half the time working on Biology and half the time working on Geometry.

OTHER

Provide copies of the following documents referenced in the application:

- Newspaper articles written by reporter of *The Evening Times*
- Signed attendance sheets from the public hearing
- The PowerPoint presentation used at the public hearing
- The agreement between OCBA and EdisonLearning for the Magic Johnson Bridgescape program

At this time, OCBA, Inc. and EdisonLearning have not entered into a formal agreement to establish the Young Adult Magic Johnson Bridgescape Academy. Upon approval of the charter by the Arkansas Department of Education, OCBA, Inc. and EdisonLearning will negotiate the management agreement. Attached is a sample agreement

- Graphs about shrinking graduating classes presented at public hearing
- A description of the Blended Learning Pedagogical Model for Magic Johnson Bridgescape Academies
- Samples of forms and policies pertaining to admission
- The purchasing and procurement policy
- The professional development plan
- The concurrent credit matrix- Since the school is requesting a waiver from being required to teach the 38 units, the waiver request involving the matrix for concurrent credit courses is withdraw and this matrix is no longer applicable.
- The EdisonLearning course catalog

ADDITIONAL ATTACHMENTS

- Parental Involvement Action Plan
- OCBA, Inc. Conflict of Interest Policy
- Revised Budget
- Job Descriptions

JOB DESCRIPTIONS

Director of Achievement

Role: Director of Achievement

Direct Reports: Program Directors

Job Summary:

The main responsibility of this position is managing the primary focus of student achievement in schools. The role also ensures excellence in service delivery of all EdisonLearning products by collaborating and partnering with district and charter school boards, driving consistently superior achievement gains and profitability within assigned sites. As required, this role will manage client relationships as well as the operational/financial/budgetary/legal management of the schools.

Main Responsibilities:

Achievement Management

- Monitor student achievement data to ensure students are performing highly
- Supervise, observe, evaluate and assess program managers and principals from an instruction, school culture and school operations perspective. This is done by visiting schools and attending leadership team meetings
- Work collaboratively with local district superintendents and assistant superintendents to leverage influence in supervision and evaluation of the principals in schools where the principal reports to the district.
- Formalize and execute customized professional development training modules specific to clientele and work closely with district officials to create a plan and set measurable goals for program implementation
- Support and monitor professional development plans of teachers
- Develop and annually adjust the school's support plans (mid-year for intensives); identify areas of focus and improvement for particular schools and codify how Edison will support schools to make improvements in these specific areas
- Develop, conduct and participate in all Edison Achievement Conferences (i.e. HQ Quarterly Meetings, Summer Institutes, Edison Leadership Development Academy, Instructional Leadership Conferences, Client Conferences)
- Prepare academic reports and attend board meetings in order to provide academic and financial updates on the sites. Ensure monthly academic and financial reports are submitted to headquarters. Prepare reports for specific school boards when requested
- Develop and facilitate regional principal & program managers meetings by putting together the agenda and providing professional development
- Attend regional meetings called by SVP Solutions in order to provide updates and keep the SVP Operations informed of developments within school achievement management

Client Relationship Management

- Work with schools and SVP Solutions to ensure that charters and all contracts, and client contracts are renewed as directed by the business
- Prepare reports for school boards when requested, keeping clients informed of academic and financial results in schools
- Attend school district meetings when requested, staying abreast of local issues and building relationships with client

Operations/ Financial/ Budgetary/ Legal Management

- Participate in HQ Meetings that supplement the monthly calls to build morale and school culture while developing short and long-term school plans
- Supervise and support principals' implementation of financial and operating activities,
- Proactively resolve school operational issues in conjunction with the School Operations Manager
- Maintain awareness of requirements dictated by teachers' unions for specific school districts (i.e. contractual requirements, process for grievances, school policies, etc.)
- Supervise principals' ongoing budget and financial planning processes to ensure revenue, enrollment and expense targets are met (Managed Schools only)

Key Relationships:

Internal: Supervises, observes, assesses and supports principals to effectively manage achievement in schools. Utilizes the Education Department for support when needed. Works with the Finance, Human Resources, Enrollment and Legal to support schools as needed.

External: Manages relationships with Edison's customers and constituency groups for their assigned sites (District Superintendents, District Boards, Charter Boards)

Key Behavioral Competencies:

- Demonstrated ability to collaborate with team members located across multiple geographies and organizational levels
- Strong written and oral communication skills, extensive experience building client relationships
- Demonstrates drive and commitment that inspires others to achieve results
- Anticipates and creatively addresses obstacles to achievement of goals
- Adept at dealing with changes in work schedules and assignments caused by developments the external environment
- Identifies and gains the support of key people by understanding and addressing their needs and concerns; builds strong working relationships; shares information and seeks input of others where appropriate
- Creates opportunities to bring teams and/or cross-functional teams together to collaborate on Edison initiatives

Requirements:

- Mastery level knowledge of Standards-Based Instruction and Assessment; knowledge and experience with what makes good school organizations, familiarity with state and federal standards
- Experience identifying good instruction, diagnosing problems and making effective recommendations in a school setting
- Familiarity with assessment methods and data analysis
- Administrative certification preferred
- Minimum 10 years experience in K-12 education
- Master's Degree
- Proficient in Microsoft Office (i.e. Outlook, Word, Excel, and Power Point)
- Candidate must live in the region in which he/she will work or relocate to that region

Preferences:

- Minimum 5 years experience as a building administrator (principal/assistant principal) or comparable educational supervisory position
- Demonstrated knowledge of budget management, finance, and operating procedures to support P & L of up to \$20 million

Program Director

Direct Reports: Teachers, Office Manager, Counselors, Paraprofessionals, Enrollment Coordinator

Job Summary:

The Program Director is responsible for providing the instructional, operational and administrative leadership necessary to ensure the success of the school including primary responsibility for achievement and financial performance. The Director is the overall leader of the school, with a dominant focus (estimated at 75% of time spent) on instructional leadership. The Director will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

Main Responsibilities:

Achievement Management

- Implement School Organizational Structure including culture, staffing, scheduling Ensure teachers receive appropriate and relevant training in curriculum, learning environment, and state requirements
- Implement and monitor student achievement (ecourse completions, consistent attendance rates, personal/social curriculum achievement, progress monitoring of individual graduation plans)
- Recruit, select and hire school staff (teachers and school-based support staff)
- Ensure effective implementation of student support systems
- Engage parents in a collaborative effort for implementing and planning of school programs (parent meetings)
- Complete and present the annual school progress report to EdisonLearning, district and/or charter board and school community
- Support and monitor PD plans of teachers and school support staff
- Supervise and evaluate staff to ensure quality instruction and student achievement

Financial Management

- Ensure revenue, enrollment and expense targets are met (profit and loss)
- Ensure facility and operational services are effective
- Steward of company assets

Relationship Management

- Build/maintain client relationships (i.e. Board leadership, superintendents, authorizers, community leadership, political leaders, etc.)
- Develop and maintain positive community and parent relationship

Compliance Management

- Oversee compliance to federal, state, local and contractual requirements

Facility Management

- Lead the day to day operations of the program to ensure students and teachers work in a environment that is safe, clean and conducive to learning.

Key Relationships:

Internal: Regional Vice President of Operations, Executive Director – Education Service Lead, Vice President of Center Operations and other EdisonLearning Support

External: EdisonLearning’s customers and constituency groups, Charter Boards and Districts, Parents

Key Behavioral Competencies:

- Uses different behaviors as necessary to achieve desired outcomes; able to amend own behavior to influence and gain acceptance
- Shift priorities to address changes in events or assigned goals
- Inspires groups of individuals to work together to achieve a common purpose; promotes a culture of open communication and respect
- Actively establishes and promotes best practices for EdisonLearning work processes and standards
- Analyzes reasons behind results, takes actions to address failures and seeks to improve outcomes
- Never accepts excuses for breaches of ethics, values or regulations and confronts potentially unethical behavior in others
- Develops and uses subtle strategies to influence others in order to achieve organization objectives; anticipates reactions and works hard to find common ground between stakeholders within opposing views
- Coaches employees and team members on ways to enhance their level of performance and develop their skills
- Encourages constructive feedback and a culture that provides opportunities for development. Attracts, assesses, develops, motivates and retains a diverse workforce that drives results
- Engages young adults in the learning process, promoting academic and life skill growth; provides a model for at-risk youth through EdisonLearning’s core values

Background:

- Master’s Degree in Curriculum and Instruction or Master’s Degree in a specialty area such as Secondary Education or Educational Administration & Supervision / Ed Leadership
- Minimum of 5 years teaching experience
- Minimum of 5 years experience in instructional leadership including at least two years as an assistant principal
- Administrative Certification
- Relevant experience with student population
- Knowledge of teacher evaluation and observation methods
- Knowledge of various instruction and teaching methodologies
- Excellent organizational, planning and implementation skills
- Proficiency in Microsoft Excel, PowerPoint, Word and Outlook

School Operations Manager

Reports to: Director of Achievement -**Direct Reports:** None

Primary Function:

Oversees operational performance at a cluster of Magic Johnson Bridgescape centers, through undertaking or managing, finance, administration and general school operations. The School Operations Manager is an EdisonLearning employee. This is a year round position which requires some travel.

Principal Duties and Responsibilities:

Center Operations

- Responsible for site level procurement of supplies, materials, equipment, and inventory management
- Local manager for Transportation, Facilities Maintenance, Security and other 3rd party service contracts, ensuring ongoing monitoring and implementation of contracts
- Work with enrollment coordinators and Enrollment Manager to track and manage student enrollment campaign budgets and assist in meeting enrollment targets
- Work with center personnel to maintain integrity and accuracy of Student Records, including maintenance and tracking of attendance and retention
- Work with center staff to manage reporting and data tracking for all Special Education programs
- Prepare reports on center operations and attend board meetings
- Respond to and resolve routine internal and external inquiries with students, parents, and employees

Financial Administration

- Develop the annual budget for each center, working with the Program Director and Controller
- Responsible for center level budget monitoring and management
- Review monthly financial reports and update monthly financial estimate templates
- Work with the board Treasurer and Controller to provide financial data and meet reporting deadlines
- Support board Treasurer with all Federal, State, Local grant applications and reporting
- Provide financial oversight including invoice approval
- Manage AP and payroll processes
- Assist in coordination with the board Treasurer and Controller, year-end audits as well as any center audits from State or Federal agencies

People Management/HR responsibilities

- Partner with the EdisonLearning Human Resources department to implement policies and procedures at centers (e.g., compensation; paid time off days; all aspects of recruitment - screening, state specific background checks, etc.)
- Oversee the processing of all new hire paperwork Responsible for maintenance of personnel files for all employees
- Responsible for tracking Teacher Certification status
- Lead in orientation of new hires
- Participate in Employee Relations issues with Program Directors and EdisonLearning Human Resources

Key Relationships

Internal: Center Staff (teachers, Program Directors, School Receptionist), all support functions within EdisonLearning (Finance, Human Resources, Site Services, etc.), Senior Directors of Achievement, Controller, and Alternative Education Solution leaders.

External: Charter Boards, Board Treasurer, State Department of Education, Third party-vendors, Community Leaders, and Parents.

Key Behavioral Competencies:

- Demonstrates persistence in overcoming and removing obstacles that impact goal achievement
- Understands the importance of confidentiality when dealing with sensitive information
- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Implements and monitors relevant work procedures in line with defined internal and external standards
- Proactively approaches others with a view to engaging in dialogue and building strong working relationships
- Recognizes people who may be of critical importance to achievement of one's objectives and involves them to get their input
- Requests input from others to work towards a more effective outcome
- Holds employees/colleagues accountable for achieving results and publicly acknowledges effective performance
- Proven experience multitasking

Background:

- Demonstrated success in monitoring budgets of \$5 million to \$10 million
- Demonstrated success in managing contracts of up to \$500,000
- Experience in charter or educational arena a plus, particularly in educational administration and or grant tracking and reporting
- Previous exposure to staffing processes and general HR procedures
- Independently and effectively manage operations and facilities
- Knowledge of audit procedures
- Skilled in interpreting and managing Service Level Agreements and contracts for outsourced services
- Skilled in use of MS Excel or other financial and organizational modeling software
- Demonstrated ability to manage staff of up to 5-10 exempt and nonexempt employees
- BS in Business, Accounting or Finance

Enrollment Coordinator

Reports To: Program Director

Direct Reports: Not Applicable

Job Summary:

The Enrollment Coordinator leads implementation efforts for local student enrollment. The Enrollment Coordinator is required to give frequent presentations and build/maintain relationships on behalf of the program. Excellent presentation, communication and organizational skills are required. This position requires travel throughout a region to make presentations to civic groups, religious organizations, parents, students and other audiences identified through market research. The Enrollment Coordinator will lead teams of student and staff recruiters for promotion at school and community events. Knowledge of local school systems is desired. The Enrollment Coordinator will enroll students at each site, meeting with family and student to ensure a smooth transition to the program. This position will also be responsible for monitoring FTE counts and the ramp up activities to ensure appropriate and representative attendance during this critical time.

Main Responsibilities:

➤ **Administrative**

- Enroll students at each site, meeting with family and student to ensure a smooth transition to the program.
- Monitor FTE counts and the ramp up activities to ensure appropriate and representative attendance during this critical time.

➤ **Promotion**

- ≠ Lead and coordinate implementation of defined local recruitment and enrollment initiatives
- ≠ Proactively identify and develop opportunities to promote applicable enrollment efforts
- ≠ Cultivate interest in the program through dynamic involvement with local civic organizations, religious groups, community groups, and other relevant organizations and clubs
- ≠ Participate actively in local Chambers of Commerce, business, professional, and education organizations as determined through market research and administrative leads
- ≠ Build a database of contacts through local and regional involvement

➤ **Campaign Management**

- ≠ Prepare program of events and timetables for promotional events
- ≠ Recruit and supervise teams of Student Recruiters engaged in canvassing, attending school and community events, etc.
- ≠ Plan and manage for material needs at promotional events
- ≠ Provide operational updates and reports as needed

➤ **Professional Responsibilities**

- ≠ Learn the program design and product advantages
- ≠ Adhere to and enforce EdisonLearning and district policies and procedures
- ≠ Represent the program and the company in a positive and professional manner at all times
- ≠ Communicate with colleagues and supervisors on a regular basis and participate in internal meetings as scheduled

Key Relationships:

Internal: Program Director, VPES, and Charter Board Members.

External: Parents/Guardians, Students, Community Organizations

Key Behavioral Competencies:

- ≠ Excellent interpersonal and communication skills, and ability to converse comfortably with business, community, and education leaders at all levels
- ≠ Focus on details and accuracy
- ≠ Prioritize activities in a multi-task position
- ≠ Operate with a sense of urgency and accountability
- ≠ Meet deadlines
- ≠ Seek assistance when confronting obstacles to achievement of goals
- ≠ Ability to develop appropriate relationships with students in an alternative setting

Background:

- ≠ BA or BS in a relevant field
 - ≠ At least one year of relevant experience in sales, business development/marketing, or public relations
 - ≠ Strong written and verbal skills
 - ≠ Knowledge of regional social, political, and economic issues preferred
 - ≠ Knowledge of K-12 public education preferred
 - ≠ Ability to create multimedia presentations in PowerPoint required
 - ≠ Bilingual in English and Spanish preferred; may be required in specified regions
 - ≠ Must possess a local Driver's License and a clear driving record
 - ≠ Proficiency with Microsoft Excel, Word, Outlook, PowerPoint and internet applications required
 - ≠ Proficiency with multimedia communication tools, such as discussion boards, webinars, email, instant messaging, digital photography preferred
-

Teacher

Reports to: Program Director
Direct Reports: Not Applicable

Job Summary:

As a member of a teaching team, the teacher will be responsible for facilitating student learning in an instructional technology learning environment and supplementing computer-based instruction with direct instruction as needed. He or she uses a variety of instructional methodologies and curriculum resources to teach content and skills to students in small- or pull-out group instruction. The teacher regularly meets with students to advise and plan for students' individual learning plans, providing coaching and mentoring in an advisory capacity.

The teacher works as a team member to meet the needs of all students. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success. Teachers collaborate with team members to analyze different means of meeting student needs and communicates with students, parents, and other team members about student progress and plan for next steps.

Main Responsibilities:

- ≠ Implement EdisonLearning, school and district policies and procedures;
- ≠ Work closely with teachers and other colleagues to develop and build teaching skills;
- ≠ Collaborate with colleagues on curriculum, student needs and assessment;
- ≠ Contribute to a culture of professionalism among team members;
- ≠ Monitor academic progress of students in their coursework
- ≠ Monitor student progress towards graduation
- ≠ Maintain ongoing communication with parents, staff, and community;
- ≠ Become proficient in the use of computer based instruction and software;
- ≠ Manage the learning environment and coach students as an advisor and mentor;

Key Behavioral Competencies:

- ≠ Generally asks relevant and insightful questions to establish facts
- ≠ Seeks to understand key decision making issues and characteristics when guided by others
- ≠ Shows increasing understanding of EdisonLearning work processes and standards
- ≠ Thinks to ask questions about actions required to produce expected results
- ≠ Expresses interest in taking on varied projects and tasks to develop new skills in most situations
- ≠ Develops and maintains positive working relationships with co-workers by being punctual, collaborative, and maintaining a pleasant work attitude
- ≠ Shows that understands accepted professional conduct within the EdisonLearning environment by acting honestly and openly and responding positively to any feedback on professional conduct
- ≠ Establishes appropriate and supportive relationships with students

Background:

- ≠ Bachelor of Arts or Bachelor of Science degree required
- ≠ Appropriate teacher certification required
- ≠ Minimum of 2 years of teaching experience required
- ≠ Evidence of educational experiences after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
- ≠ Evidence of working knowledge and comfort level with instructional technology
- ≠ Experience working with student population in some capacity preferred

Guidance Counselor

Reports to: Program Director

Direct Reports: N/A

Job Summary:

The Counselor is a critical member of the Comprehensive Support Team, championing the behavioral, social/emotional and mental health needs of students in support of student achievement across the program. They take a leadership role in providing professional development within the school to create a solid understanding of the psychosocial development of students and the influences of family, community, and cultural differences on student achievement. They are a crucial voice in determining, planning and supporting the implementation of interventions, particularly related to the behavioral/social/emotional issues of students. Within this unique and alternative setting, it is critical that specific student needs be identified and met early on in an effort to provide students a support system that is often lacking outside of this environment.

Main Responsibilities:

- Provide leadership as a standing member of the Comprehensive Support Team;
- Provide leadership as a standing member of the Learning Team;
- Evaluate program wide behavioral data to identify trends and promote universal, small group and individual responses;
- Conduct small-group or 1:1 intervention/counseling at Tier II and Tier III, in response to needs identified by the Comprehensive Support Team and or Individual Education Plans (IEPs);
- Evaluate student progress specific to behavioral, emotional, and mental health concerns and the effects on academic progress;
- Participate in conducting functional behavior assessments and developing, implementing and monitoring behavioral intervention plans for students identified in need;
- Assist parents/guardians in effectively participating in their child's education and strengthening their parenting skills;
- Engage parents/guardians as partners on behalf of their children through phone, email, notes, conferences, home visits, etc., both directly and by supporting the efforts of classroom teachers;
- Form a consortium of service providers to deliver a wide variety of services to the school community based on identified program and student needs;
- Act as point of contact for outside organizations working with students and their families to ensure coordination of services to best meet students' needs;
- Work in collaboration with the office staff to produce reports in order to analyze attendance trends and ensure appropriate action is taken as needed;
- Work directly with individual teachers, house teams, and families to ensure the timely attendance of every child;
- Work in collaboration with the special education team to coordinate services and communication with parents of students with special needs;
- Lead the crisis response team for students in critical need (e.g. suicide ideation, self-harm, family crisis, homelessness, etc.)

Key Relationships:

Internal: Program Staff

External: Community outreach resources, local businesses for employment opportunities, social service organizations and outside service providers

Key Behavioral Competencies:

- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Identifies, analyzes and discusses decision making alternatives with multiple stakeholders
- Resolves requests and complaints in a timely manner, demonstrating a high level of commitment to meeting requirements within policy and compliance guidelines
- Makes frequent and regular contact with clients to keep them informed and to learn of any new issues or challenges that can impact expected outcomes
- Works closely with direct client contacts to establish relationships, starting to establish credibility by demonstrating fairness, equity and consistency in transactions
- Recognizes people who may be of critical importance to achievement of one's objectives and involves them to get their input
- Uses considerable judgment and initiative to determine the approach or action to take in non-routine situations
- Shifts priorities to address changes in events or assigned goals
- Brings ideas for service delivery improvements to the attention of others and pursues these ideas through to resolution or completion
- Maintains a pleasant attitude being tactful and courteous with all program personnel, students and visitors
- Responds to information request in a cooperative, courteous, and timely manner
- Is attentive, patient and fair with students

Background:

- A Master's of Social Work or Master's in Counseling degree
- Appropriate state licensure
- Clinical experience with at-risk children
- Strong communication skills; ability to work collaboratively with teachers/staff
- Experience developing and managing community-based initiatives or school-business partnerships

Special Education Teacher

Reports to: Program Director

Direct Reports: N/A

Job Summary:

The Special Education Teacher is responsible for implementing and ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the school's program of services. Responsibilities include, but are not limited to: providing student interventions and modifications to the academic program as needed; managing the school's special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

Main Responsibilities:

- ≠ Maintain educational records for students with disabilities (e.g., IEPs, evaluation reports, staffing forms, eligibility forms, meeting summary notes, IEP progress reports, etc.) across multiple sites in one city/region
- ≠ Ensure that all students with disabilities have a current IEP.
- ≠ Maintain all LEA special education profile data on IDEA Part B and Part C (if applicable) indicators for Department of Education State Performance Plan (SPP) reporting.
- ≠ Coordinate the provision of special education services and related services per the students' IEPs.
- ≠ Ensure that all IEPs adhere to least restrictive environment (LRE) and free appropriate public education (FAPE) guidelines as specified in IDEA regulations and state guidelines.
- ≠ Ensure that all initial referrals for special education services are completed within 60 days (calendar or school depending on state) from the date parental consent is obtained.
- ≠ Collaborate with regular education personnel on Response to Intervention/Comprehensive Student Services initiatives.
- ≠ Provide school leadership team regularly with the following: reports on issues regarding special education services, progress monitoring data for students with disabilities, and special education compliance data.
- ≠ Collaborate with school personnel (e.g., administration, regular education teachers, special education teachers, etc.) on special education service models (i.e., monitoring; collaboration or consultation; co-teaching or team teaching; facilitated instruction; direct instruction.).
- ≠ Coordinate progress monitoring of students with disabilities (e.g., CBM, Benchmark Assessment System, etc.).
- ≠ Communicate regularly with Regional Special Education Director on IDEA, FAPE, LRE, and IEP successes and challenges at assigned school(s).
- ≠ Maintain accurate and current inventory on instructional and curricular resources and materials. Replenish inventory as needed.

Key Relationships:

Internal: Core Content Teachers

External: School District Special Education Compliance Officer

Key Behavioral Competencies:

- ≠ Developing Others
 - Encourages constructive feedback and a culture that provides opportunities for development. Attracts, assesses, develops, motivates and retains a diverse workforce that drives results.
 - Helps others to secure resources and provides guidance in decision making and problem solving
- ≠ Courageous Leadership

- Addresses difficult issues; puts self on line to deal with important problems; stands firm when necessary.
- Analyzes reasons behind results, takes action to address failures and seeks to improve outcomes
- ≠ Collaboration
 - Willingly cooperates and works collaboratively towards solutions which generally benefit all involved parties; works cooperatively with others to accomplish company objectives; promotes collaboration and partnerships.
 - Gives credit and recognition to others who have contributed towards team or group goals; respects different opinions, seeking them out to challenge thinking and enhance collaborative efforts
 - Works collaboratively to creatively problem solve with staff to meet students' unique needs in a technology- based instructional learning environment
- ≠ Organization
 - Maintains accurate records across multiple sites
 - Plans and organizes for a schedule that requires flexibility and structure to serve students at multiple sites

Background Requirements:

- Minimum of 3 to 5 years special education teaching experience required
 - Bachelor of Arts or Bachelor of Science degree required
 - Appropriate special education teacher certification required
 - Demonstration of mastery in specified area/s of the curriculum required
 - Demonstration of teaching techniques and classroom management skills (i.e., effective instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal required
 - Evidence of educational experiences after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
-

Office Manager

Reports To: Program Director

Direct Reports: Not Applicable

Job Summary:

The Office Manager will play a key support role, serving as the focal point for communication by mail, telephone and in person. The Office Manager will manage the flow of information, both within the school and between the school and the state, and will be responsible for maintaining all school records. To be effective, the Office Manager must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the Office Manager as representative of the program. He or she must be flexible, personable, able to communicate the program's mission and vision, and possess the program's core values.

Main Responsibilities:

- ≠ Responsible for creating and maintaining a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork
 - Greet and announce all visitors appropriately
 - Use proper telephone etiquette and direct calls appropriately to school staff
 - Provide needed assistance and communicate effectively with Director and all staff
 - Be attentive, patient and fair with students
 - Treat parents as valued and respected customers
- ≠ Maintain all records, including schedule, student waitlist (using applicable EdisonLearning systems/software), attendance records, and calendar
- ≠ Responsible for recording, tracking and following up on student tardiness, absences
- ≠ Collect student related data (including demographics, financial data, test results, attendance) and provide it to the state, which uses the data to determine per pupil funding for the school
- ≠ Collect all student data and manage free and reduced lunch program components for the school, which impacts school funding
- ≠ Perform basic Accounts Payable and Accounts Receivable functions in the routine course of daily operations
- ≠ Provide and/or manage standard operations, including, but not limited to:
 - Student entrance/exit procedures
 - Safety and emergency procedures/guidelines
 - Correspondence and schedule for Director
 - Business related processes as assigned by Director and/or Enrollment Coordinator (purchasing/expenses, invoices, shipping and receiving, etc.)
 - Coordination of volunteer hours/participation
 - Responsibility for all voicemail administration including setting up new mailboxes and changing site voicemail greeting for vacations, snow days, etc.

Key Relationships:

Internal: Site faculty and staff.

External: School visitors. Outside vendors, contractors.

Key Behavioral Competencies:

- ≠ Thinks ahead to set up requirements in advance. Prepares effective program of activities; timetabling; etc.
- ≠ Consistently tries new and different approaches to doing work
- ≠ Demonstrates a strong sense of urgency by prioritizing and following through on commitments
- ≠ Identifies potential obstacles to goal achievement and seeks assistance in addressing these obstacles
- ≠ Detail oriented and ability to multi-task
- ≠ Demonstrates ability to develop appropriate relationships with students in an alternative setting

Background:

- ≠ High school diploma required; postsecondary training or schooling preferred
 - ≠ Familiarity with office equipment such as computers, typewriters, fax machines, calculators, and photocopiers, as well as word processing and spreadsheet programs required school district database maintenance preferred
 - ≠ Minimum of 3 years of experience in office management or in a secretarial position preferred with responsibilities including basic bookkeeping
-

Paraprofessional

Reports to: Program Director

Direct Reports: N/A

Job Summary:

The Paraprofessional, as a member of the instructional team, works under the supervision of the classroom teacher and the principal. This person primarily works in classroom, assisting the teacher in implementing instruction and related services. Such assistance may include: providing instructional assistance, guiding additional practice opportunities, re-teaching, and monitoring behavior.

Main Responsibilities:

- ≠ Meet Paraprofessional requirements as established by state and local mandates;
- ≠ Implement school and district policies and procedures;
- ≠ Establish and maintain solid working relations with colleagues;
- ≠ Participate in planning sessions with the learning team;
- ≠ Provide support and assistance to students;
- ≠ Demonstrate creativity, flexibility, and perseverance in dealing with challenging learning, behavioral, family, and classroom situations;
- ≠ Provide strategic instruction within the classroom for students who are in need of support learning core curriculum;
- ≠ Provide support and supervision of students as assigned (during transitions, in special classes, during lunch, etc.);
- ≠ Assist in the administration and scoring of assessments used to monitor individual progress;
- ≠ Assist with paperwork and clerical duties as needed.

Key Behavioral Competencies:

- Demonstrates the ability to work effectively under the direction of others;
- Demonstrates a willingness to assume all responsibilities assigned which are appropriate for the position.
- Demonstrates initiative, always keeping in mind the best interest of the students and the program
- Willingly cooperates and works collaboratively towards solutions which generally benefit all involved parties; works cooperatively with others to accomplish company objectives; promotes collaboration and partnerships.
- Gives credit and recognition to others who have contributed towards team or group goals; respects different opinions, seeking them out to challenge thinking and enhance collaborative efforts
- Works collaboratively to creatively problem solve with staff to meet students' unique needs in a technology- based instructional learning environment

Background Requirements:

- Meets NCLB requirements: Has obtained a HS diploma or GED and:
 - o Completed two years of full-time study at an institution of higher education (48 semester hours in some states and 60 in others); or
 - o Obtained an associate's degree; or
 - o Meets rigorous standards of quality and demonstrates through a formal assessment the knowledge of, and the ability to assist in, reading, writing or mathematics.
- Meets appropriate age, diploma and certification requirements as defined by the state.

REVISED BUDGET

**Public Charter School Application
Personnel Salary Schedule**

| Administrative Positions: | | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|----------------------------------|--|-------------------------------|-------------------------|-------------------------------|-------------------------|
| Line# | List Positions | | | | |
| 1 | Program Director | 1 | \$70,000.00 | 1 | \$71,400.00 |
| 2 | Enrollment Coordinator | 1 | \$45,000.00 | 1 | \$45,900.00 |
| 3 | Regional Support (Director of Achievement) | 0.125 | \$100,000.00 | 0.125 | \$100,000.00 |
| 4 | Regional Support (School Operations Mgr) | 0.1 | \$70,000.00 | 0.1 | \$70,000.00 |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Subtotal: | | \$134,500.00 | | \$136,800.00 |
| 8 | Fringe Benefits (rate used 25%) | | \$33,625.00 | | \$34,200.00 |
| 9 | Total Administration: | | \$168,125.00 | | \$171,000.00 |

| Regular Classroom Instruction: | | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---------------------------------------|---|-------------------------------|-------------------------------|
| 10 | Teachers | 4 | \$45,900.00 |
| 11 | Aides | 1.75 | \$30,600.00 |
| 12 | Subtotal: | | \$232,500.00 |
| 13 | Teacher Fringe Benefits (rate used 25%) | | \$45,900.00 |
| 14 | Aide Fringe Benefits (rate used 25%) | | \$13,125.00 |
| 15 | Total Regular Classroom Instruction: | | \$290,625.00 |

| Special Education: | | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---------------------------|---|-------------------------------|-------------------------------|
| 16 | Teachers | 1 | \$56,100.00 |
| 17 | Aides | | |
| 18 | Subtotal: | | \$55,000.00 |
| 19 | Teacher Fringe Benefits (rate used 25%) | | \$13,750.00 |
| 20 | Aide Fringe Benefits (rate used _____) | | |
| 21 | Total Special Education: | | \$68,750.00 |

| Gifted and Talented Program: | | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|-------------------------------------|---|-------------------------------|-------------------------------|
| 22 | Teachers | 0 | \$0.00 |
| 23 | Aides | | |
| 24 | Subtotal: | | \$0.00 |
| 25 | Teacher Fringe Benefits (rate used 25%) | | \$0.00 |
| 26 | Aide Fringe Benefits (rate used _____) | | |
| 27 | Total Gifted and Talented Program: | | \$0.00 |

**Alternative Education Program/
Alternative Learning Environments:**

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | 0.5 | \$45,000.00 | 0.5 | \$45,900.00 |
| 29 Aides | | | | |
| 30 Subtotal: | | \$22,500.00 | | \$22,950.00 |
| 31 Teacher Fringe Benefits (rate used 25%) | | \$5,625.00 | | \$5,737.50 |
| 32 Aide Fringe Benefits (rate used _____) | | | | |
| 33 Total Alternative Education Program/ Alternative Learning Environments: | | \$28,125.00 | | \$28,687.50 |

English Language Learner Program:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|---|-----------------------|-------------|-----------------------|-------------|
| 34 List Positions | | | | |
| 35 Teacher | 0.25 | \$45,000.00 | 0.25 | \$45,900.00 |
| 36 _____ | | | | |
| 37 _____ | | | | |
| 38 _____ | | | | |
| 39 Subtotal: | | \$11,250.00 | | \$11,475.00 |
| 40 Fringe Benefits (rate used 25%) | | \$2,812.50 | | \$2,868.75 |
| 41 Total English Language Learner Program: | | \$14,062.50 | | \$14,343.75 |

Guidance Services:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|------------------------------------|-----------------------|-------------|-----------------------|-------------|
| 42 List Positions | | | | |
| 43 Guidance Counselor | 1 | \$45,000.00 | 1 | \$45,900.00 |
| 44 _____ | | | | |
| 45 _____ | | | | |
| 46 _____ | | | | |
| 47 Subtotal: | | \$45,000.00 | | \$45,900.00 |
| 48 Fringe Benefits (rate used 25%) | | \$11,250.00 | | \$11,475.00 |
| 49 Total Guidance Services: | | \$56,250.00 | | \$57,375.00 |

Health Services:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|--------------------------------------|-----------------------|--|-----------------------|--|
| 50 List Positions | | | | |
| 51 See contracted services | | | | |
| 52 _____ | | | | |
| 53 _____ | | | | |
| 54 _____ | | | | |
| 55 Subtotal: | | | | |
| 56 Fringe Benefits (rate used _____) | | | | |
| 57 Total Health Services: | | | | |

Media Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 58 List Positions | | |
| 59 See contracted services | | |
| 60 | | |
| 61 | | |
| 62 | | |
| 63 Subtotal: | | |
| 64 Fringe Benefits (rate used _____) | | |
| 65 Total Media Services: | | |

Fiscal Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 66 List Positions | | |
| 67 See contracted services, auditor | | |
| 68 | | |
| 69 | | |
| 70 | | |
| 71 Subtotal: | | |
| 72 Fringe Benefits (rate used _____) | | |
| 73 Total Fiscal Services: | | |

Maintenance and Operation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--|-----------------------|-----------------------|
| 74 List Positions | | |
| 75 Office Manager | 1 | 1 |
| 76 | | |
| 77 | | |
| 78 | | |
| 79 Subtotal: | \$35,000.00 | \$35,700.00 |
| 80 Fringe Benefits (rate used 25%) | \$8,750.00 | \$8,925.00 |
| 81 Total Maintenance and Operation: | \$43,750.00 | \$44,625.00 |

Pupil Transportation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--|-----------------------|-----------------------|
| 82 List Positions | | |
| 83 waiver | | |
| 84 Special Ed driver (if IEP requires) | 0.25 | 0.25 |
| 85 | | |
| 86 | | |
| 87 Subtotal: | \$7,500.00 | \$7,650.00 |
| 88 Fringe Benefits (rate used 25%) | \$1,875.00 | \$1,912.50 |
| 89 Total Pupil Transportation: | \$9,375.00 | \$9,562.50 |

| Food Services: | | 2014-2015 | | 2015-2016 | |
|-----------------------|---------------------------------|-----------|-------------|-----------|-------------|
| List Positions | | No. FTEs | | No. FTEs | |
| 90 | Food service | 1.5 | \$30,000.00 | 1.5 | \$30,600.00 |
| 91 | | | | | |
| 92 | | | | | |
| 93 | | | | | |
| 94 | | | | | |
| 95 | Subtotal: | | \$45,000.00 | | \$45,900.00 |
| 96 | Fringe Benefits (rate used 25%) | | \$11,250.00 | | \$11,475.00 |
| 97 | Total Food Services: | | \$56,250.00 | | \$57,375.00 |

| Data Processing: | | 2014-2015 | | 2015-2016 | |
|-------------------------|-----------------------------------|-----------|--|-----------|--|
| List Positions | | No. FTEs | | No. FTEs | |
| 98 | n/a | | | | |
| 99 | | | | | |
| 100 | | | | | |
| 101 | | | | | |
| 102 | | | | | |
| 103 | Subtotal: | | | | |
| 104 | Fringe Benefits (rate used _____) | | | | |
| 105 | Total Data Processing: | | | | |

| Substitute Personnel: | | 2014-2015 | | 2015-2016 | |
|------------------------------|--|-----------|-------------|-----------|-------------|
| | | No. FTEs | | No. FTEs | |
| 106 | Number of Certified Substitutes 1 | 0.25 | \$45,000.00 | 0.25 | \$45,900.00 |
| 107 | Number of Classified Substitutes | | | | |
| 108 | Subtotal: | | \$11,250.00 | | \$11,475.00 |
| 109 | Certified Fringe Benefits (rate used 25%) | | \$2,812.50 | | \$2,868.75 |
| 110 | Classified Fringe Benefits (rate used _____) | | | | |
| 111 | Total Substitute Personnel: | | \$14,062.50 | | \$14,343.75 |

| | | | | | |
|-----|---|--|--------------|--|--------------|
| 112 | TOTAL EXPENDITURES FOR SALARIES: | | \$749,375.00 | | \$763,875.00 |
|-----|---|--|--------------|--|--------------|

**Public Charter School Application
Estimated Budget Template**

REVENUES

2014-2015 Amount:

2015-2016 Amount:

State Public Charter School Aid:

| | | | | |
|--------------|--|---|-----------------------|-----------------------|
| Line# | 2014-2015 | | | |
| 1 | No. of Students | 200 x \$6,521.00 State Foundation Funding | \$1,304,200.00 | |
| 2 | No. of Students | 200 x \$44.00 Professional Development | \$8,800.00 | |
| 3 | No. of Students | 200 x \$1,549.00 eligible rate* NSL Funding | \$309,800.00 | |
| 4 | No. of Students | x Other: Explain Below | | |
| 5 | | | | |
| | 2015-2016 | | | |
| 6 | No. of Students | 200 x \$6,521.00 State Foundation Funding | \$1,304,200.00 | |
| 7 | No. of Students | 200 x \$44.00 Professional Development | \$8,800.00 | |
| 8 | No. of Students | 200 x \$1,549.00 eligible rate* NSL Funding | \$309,800.00 | |
| 9 | No. of Students | 10 x \$4,200.00 Other: Explain Below | \$42,000.00 | |
| 10 | | ALE reimbursement | | |
| 11 | Total State Charter School Aid: | | \$1,622,800.00 | \$1,664,800.00 |

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

| | | | |
|--------------|---|-----------------------|-----------------------|
| Line# | | | |
| 12 | Private Donations or Gifts | | |
| 13 | Federal Grants (List the amount) | | |
| 14 | Special Grants (List the amount) | | |
| | Other (Specifically Describe) | | |
| 15 | Estimated Title I and IDEA Funding | \$0.00 | \$0.00 |
| 16 | Total Other Sources of Revenues: | \$0.00 | \$0.00 |
| 17 | TOTAL REVENUES: | \$1,622,800.00 | \$1,664,800.00 |

EXPENDITURES

2014-2015 Amount:

2015-2016 Amount:

Administration:

| | | | |
|--------------|--|---------------------|---------------------|
| Line# | | | |
| 18 | Salaries and Benefits | \$168,125.00 | \$171,000.00 |
| | Purchased Services - List Vendors Below | | |
| 19 | V - AD 1 Student Outreach, Recruitment & Retention | \$15,000.00 | \$15,300.00 |
| 20 | V - AD 2 | | |
| 21 | V - AD 3 | | |
| 22 | V - AD 4 | | |
| 23 | V - AD 5 | | |
| 24 | Supplies and Materials | | |
| 25 | Equipment | | |
| 26 | Other (List Below) | | |
| 27 | | | |
| 28 | | | |
| 29 | | | |
| 30 | | | |
| 31 | Total Administration: | \$183,125.00 | \$186,300.00 |

| Regular Classroom Instruction: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---------------------------------------|---|--------------------------|--------------------------|
| 32 | Salaries and Benefits | \$290,625.00 | \$296,437.50 |
| | Purchased Services - List Vendors Below | | |
| 33 | V - CI 1 _____ | _____ | _____ |
| 34 | V - CI 2 _____ | _____ | _____ |
| 35 | V - CI 3 _____ | _____ | _____ |
| 36 | V - CI 4 _____ | _____ | _____ |
| 37 | V - CI 5 _____ | _____ | _____ |
| 38 | Supplies and Materials | \$20,000.00 | \$20,400.00 |
| 39 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 40 | Curriculum & Instruction Support | \$342,215.00 | \$360,619.00 |
| 41 | Training & Travel | \$5,000.00 | \$5,100.00 |
| 42 | _____ | _____ | _____ |
| 43 | _____ | _____ | _____ |
| 44 | _____ | _____ | _____ |
| 45 | Total Regular Classroom Instruction: | <u>\$657,840.00</u> | <u>\$682,556.50</u> |
| | | | |
| Special Education: | | | |
| 46 | Salaries and Benefits | \$68,750.00 | \$70,125.00 |
| | Purchased Services - List Vendors Below | | |
| 47 | V - SE1 _____ | _____ | _____ |
| 48 | V - SE 2 _____ | _____ | _____ |
| 49 | V - SE 3 _____ | _____ | _____ |
| 50 | V - SE 4 _____ | _____ | _____ |
| 51 | V - SE 5 _____ | _____ | _____ |
| 52 | Supplies and Materials | \$2,000.00 | \$2,000.00 |
| 53 | Equipment | \$5,000.00 | \$5,000.00 |
| | Other (List Below) | _____ | _____ |
| 54 | _____ | _____ | _____ |
| 55 | _____ | _____ | _____ |
| 56 | _____ | _____ | _____ |
| 57 | _____ | _____ | _____ |
| 58 | _____ | _____ | _____ |
| 59 | Total Special Education: | <u>\$75,750.00</u> | <u>\$77,125.00</u> |
| | | | |
| Gifted and Talented Program: | | | |
| 60 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 61 | V - GT1 _____ | _____ | _____ |
| 62 | V - GT2 _____ | _____ | _____ |
| 63 | V - GT3 _____ | _____ | _____ |
| 64 | V - GT4 _____ | _____ | _____ |
| 65 | V - GT5 _____ | _____ | _____ |
| 66 | Supplies and Materials | _____ | _____ |
| 67 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 68 | _____ | _____ | _____ |
| 69 | _____ | _____ | _____ |
| 70 | _____ | _____ | _____ |
| 71 | _____ | _____ | _____ |
| 72 | _____ | _____ | _____ |
| 73 | Total Gifted and Talented Program: | <u>\$0.00</u> | <u>\$0.00</u> |

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount: 2015-2016 Amount:
\$28,125.00 \$28,687.50

| | | | |
|----|--|--------------------|--------------------|
| 74 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 75 | V - ALE1 _____ | | |
| 76 | V - ALE2 _____ | | |
| 77 | V - ALE3 _____ | | |
| 78 | V - ALE4 _____ | | |
| 79 | V - ALE5 _____ | | |
| 80 | Supplies and Materials | | |
| 81 | Equipment | | |
| | Other (List Below) | | |
| 82 | _____ | | |
| 83 | _____ | | |
| 84 | _____ | | |
| 85 | _____ | | |
| 86 | _____ | | |
| 87 | Total Alternative Education Program/ Alternative Learning Environments: | <u>\$28,125.00</u> | <u>\$28,687.50</u> |

English Language Learner Program:

\$14,062.50 \$14,343.75

| | | | |
|-----|--|--------------------|--------------------|
| 88 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 89 | V - ELL1 _____ | | |
| 90 | V - ELL2 _____ | | |
| 91 | V - ELL3 _____ | | |
| 92 | V - ELL4 _____ | | |
| 93 | V - ELL5 _____ | | |
| 94 | Supplies and Materials | <u>\$2,000.00</u> | <u>\$2,000.00</u> |
| 95 | Equipment | | |
| | Other (List Below) | | |
| 96 | _____ | | |
| 97 | _____ | | |
| 98 | _____ | | |
| 99 | _____ | | |
| 100 | _____ | | |
| 101 | Total English Language Learner Program: | <u>\$16,062.50</u> | <u>\$16,343.75</u> |

Guidance Services:

\$56,250.00 \$57,375.00

| | | | |
|-----|---|--------------------|--------------------|
| 102 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 103 | V - GS1 _____ | | |
| 104 | V - GS2 _____ | | |
| 105 | V - GS3 _____ | | |
| 106 | V - GS4 _____ | | |
| 107 | V - GS5 _____ | | |
| 108 | Supplies and Materials | | |
| 109 | Equipment | | |
| | Other (List Below) | | |
| 110 | _____ | | |
| 111 | _____ | | |
| 112 | _____ | | |
| 113 | _____ | | |
| 114 | _____ | | |
| 115 | Total Guidance Services: | <u>\$56,250.00</u> | <u>\$57,375.00</u> |

| Health Services: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|---|--------------------------|--------------------------|
| 116 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 117 | V - HS1 | | |
| 118 | V - HS2 | | |
| 119 | V - HS3 | | |
| 120 | V - HS4 | | |
| 121 | V - HS5 | | |
| 122 | Supplies and Materials | | |
| 123 | Equipment | \$5,000.00 | |
| | Other (List Below) | | |
| 124 | Contracted Services | \$5,000.00 | \$5,000.00 |
| 125 | | | |
| 126 | | | |
| 127 | | | |
| 128 | | | |
| 129 | Total Health Services: | <u>\$10,000.00</u> | <u>\$5,000.00</u> |
| | | | |
| Media Services: | | | |
| 130 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 131 | V - MS1 | | |
| 132 | V - MS2 | | |
| 133 | V - MS3 | | |
| 134 | V - MS4 | | |
| 135 | V - MS5 | | |
| 136 | Supplies and Materials | | |
| 137 | Equipment | | |
| | Other (List Below) | | |
| 138 | Technology & Service Desk Support | \$13,542.00 | \$13,848.00 |
| 139 | | | |
| 140 | | | |
| 141 | | | |
| 142 | | | |
| 143 | Total Media Services: | <u>\$13,542.00</u> | <u>\$13,848.00</u> |
| | | | |
| Fiscal Services: | | | |
| 144 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 145 | V - FS1 Audit, Hudson, Cisne & Co. LLP, Little Rock | | \$10,000.00 |
| 146 | V - FS2 | | |
| 147 | V - FS3 | | |
| 148 | V - FS4 | | |
| 149 | V - FS5 | | |
| 150 | Supplies and Materials | | |
| 151 | Equipment | | |
| | Other (List Below) | | |
| 152 | | | |
| 153 | | | |
| 154 | | | |
| 155 | | | |
| 156 | | | |
| 157 | Total Fiscal Services: | | <u>\$10,000.00</u> |

| Maintenance and Operation: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----------------------------------|---|--------------------------|--------------------------|
| 158 | Salaries and Benefits | \$43,750.00 | \$44,625.00 |
| | Purchased Services - List Vendors Below <i>INCLUDE UTILITIES</i> | | |
| 159 | V - MO1 Custodial | \$24,000.00 | \$24,480.00 |
| 160 | V - MO2 Utilities (water/Sewer, gas/electric) | \$12,000.00 | \$12,240.00 |
| 161 | V - MO3 Phone/Internet | \$24,000.00 | \$24,480.00 |
| 162 | V - MO4 | | |
| 163 | V - MO5 | | |
| 164 | Supplies and Materials | | |
| 165 | Equipment | | |
| 166 | Other (List Below) | | |
| 167 | | | |
| 168 | | | |
| 169 | | | |
| 170 | | | |
| 171 | Total Maintenance and Operation: | \$103,750.00 | \$105,825.00 |
| | | | |
| Pupil Transportation: | | | |
| 172 | Salaries and Benefits | \$9,375.00 | \$9,562.50 |
| | Purchased Services - List Vendors Below | | |
| 173 | V - PT1 | | |
| 174 | V - PT2 | | |
| 175 | V - PT3 | | |
| 176 | V - PT4 | | |
| 177 | V - PT5 | | |
| 178 | Supplies and Materials | | |
| 179 | Equipment | | |
| 180 | Other (List Below) | | |
| 181 | | | |
| 182 | | | |
| 183 | | | |
| 184 | | | |
| 185 | Total Pupil Transportation: | \$9,375.00 | \$9,562.50 |
| | | | |
| Food Services: | | | |
| 186 | Salaries and Benefits | \$56,250.00 | \$57,375.00 |
| | Purchased Services - List Vendors Below | | |
| 187 | V - FD1 | | |
| 188 | V - FD2 | | |
| 189 | V - FD3 | | |
| 190 | V - FD4 | | |
| 191 | V - FD5 | | |
| 192 | Supplies and Materials | | |
| 193 | Equipment | | |
| 194 | Other (List Below) | | |
| 194 | Food Services | \$111,750.00 | \$113,985.00 |
| 195 | | | |
| 196 | | | |
| 197 | | | |
| 198 | | | |
| 199 | Total Food Services: | \$168,000.00 | \$171,360.00 |

| Data Processing: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------------|---|--------------------------|--------------------------|
| 200 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 201 | V - DP1 | | |
| 202 | V - DP2 | | |
| 203 | V - DP3 | | |
| 204 | V - DP4 | | |
| 205 | V - DP5 | | |
| 206 | Supplies and Materials | | |
| 207 | Equipment | | |
| | Other (List Below) | | |
| 208 | | | |
| 209 | | | |
| 210 | | | |
| 211 | | | |
| 212 | | | |
| 213 | Total Data Processing: | | |
| Substitute Personnel: | | | |
| 214 | Salaries and Benefits | <u>\$14,062.50</u> | <u>\$14,343.75</u> |
| | Purchased Services - List Vendors Below | | |
| 215 | V - SB1 | | |
| 216 | V - SB2 | | |
| 217 | V - SB3 | | |
| 218 | V - SB4 | | |
| 219 | V - SB5 | | |
| 220 | Total Substitute Personnel: | <u>\$14,062.50</u> | <u>\$14,343.75</u> |
| Facilities: | | | |
| 221 | Lease/Purchase Contract for One Full Year | <u>\$30,000.00</u> | <u>\$30,000.00</u> |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | Facility Branding | <u>\$1,500.00</u> | <u>\$1,530.00</u> |
| 223 | Facility Maintenance | <u>\$26,000.00</u> | <u>\$26,120.00</u> |
| 224 | | | |
| 225 | | | |
| 226 | | | |
| 227 | | | |
| 228 | | | |
| 229 | Property Insurance for One Full Year | <u>\$25,588.00</u> | <u>\$25,988.00</u> |
| 230 | Content Insurance for One Full Year | | |
| 231 | Total Facilities: | <u>\$83,088.00</u> | <u>\$83,638.00</u> |

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----|---|------------------------------|------------------------------|
| | Debt Expenditures: | | |
| | List Debts Below | | |
| 232 | Debit service (related to technology & furniture) | <u>\$75,335.00</u> | <u>\$75,335.00</u> |
| 233 | _____ | _____ | _____ |
| 234 | _____ | _____ | _____ |
| | Total Debts: | <u><u>\$75,335.00</u></u> | <u><u>\$75,335.00</u></u> |
| | Other Expenditures: | | |
| | List Other Expenditures Below | | |
| 235 | Management fee | <u>\$100,000.00</u> | <u>\$100,000.00</u> |
| 236 | _____ | _____ | _____ |
| 237 | _____ | _____ | _____ |
| 238 | _____ | _____ | _____ |
| 239 | _____ | _____ | _____ |
| 240 | _____ | _____ | _____ |
| 241 | TOTAL EXPENDITURES: | <u><u>\$1,594,305.00</u></u> | <u><u>\$1,637,300.00</u></u> |
| 242 | Net Revenue over Expenditures: | <u><u>\$28,495.00</u></u> | <u><u>\$27,500.00</u></u> |

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

NEWSPAPER ARTICLES

Boys Club summer league champs, page 11



Thursday, August 8, 2013

Vol. 55 No. 43



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A new day in Sunset?



The former school in Sunset could become home to the Young Crittenden County.

Charter school proposed for young adults

By Gary Meece
news@theeveningtimes.com

If a nonprofit group from Osceola can find its way through the required legal maze, a charter school aimed at young adults ages 18-21 could be opening soon in the old Phelix school in Sunset.

One of the requirements is a public meeting, and so the public is being invited to hear about the Young Adult Magic Johnson Bridgescape Academy in a meeting at Marion City Hall on Monday, Aug. 26, at 6 p.m.

With a slogan of "Build a Bridge to Graduation and Beyond," Magic Johnson Bridgescape will be offering "Blended Learning for Dropout Recovery and Prevention" through an agreement with Osceola nonprofit OCBA Inc. Bridgescape runs similar schools in five other states; the nonprofit OCBA is also hoping to open a similar charter school for Mississippi County on the outskirts of Osceola. OCBA, formerly known as Osceola Communication, Business and Arts Inc., lost its state charter for an established charter school in Osceola in March 2011 after the state Education Board determined that the dropout-recovery school had veered from its original mission.

Sally Wilson, OCBA president and a college engineering instructor married to Circuit Judge Ralph Wilson, is among the nonprofit members hoping to bring the new kind of school to Crittenden County. The public charter school, which is eligible for over \$6,000 per student in state education funding per year, would be targeted at nongraduates, offering a high school diploma and work skills training.

Wilson explained that schools now are required to use a "justed cohort rate," which tracks students through high school, previously used "completion rate." Wilson offered figures showing that, for example, in the Class of 2012, that of 924 students entered Crittenden County schools, 683 graduated. The nonprofit figured that the lost economic benefit from the failure of those hundreds to graduate was as much as \$2.6 million annually.

"Nationwide we have a huge percentage of young people who drop out of school, and those numbers are even higher for students of color living in poverty," said Wilson. "Nowadays if you don't have a diploma, so many doors are closed to you that it's just impossible. But once they're out of school, the statistics show they work. Wilson described the plan as one of "reengagement" with innovative delivery of education."

There are three school districts in Crittenden County — Marion, and Earle — and any charter school applicant must notify their intent to open a school.

"I understand where they would resist a school where they don't want it. This will be a public school but the name of the school is Young Crittenden County. This says it all. Those are the students we are after," said Wilson.

The Magic Johnson program would recommend directors to do all the teacher training and provide curriculum and student support. Edison-Learning.

See CHARTER SCHOOL on Page 3



M 1 1



Delta Gymnastics girls, page 6



TIMES

75¢

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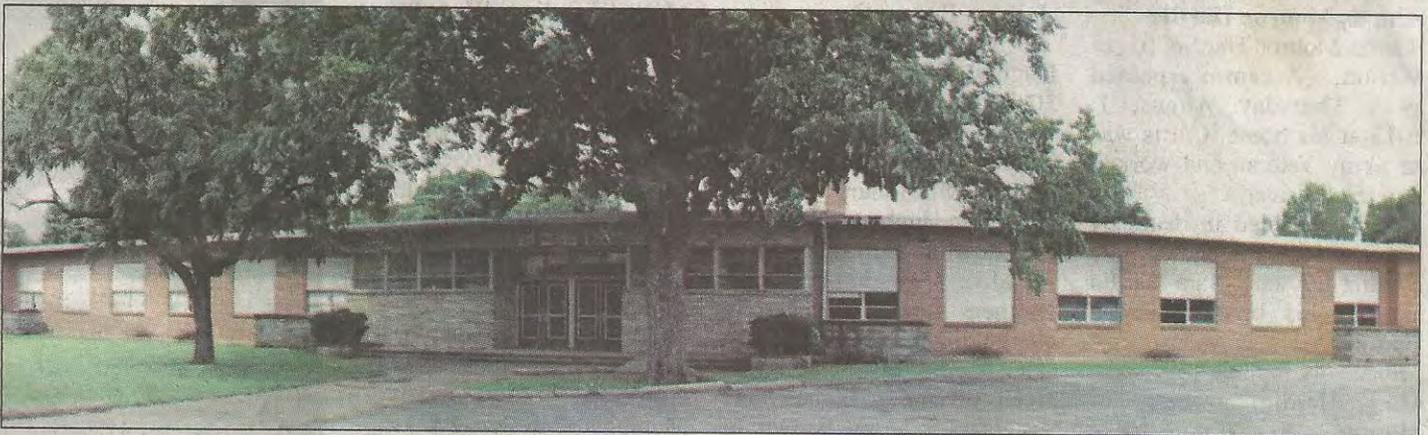


Photo by Gary Meece

The former school in Sunset could become home to the Young Adult Magic Johnson Bridgescape Academy of Crittenden County.

Wilson explained that schools now are required to use a formula called the “adjusted cohort rate,” which tracks students through high school instead of the previously used “completion rate.” Wilson offered figures showing that, for example, in the Class of 2012, that of 924 students entered in 10th grade in Crittenden County schools, 683 graduated. The nonprofit further calculates that the lost economic benefit from the failure of those hundreds to graduate could be as much as \$2.6 million annually.

“Nationwide we have a huge percentage of young people not finishing high school, and those numbers are even higher for students of color and for those living in poverty,” said Wilson. “Nowadays if you don’t have a high school diploma, so many doors are closed to you that it’s just impossible to get ahead. But once they’re out of school, the statistics show they won’t go back.”

Wilson described the plan as one of “reengagement” with schoolwork, “offering innovative delivery of education.”

There are three school districts in Crittenden County — Marion, West Memphis and Earle — and any charter school applicant must notify the superintendents of their intent to open a school.

“I understand where they would resist a school where they might lose students. This will be a public school but the name of the school is Young Adult. That says it all. Those are the students we are after,” said Wilson.

The Magic Johnson program would recommend directors for the two campuses, do all the teacher training and provide curriculum and student tests developed by Edison-Learning.



Sally Wilson

See CHARTER SCHOOL on Page 3

add 200 jobs

ator multi-terrain vehicle to Arkansas University Chancellor Tim Hudson on day.
 company said it is adding 10 new mod- multi-terrain and utility terrain vehicles, the total number it produces to 16.
 company said the expansion will bring employment in Arkansas to 550.
 y Mowers began operating in Diaz in d opened its Batesville location in timidator Inc. was established in

ucts are available through dealers na- e, as well as in Australia, Canada, k, New Zealand and the United King-

ee few off, Operation Christmas Child will hold a fundraiser on Sept. 28 at Walmart in West Memphis.

in- ay "I'm bringing a funnel cake stand and we'll be selling them for a very minimal price to raise money for the shoe boxes," Held said.

nd ven full For more information on how to get involved or pack shoe boxes, contact Linda Held at 901-619-7924.

ing over there. It almost brought tears to my eyes."

aine ced ettis "We've already gone through the city once," said Sorrell. "There are plans to go back through before the end of the mowing season. We try to wait until later but we can look at those areas and see if we can't get some of that taken care of now."

g qualified students, and it's not too late to apply. All transfer students planning to seek financial aid must submit an official transcript from ALL previous colleges attended before receiving monetary assistance.

of ate t is ies es For more information about opportunities at Mid-South Community College visit

CHARTER SCHOOL

Continued from Page 1

The schools would offer "overage" students a year-round, day- and evening-education program. Students could enroll full- or part-time in a blend of classroom work and online study. Students could enroll in classes offering college credit and gain jobs training while working toward a high school diploma.

The plan is to structure hours and classes to appeal to young adults who are no longer interested in traditional classwork. Flexible hours with a daytime schedule of work skills training allow students to hold down other jobs or meet other obligations. The daily start time at noon is designed to discourage enrollment by those under 18, since such students technically would be truants by not being in school in the mornings. Students generally would not be enrolled full-time but only about one-CHRISTMAS

Continued from Page 1

tions. Bids were solicited with two sets of specifications. One with the traditional Christmas tree, decorations for the park and the maintenance of the lighting and displays. The other with plans to purchase a tree outright that can be used by the city for years to come. "That one would be more expensive this year," said Johnson. "But it would be a one-time expense, since we would be able to keep using the tree year after of year."

At the July 19 A & P meeting, Office of Economic Development Project Manager Krystle Sheals, who has largely taken up the reins of spearheading the city's Christmas plans, said that last year's budget, while much lower than Christmas 2011, still allowed for an adequately festive display.

"I think it went pretty well," said Sheals. "Was it quite as much in the neighborhood when the city was funding a

third time, with state funding scaled accordingly.

Classes generally would be in the evenings. Students fill out their own paperwork and are otherwise considered as adults.

A cap of 250 students is planned, with budgets in place for about 120 students. The Sunset school was closed a number of years ago when the Sunset district was incorporated into the Marion district. The building would be leased from a group of investors who own the building, including Marion attorney Jimbo Hale.

The process to approval is long and detailed with strict requirements and deadlines on such matters as letters of intent and communication with local officials.

Around the state, nine organizations are planning 11 new charter schools.

All have until Sept. 3 to submit detailed applications to

operate the schools.

If all planners follow through with the applications and are approved by the Department of Education's Charter School Counsel, the state could have as many as 28 open-enrollment charter schools and charter-school systems in 2014-15. There will be 17 open-enrollment charters operating in the new school year.

Act 509, adopted this year, designates the Department of Education to authorize charter schools, rather than the state Board of Education. The agency's decisions may still be reviewed by the Education Board upon request by the charter-school planners, a state board member or an affected school district.

For more information about the Crittenden proposal, contact Sally Wilson at 870-822-0574 or e-mail ocbainc@yahoo.com

over that part of the operation at their own expense.

"They seemed to have no problem with it," she said. "There was a bit of a learning process, they said, but they seemed open to coming back this year."

Sheals said she plans to touch base with the company and see if that interest remains.

"We just need to remember," said City Councilwoman Ramona Taylor, "that our goal with the A & P Commission is

to foster tourism. I know we have funded the decorations around the city with the idea that it could bring in visitors, and I know it does do that, but we need to continue to look at how many people it actually does bring in and keep an eye on how much we are spending on it. I'm not saying we shouldn't support it. It's a wonderful thing for the city. I just think, going forward, we should take a look at it."

Shaun Hair

— Attorney - at - Law

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TIMES

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Sunset charter school proposal may sound familiar

Osceola group back with an over-18 focus

By Gary Meece
news@theeveningtimes

When a nonprofit group from Osceola had their proposal for a charter school in West Memphis rejected in 2011, the group's president, Sally Wilson, promised she would be back with another proposal.

This week, Wilson, president of OCBA, presented plans for The Young Adult Magic Johnson Bridgescape Academy to be located in Sunset at the former Phelix school.

The charter school proposes to offer a flexible curriculum to young adults ages 18-21 who have dropped out of school without a diploma.

Wilson and her nonprofit group made a similar effort to establish a "diploma school" for West Memphis in 2011 but the state Board of Education turned down the application for the school. The diploma schools were designed to target students at risk of dropping out by offering them individualized instruction.

The Diploma School of Jonesboro and The Diploma School of West Memphis were proposed by Osceola Communication, Business and Arts, now known as OCBA. The group previously had been granted a charter in Mississippi.

charter revoked for failing to meet Board of Education criteria and for "recruiting" students away from public schools.

Wilson argued then that Arkansas was facing "a dropout crisis," citing an report that more than 11,000 Arkansas high school seniors failed to graduate in 2011.

The administrations of both the Jonesboro and West Memphis school districts opposed Wilson's 2011 applications.

Jon Collins, who was then West Memphis High School principal and now is the superintendent of the West Memphis system said in 2011 that the charter school proposal offered that was not already available in the district and had no community support.

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CHARTER SCHOOL

Continued from Page 1
port. Collins was out of town yesterday and not available for comment on the latest proposal.

Charter school applicants are required to notify superintendents of the local schools of their plans.

Don Johnston, superintendent for Marion schools, said Thursday that he had not received a copy of the latest proposal and could not comment on it.

Earle Superintendent Rickey Nix was not in his office Thursday.

Wilson's latest proposal for a charter school, which would be eligible for state funding on a per-student basis, differs in a number of respects from the 2011 proposal, primarily in that it is aimed at those who have already dropped out instead of 11th- and 12th-graders at risk of dropping out.

visit www.westmemphis.com, or contact the Office of Economic Development at 870-732-8500.

Also, the State Board of Education no longer is empowered to authorize charter schools. Instead, Act 509, adopted this year, gives the Department of Education that authority. The agency's decisions still may be reviewed by the Board of Education upon request by the charter-school planners, a state board member or an affected school district.

Arkansas Scholarship Lottery

ARKANSAS POWERBALL 08/07/2013
5 25 30 58 59 32
Current Estimated Jackpot: \$40 Million

ARKANSAS OMEGA MILLIONS 08/06/2013
1 11 16 51 55 41 x3
Current Estimated Jackpot: \$28 Million

Natural State JACKPOT 08/08/2013
7 20 22 26 37
Current Jackpot: \$75,000

Brought to you by:



Richland
Elementary,
page 2



Marion Patriots,
page 6

Monday, August 26, 2013

Vol. 55 No. 55



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75¢



TIMES

Serving Crittenden County & Eastern Arkansas since 1957

Meeting on charter school tonight

At Marion City Hall at 6 p.m.

By Gary Meece
news@theeveningtimes.com

A nonprofit group from Osceola will offer a proposal at a public hearing tonight for a charter school aimed at young adults ages 18-21 to be opened in the old Phelix school in Sunset. The public is being invited to hear about the

Young Adult Magic Johnson Bridgescape Academy in a meeting at Marion City Hall this evening at 6 p.m.

With a slogan of "Build a Bridge to Graduation and Beyond," Magic Johnson Bridgescape will be offering "Blended Learning for Dropout Recovery and Prevention" through an agreement with Osceola nonprofit OCBA Inc. Bridgescape runs similar schools in five other states; the nonprofit OCBA is also hoping to

open a similar charter school for Mississippi County on the outskirts of Osceola. OCBA, formerly known as Osceola Communication, Business and Arts Inc., lost its state charter for an established charter school in Osceola in March 2011 after the state Education Board determined that the dropout-recovery school had veered from its original mission.

Sally Wilson, OCBA president and a college instructor married to Circuit Judge Ralph Wil-

son, is among the nonprofit members hoping to bring the new kind of school to Crittenden County. The public charter school, which is eligible for over \$6,000 per student in state education funding per year, would be targeted at nongraduates, offering a high school diploma and work skills training.

There are three school districts in Crittenden County — Marion, West Memphis and Earle. See CHARTER SCHOOL on Page 3

Ore. man
admits



Marion

rothink

CHARTER SCHOOL

Continued from Page 1

— and any charter school applicant must notify the superintendents of their intent to open a school.

The Magic Johnson program would recommend directors for the two campuses, do all the teacher training and provide curriculum and student tests developed by Edison Learning.

The schools would offer "overage" students a year-round, day- and evening-education program. Students could enroll full- or part-time in a blend of classroom work and online study. Students could enroll in classes offering college credit and gain jobs training while working toward a high school diploma.

The plan is to structure hours and classes to appeal to young adults who are no longer interested in traditional classwork.

RAISES

Continued from Page 1

agreed.

"I think we gave more than we should have this year as a whole," Jackson said. "But we did what we did."

Councilman Kelly O'Neal said he is concerned that there are some city workers who are earning more than they would be paid in the private sector for the same job.

"Somewhere along the line it has got to stop," O'Neal said. "I'm just concerned that at this rate we're going to price

Flexible hours with a daytime schedule of work skills training allow students to hold down other jobs or meet other obligations. The daily start time at noon is designed to discourage enrollment by those under 18, since such students technically would be truants by not being in school in the mornings. Students generally would not be enrolled full-time but only about one-third time, with state funding scaled accordingly.

Classes generally would be in the evenings. Students fill out their own paperwork and are otherwise considered as adults.

A cap of 250 students is planned, with budgets in place for about 120 students. The Sunset school was closed a number of years ago when the Sunset district was incorporated into the Marion district.

ourselves into being like Detroit."

Councilman Cliff Wood said at his job he is required to evaluate each employee, score them and then decide how much of a raise to give each individual employee based on his available budget.

"I'm all for merit raises," Wood said. "We could go back to each department and say you have three percent to work with."

Holliman said she likes the idea of giving each depart-

The building would be leased by a group of investors.

The process to approval is long and detailed with strict requirements and deadlines on such matters as letters of intent, communication with local officials.

Around the state, nine organizations are planning 11 new charter schools.

All have until Sept. 3 to submit detailed applications to operate the schools.

If all planners follow through with the applications and are approved by the Department of Education's Charter School Counsel, the state could have as many as 28 open-enrollment charter schools and charter-school systems in 2014-15. There will be 17 open-enrollment charters operating in the new school year.

Act 509, adopted this year, designates the Depart-

ment head a figure to work with based on the budget set by the city council, but doesn't want the council to be put in the position of having to micromanage too much of the budget.

"I think this discussion (of raises) should go from the department head to the mayor, and from the mayor to us," Holliman said.

Councilman David Bigger said he would be in favor of leaving it up to the department heads to decide.

ment of Education to authorize charter schools, rather than the state Board of Education.

The agency's decisions may still be reviewed by the Education Board upon request by the charter-school planners, a state board member or an affected school district.

The Osceola group, in its earlier corporate identity, made a similar proposal a few years ago to open a charter school in West Memphis aimed at potential dropouts. That proposal was rejected.

For more information about the Crittenden proposal, contact Sally Wilson at 870-822-0574 or e-mail ocbainc@yahoo.com

"I don't have a problem trusting our department heads to make some decisions based on the total money we give them," Bigger said.

O'Neal said he also favors that idea, but believes the council needs more time to deliberate before making changes.

"I like giving each department head a lump sum," O'Neal said. "But I'd like to have more time to discuss this."



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KASEY

Continued from Page 1

Kasey Anderson, 33, of the Portland area, even impersonated Lorri Davis, wife of child killer Damien Echols, to make money off a fake benefit for the "West Memphis Three."

Anderson, charged in January with wire fraud, had sought out investors for a compilation album called "Trapped Like a Ghost" supposedly featuring Bruce Springsteen, Pearl Jam, R.E.M., Tom Petty and other musicians, according to seattlepi.com.

Profits were to go to the West Memphis Three Legal Defense Fund.

Posing as a well-known Seattle tour manager, Anderson fabricated discussions with managers for Bruce Springsteen concerning a fictitious Springsteen-Lady Gaga collaboration, according to seattlepi.com.

He first claimed that Springsteen had agreed to pay his company nearly \$1 million for

port has the album leased on time."

In another forged Springsteen's manager represented as offering \$4.3 million.

Seattlepi.com said impersonating an entertainment industry attorney falsified bar and claimed two songs from the early '90s were new tracks Springsteen had recorded with Arcade Fire.

Beyond the "West Three" compilation solicited investment musician's album inflated sales figures album to investors v put up \$90,210 for t ect, according to seattlepi.com.

Anderson has repaid investors \$365,580 in Having pleaded guilty fraud charges, Anderson scheduled to be sentenced November by U.S.



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Wednesday, August 28, 2013

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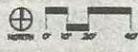
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FIELD
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THIS CONCEPT PLAN IS FOR ILLUSTRATIVE PURPOSES ONLY, INDICATING THE DESIGN INTENT AND POTENTIAL ARRANGEMENT OF FIELD ELEMENTS. FINAL ELEMENTS, DIMENSIONS AND DETAILS WILL BE DETERMINED ONCE ACCURATE SURVEYS AND EXISTING SITE DATA IS CONFIRMED.



Concept Plan

Tilden Rogers Park
West Memphis, Arkansas
Cai Ripken Senior Youth Development Park

Option 2
6/10/2013

Resolution Monday afternoon to allow Mayor Bill Johnson to apply for an adaptive sports field at Tilden Rogers Park. Plans are to install a 100-foot wide field at the south end of the complex behind the current machine-pitch field and I-40 service road. Plans include the installation of an additional field to accommodate the increased number of players the Boys and Girls Club has

Sports field in play

Program has really led the way in trying to secure funding for this project. Now with some funding for the matching portion of the grant that we are applying for, we think we have a pretty good chance of getting it approved."

The adaptive sports field, as explained by City Engineer Phillip Sorrell, would "have the look of a regular baseball field with a special composite surface that would accommodate children with disabilities both mental and physical and allow them to play a game of ball modified to fit their needs, whether it be a wheelchair, some other type of device or an on-field assistant."

Parker said the city is seeking a \$250,000 grant from the Department of Tourism. He noted that the funding, if approved, would have a 50-50 matching component. That matching com-

Support voiced for charter plan

Over 30 show up to hear proposed Phelix reboot

By Mark Randall
mrrandall726@hotmail.com

Over 30 residents turned out for a public meeting in Marion on Monday to hear about a proposed charter school in Crittenden County by a group aimed at getting young adults back on the path to earning a high school diploma.

"Having more than 25 people show to a meeting like this is outstanding," said Sally Wilson, president of OCBA Inc., an Osceola nonprofit group that is looking to establish the school.

OCBA Inc. is applying to the state to open two Magic Johnson Bridgescape Academies — one in Crittenden County in the old Phelix school in Sunset and one in Mississippi County near Osceola.

The proposed academies would be targeted at non-graduates ages 18-21 and would offer high school diploma and work training skills. The program is designed to appeal to these "overage" students who are no longer interested in traditional classwork by offering full-time and part-time day and evening classes with flexible hours using a blend of



Sally Wilson

tion. Bridgescape runs similar charter schools in five other states.

Wilson said the numbers clearly show there is a need for this type of program in Crittenden County.

Of the 876 10th-graders in the Class of 2013, only 617 made it to the 12th grade. Graduation figures have not yet been released by the Dept. of Education.

"What we're seeing here in Crittenden County is we're losing around 250 young people between the 10th grade and those walking across that stage at graduation," Wilson said. "We are targeting those young people who have been left behind. We know we are losing those students."

Wilson said high school dropouts can expect to earn more than \$250,000 less than

THORNE

Continued from Page 1

"I don't know why someone was pressing charges on me while I was in jail."

"I am going to change your plea to not guilty and set a trial date."

A man charged with disorderly conduct and unlawful littering didn't enter a plea.

"Where do you live?" "In an apartment."

says you beat up friend."

"I d"

charged on suspended license and obstructing governmental operations pleaded guilty to both charges.

and see more than \$200 fine

You

en better off if tried to pull a slick

A man who failed to stop at a stop sign pleaded guilty.

"Did you do a rolling stop?"

"Yes."

"Do you work?"

"Yes."

"\$35 fine if you go to dri-

WEDNESDAY, AUGUST 28, 2013 PAGE 3

CHARTER SCHOOL

Continued from Page 1

those with a high school diploma or college degree over their lifetimes. It costs Crittenden County as much as \$2.6 million in lost economic benefit from those hundreds who failed to graduate.

"In my generation, if you graduated with a high school diploma and had a strong back, you could make a living," Wilson said. "That's different nowadays with young adults. If they don't have the foundation of knowledge that comes from earning a high school diploma, they never really get the chance."

"Studies found out that when a young person doesn't get a high school diploma the difference between two young people - one who gets a high school diploma and the other does not - the difference is over \$5,000 a year in loss of salary every year for the rest of their life. They will never catch up."

Wilson said this is not a criticism of the local school districts.

Every 26 seconds in the U.S. a young person drops out of school.

"This is not even a Delta issue," Wilson said. "This is a nationwide issue."

Mike Malone of Edison Learning, which developed the student tests, said the program is designed to give those students a second chance.

"These are not a group of students who are unmotivated and really don't care about

their education," Malone said. "Many of them have experienced an event in their lives that has led them to find continuing to attend school difficult - whether they had a child as a student, or did not have the personal attention that they needed, or they fell in with the wrong crowd that doesn't value education, or whether they have family needs where they needed to contribute to the family's livelihood or had a parent who is incarcerated."

The proposed school would have an enrollment cap of 250 students.

The Magic Johnson program would recommend directors for the two campuses, do all the teacher training, and provide curriculum and student tests developed by Edison Learning.

Malone said the academy is a "bricks and mortar" school where 80 percent of the coursework is done on computer.

Applicants meet with a counselor who evaluates their transcripts, determines what classes they need, and helps put together a schedule to get them on a path to earn their high school diploma.

Students then proceed at their own pace on their coursework which is monitored by instruc-

tors and evaluated along the way.

Teachers do not have to be state certified, but Wilson said the goal is to eventually have instructors who are all certified.

"They all have to be highly qualified," Wilson said.

Malone said students saw gains of 13.8 to 23.5 percent in the core areas in testing scores.

The program had a 69 percent graduation rate for 2012-2013 and increased graduation rate by 5 percent from 2011-2012 to 2012-2013.

"This is a different kind of school," Wilson said. "This is geared toward a high school diploma. This is not a GED program. It will be a fully certified diploma that meets all Arkansas educational standards. And it will be a public school that has to meet all of the same accreditation standards of any Arkansas Public school."

Wilson said Arkansas Education Department will vote on their charter application in early November.

If approved, they will open the school's doors in August.

"This will hopefully reach out to more students and get them back into school," Wilson said.

Public urge

From the Cooperative Extension Service

LITTLE ROCK - The report of a rabid bat found at Sandy Beach on Greers Ferry Lake in Heber Springs on Sunday, Aug. 18, has caused the Arkansas Department of Health (ADH)

an un... or the... or be... tering... less th... that ap... many... behavi... rabid. cant percentage of our population to play that otherwise wouldn't be able to. It also can give us the ability to create events that would allow us to draw people in from around the region."

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WEATHER

West Memphis Readings

at 7 a.m. Temperature.....67 F Barometric Pressure.....30.05

Local Weather

Thu 94/70

ATTENDANCE SHEETS FROM PUBLIC HEARING

Young Adult Magic Johnson Bridgescape Academy of Crittenden County

Public meeting on Monday, August 26, 2013

| <u>Name</u> | <u>Position</u> | <u>City & State of your residence</u> | <u>Parent (check here)</u> | <u>Comment</u> |
|---------------------|-------------------|---|-------------------------------------|----------------|
| Lula Hamilton | Concerned Citizen | West Memphis | <input checked="" type="checkbox"/> | |
| Lessie Doll Twillie | Retired Educator | Marion | <input type="checkbox"/> | |
| Maxine Hooper | Concerned Citizen | W. mps | <input checked="" type="checkbox"/> | |
| Percy Hooper | " | " | <input checked="" type="checkbox"/> | |
| Amanda Hudson | realtor | Marion | <input checked="" type="checkbox"/> | |
| Angie Creech | Citizen | Marion AR | <input checked="" type="checkbox"/> | |
| Sherlene Lanford | Citizen | Marion, AR | <input checked="" type="checkbox"/> | |
| Bonnie Ingle | citizen | Marion AR | <input checked="" type="checkbox"/> | |
| Tiara Meacham | citizen | Marion, AR | <input type="checkbox"/> | |
| Florence Williams | Artist | Marion AR | <input checked="" type="checkbox"/> | |
| Ralph Wilson | QCBA | Osceola | <input type="checkbox"/> | |
| Ralph Wilson | Circuit Judge | Oscar | <input type="checkbox"/> | |
| Justin Hoke | Ally | Marion AR | <input checked="" type="checkbox"/> | |
| Mike Malone | Edison | Ft. Wayne, IN | <input type="checkbox"/> | |

Young Adult Magic Johnson Bridgescape Academy of Crittenden County

Public meeting on Monday, August 26, 2013

| <u>Name</u> | <u>Position</u> | <u>City & State of your residence</u> | <u>Parent (check here)</u> | <u>Comment</u> |
|---------------------------|---------------------|---|-------------------------------------|--|
| <u>Anita Adams</u> | <u>Citizen</u> | <u>Crittenden Co, AR</u> | <input checked="" type="checkbox"/> | <u>Much needed school</u> |
| <u>Greg Harris</u> | <u>citizen</u> | <u>Crittenden Co, AR</u> | <input checked="" type="checkbox"/> | <u>much need school</u> |
| <u>Sharon Nesbitt</u> | <u>citizen</u> | <u>Crittenden Co AR</u> | <input checked="" type="checkbox"/> | <u>"</u> |
| <u>Kevin Jordan</u> | <u>citizen</u> | <u>Crittenden Co</u> | <input checked="" type="checkbox"/> | <u>"</u> |
| <u>Cassie F. Jones</u> | <u>citizen</u> | <u>Crittenden Co</u> | <input type="checkbox"/> | <u>"</u> |
| <u>Kirkasha L. Warkis</u> | <u>citizen</u> | <u>Crittenden Co, Marion, AR</u> | <input type="checkbox"/> | <u>The Academy will definitely benefit the community, bring jobs to the area</u> |
| <u>Willie Robinson</u> | <u>citizen</u> | <u>Crittenden Marion</u> | <input type="checkbox"/> | |
| <u>Doris Robinson</u> | <u>educator</u> | <u>Crittenden Marion</u> | <input type="checkbox"/> | |
| <u>Linda M. Wilson</u> | <u>citizen</u> | <u>Crittenden Co</u> | <input type="checkbox"/> | |
| <u>Sherry Holliman</u> | <u>City Council</u> | <u>Marion, AR</u> | <input checked="" type="checkbox"/> | |
| <u>DC Barnes Jr.</u> | <u>Jur Court</u> | <u>West Memphis, AR</u> | <input checked="" type="checkbox"/> | |
| <u>John Facocema</u> | <u>Judge</u> | <u>Marion, AR</u> | <input checked="" type="checkbox"/> | |
| <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| <u> </u> | <u> </u> | <u> </u> | <u> </u> | <u> </u> |

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|---------------------|-----------------|---|----------------------------|----------------|
| Sally Malone | | Cassopolis, MI | | |
| Danita Welch | | Marion, AR | | |
| Alberta Billingsley | | | | |
| Carolyn J. Granger | | | | |
| Ann Haggerty | | W. Memphis | | |
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Young Adult Magic Johnson Bridgescape Academy of
Crittenden County

“I oppose this charter school for Crittenden County”

Date: Monday, August 26, 2013

Please sign your name

Please write the name of the city where you live

C:
3.4

POWERPOINT PRESENTATION



MAGIC JOHNSON BRIDGESCAPE ACADEMIES



INTRODUCTION

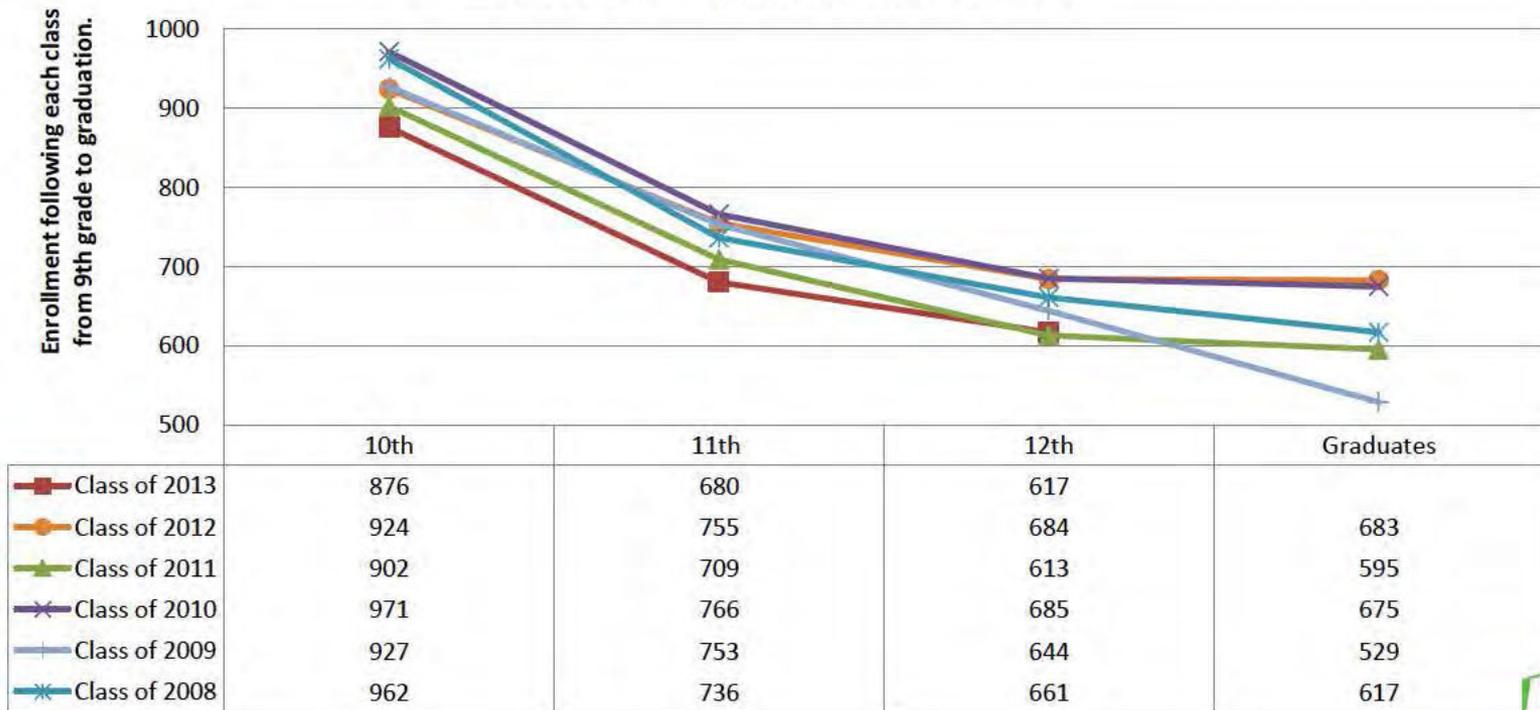
- Welcome
- Presenters:
 - Sally Wilson, OCBA President
 - Mike Malone, EdisonLearning
- Please sign the attendance sheet
- Please register any objections to this charter application on the “I oppose” sheet.

INTRODUCTION: OCBA AND EDISONLEARNING

- Osceola Communication, Business and Arts, Inc. (OCBA), a local non-profit, is applying to the ADE to establish two new charter schools: The Young Adult Magic Johnson Bridgescape Academies.
 - One academy in South Mississippi County.
 - One academy in Crittenden County.
- OCBA has experience with charter applications and is dedicated to working with the youth in the community.
- In partnership with EdisonLearning, OCBA will provide at-risk youth in the local community an alternative path to obtain a high school diploma.

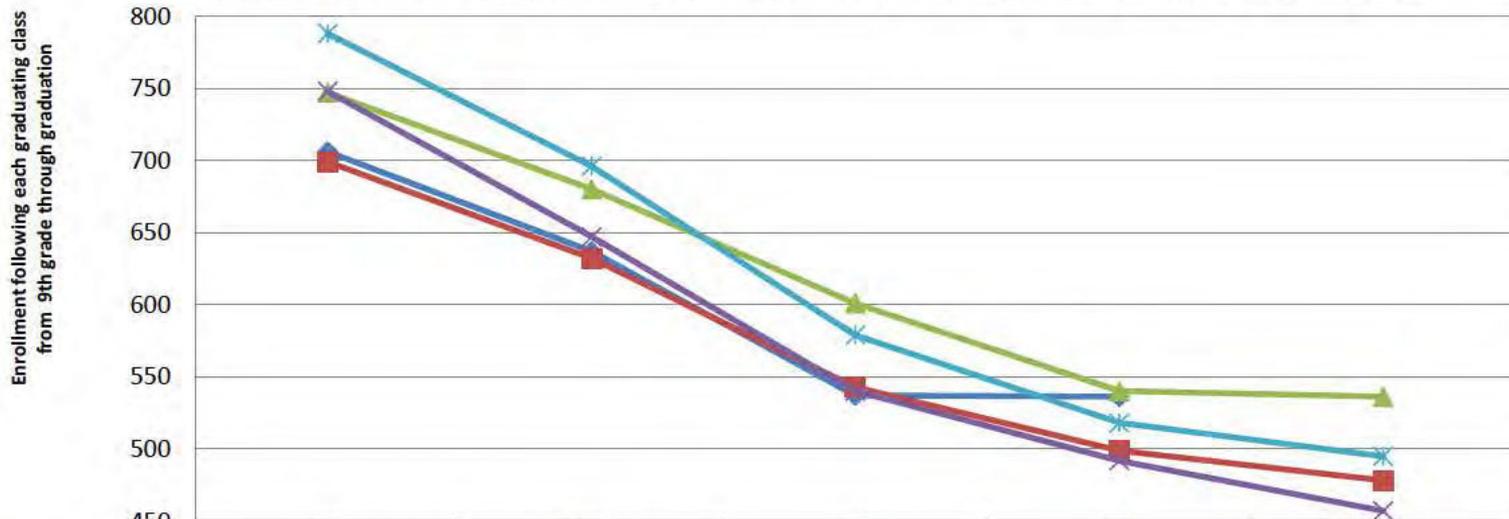
DROPOUT CRISIS IN CRITTENDEN COUNTY

Declining enrollment of cohort groups
Crittenden CO's graduating classes between 2008 and 2013



DROPOUT CRISIS IN SOUTH MISSISSIPPI COUNTY

Declining enrollment of Mississippi County's cohort graduating groups between 2009 & 2013



| | 9th | 10th | 11th | 12th | Grads |
|---------------|-----|------|------|------|-------|
| Class of 2013 | 706 | 637 | 537 | 536 | |
| Class of 2012 | 699 | 632 | 543 | 499 | 478 |
| Class of 2011 | 747 | 680 | 601 | 540 | 536 |
| Class of 2010 | 748 | 647 | 540 | 492 | 457 |
| Class of 2009 | 788 | 696 | 579 | 518 | 495 |



NATIONAL SOLUTION: AMERICA'S PROMISE ALLIANCE

Under the leadership of Founding Chairman General Colin Powell and current Chair Alma Powell, the America's Promise Alliance has become the nation's largest partnership dedicated to improving the lives of young people.



In the U.S., every 26 Seconds a student drops out of school.

AMERICA'S PROMISE ALLIANCE



LOCAL SOLUTION: OCBA IN ARKANSAS

- America's Promise Alliance launched the Grad Nation campaign in 2010 to raise awareness and inspire action.
- Grad Nation is now a large and growing movement of dedicated individuals, organizations, and communities working together to end America's Dropout Crisis.
- OCBA is an America's Promise GradNation Community organization and is the only one in Arkansas.



OCBA members have attended the GradNation Summit for the last two years.



ECONOMIC IMPACT

- Benefits from graduating more students include increased earnings and spending, increased home sales, new jobs, increased gross state product and state tax revenue.
- GradNation reports that the annual loss of economic benefit for each non-graduate in Arkansas is **\$10,780**:
 - \$5,339 loss of additional annual income
 - \$4,195 loss of additional annual spending
 - \$1,246 loss of additional annual investment
- The economic benefit not gained in Crittenden County could be:
 - **\$2.6 million annually** for 241 non-graduates of the Class of 2012
 - **\$3.3 million annually** for 307 non-graduates of the Class of 2011
- The economic benefit not gained in South Mississippi County could be:
 - **\$2.4 million annually** for 221 non-graduates of the Class of 2012
 - **\$2.3 million annually** for 207 non-graduates of the Class of 2011

WHY EDISONLEARNING?

- Nearly 20 years experience partnering with districts and charter boards to serve at-risk students and accelerate student achievement.
- Collaborates with organizations such as Magic Johnson Enterprises and America's Promise Alliance to create programs designed to prepare future generations of young people to be contributing members of their community.

EDISONLEARNING: FACT SHEET



Student Demographics



240 Total Partnerships — All Learning Offerings

School Improvement Solutions: 204

91 School Improvement District Partnerships

15 Independent Charter Schools

55 Extended Education (Learning Force, Summer Journey & SES)

43 eValue Assessments

Virtual & Alternative Solutions: 36

17 Magic Johnson Bridgescape Academies

3 Provost Academies

16 eCourses, eSchoolware

25 States and 2 Countries (UK & Abu Dhabi)

- California
- Colorado
- Delaware
- Georgia
- Hawaii
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Maryland
- Michigan
- Minnesota
- Missouri
- New Jersey
- New York
- Nebraska
- New Mexico
- Nevada
- North Carolina
- Ohio
- Pennsylvania
- South Carolina
- Tennessee
- Virginia

MAGIC JOHNSON BRIDGESCAPE (MJB)

Magic Johnson Bridgescape Academies provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced, high-quality education in a personalized environment with a focus on successful postsecondary transitions.

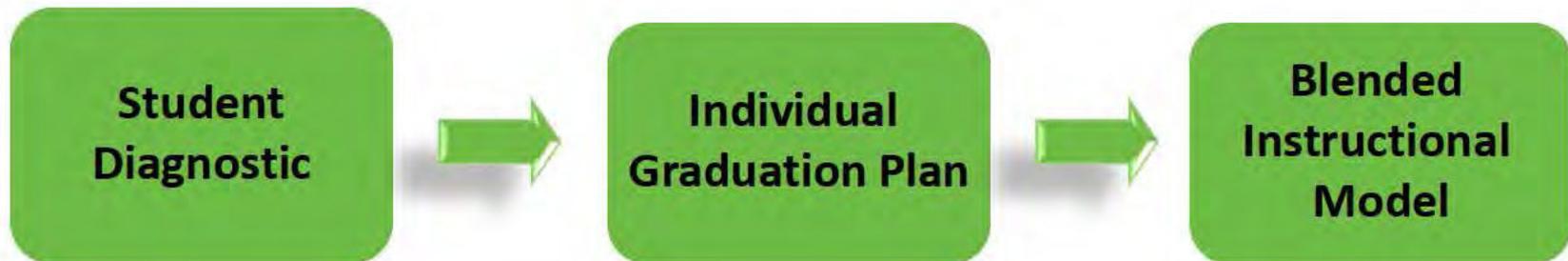
Build a Bridge to
Graduation
and **Beyond**



MJB: KEY FEATURES

- **Flexible Scheduling:** Two four-hour sessions are offered each day to meet the demands of individual student circumstances.
- **Individual Graduation Plan:** A plan is developed that addresses not only the state graduation requirements but also each student's academic and personal goals.
- **Blended Instructional Model:** Students are enrolled in eCourses (proprietary online curriculum) designed to engage students while also working with highly motivated teachers and paraprofessionals onsite.
- **Counseling and Coaching:** Teachers, paraprofessionals, and counselors create the safety net students need to succeed both in school and beyond graduation.
- **Post-Graduation Preparation:** Students receive support and resources to prepare for life after graduation, including college, military, or work.

MJB: INSTRUCTIONAL MODEL



Student diagnostic provides the foundation for the differentiated instruction plan designed to ensure student success.

Teachers and paraprofessionals confer with the student to devise a unique curriculum that bridges the gap between the student and graduation, while incorporating their post graduation goals.

Primary curriculum provided online through eCourses with additional direct one-on-one and small group instruction for students.

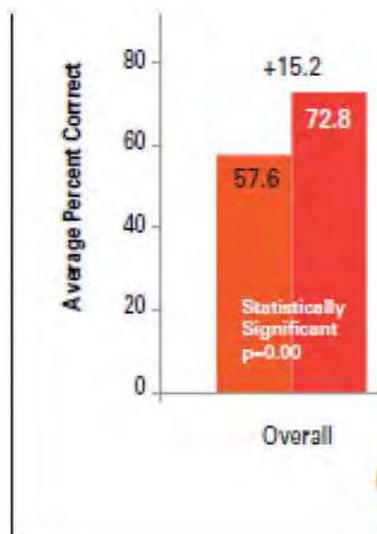
MJB: CURRICULUM

- **Self-Guided and Self-Paced:** Students can work on their own schedule.
- **Personalized:** Allow individualization and customization based on specific student needs and include a host of interactive multimedia features that support diverse learners.
- **Comprehensive and High School (9-12) Curriculum:** Courses are aligned to state standards and Common Cores State Standards.
- **Modular:** Consistent unit and lesson structure allowing students to maintain focus and motivation by accomplishing achievable goals in each lesson.
- **Dynamic Platform:** A game-like interface and visual display of progress



MJB: CURRICULUM EFFECTIVENESS

- In an independent analysis of 221 students who completed Mathematics and English/Language Arts eCourses, at-risk students demonstrated increased mastery of course content—in both Mathematics and English/Language Arts subject areas—with **gains of 13.8 to 23.5 percentage points among previously unsuccessful students.**

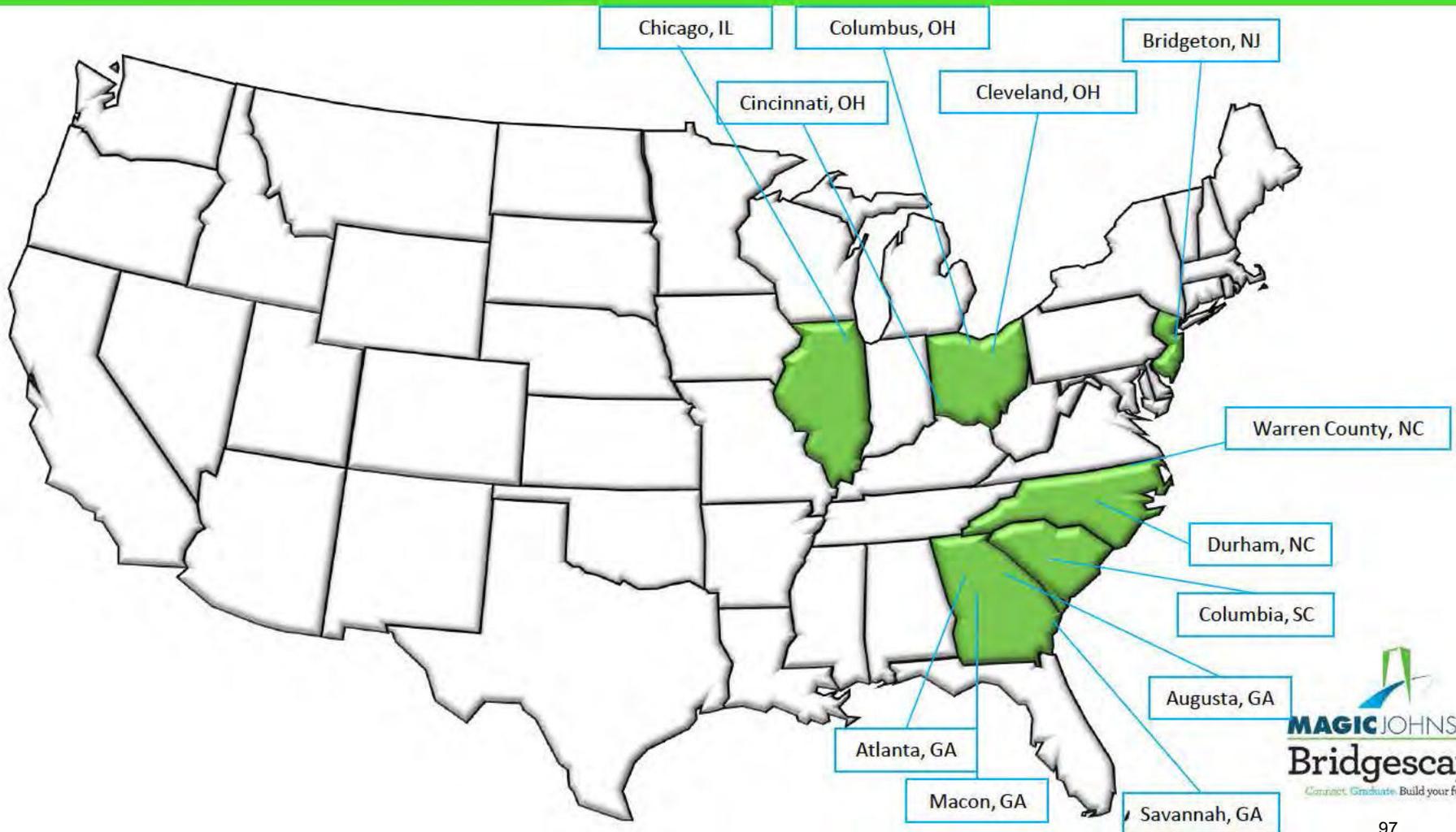


MJB: BENEFITS OF MJE ALLIANCE

- Magic Johnson Enterprises (MJE) is the #1 urban brand with a strong network of government and corporate relationships in 22 states and 98 cities
- The strategic alliance with MJB has the following benefits:
 - Offers students MJE’s Career Development Rubric and Career Exploration / Job Readiness eCourse
 - Provides students connections to workforce solutions and partner businesses; students graduating from MJB are eligible for high school to workplace or high school to college resources
 - Grants graduating students the opportunity to apply for exclusive scholarships through Magic Johnson Foundation’s Taylor Michaels Scholarship
 - Connects MJB to the “Friends of Magic” Volunteer Network



MJB: LOCATIONS NATIONWIDE



MJB: DEMOGRAPHICS

| Gender | |
|---------------------------------|----------------|
| Male | 46.0% |
| Female | 54.0% |
| Ethnicity | |
| African American | 75.2% |
| Caucasian | 14.3% |
| Hispanic | 6.3% |
| Asian American/Pacific Islander | 0.6 % |
| Special Populations | |
| Special Education Students | 16.6% |
| English Language Learners* | 0.0% |
| Age | |
| Average Age | 17.9 Years Old |

MJB: PERFORMANCE RESULTS

Graduation Rates

- Our combined **graduation rate is 69%** for the 2012-13 school year.
- We increased our total graduation rate by 5% from the 2011-12 school year to 2012-13 school year across all programs.
- Notably, in Durham, North Carolina, for the 2012-13 school year, 100% of eligible seniors graduated and 3 underclassmen also graduated as a result of accelerated coursework. Similarly in Bridgeton, New Jersey, the graduation rate was 100% and 4 underclassmen graduated

Retention Rates

- In New Jersey and North Carolina, for the 2011-12 school year, the end of year retention rates at each of the programs were 76% and 89%, respectively.
- In Ohio, between the 2010-11 and 2011-12 school years, the retention rate increased at each of the programs between 27% and 63%.

Federal and State Reporting

- In Ohio, 8 of the 10 programs met AYP for the 2011-12 school year

MJB: TESTIMONIALS

“This is a unique and innovative educational program. Our school district will continue to advance our belief that every student – given the right tools, support and environment – is capable of exceeding expectations and completing a high school education. We fully intend to prepare every student to continue onto college, attend vocational school, or enter the workforce.”

- ***Superintendent Eric J. Becoats,***
Durham Public Schools

“It makes you feel good because you know you learned a lot, and you can move to the next step...and become something bigger in life. If it weren't for this place I probably wouldn't be in school right now.”

- ***Jashar D., Student***



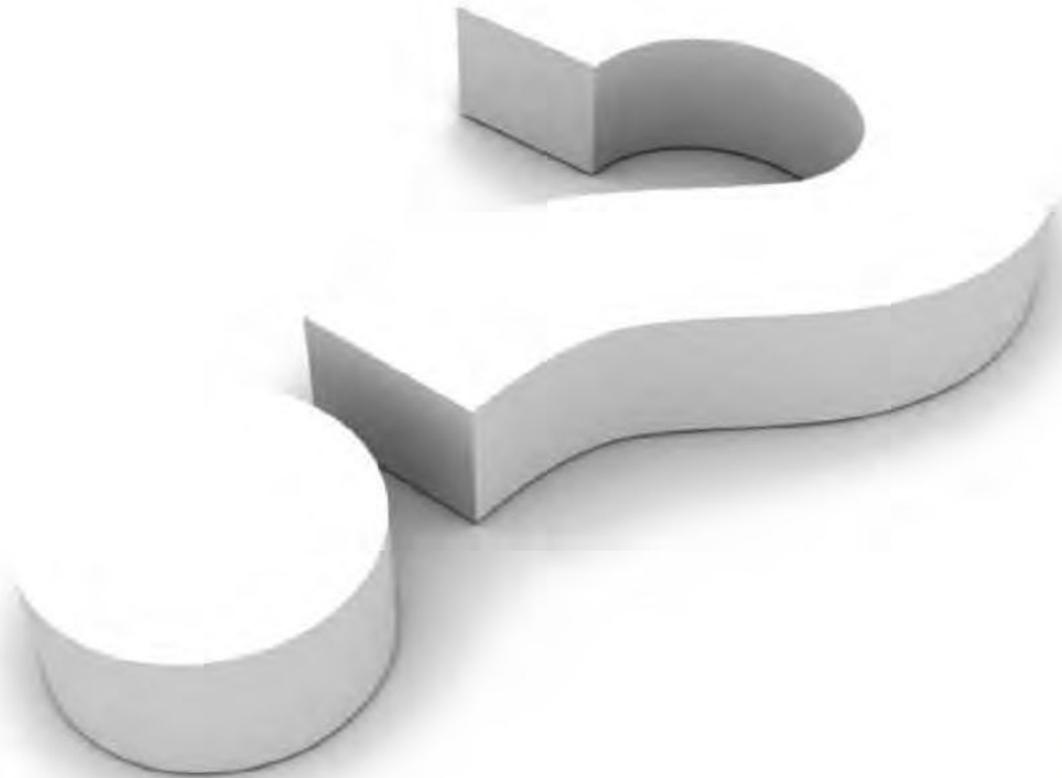
APPROVAL PROCESS AND SCHOOL GOVERNANCE

- ADE will vote on the charter applications in early November.
- OCBA will partner with EdisonLearning to establish Magic Johnson Bridgescape Academies in Crittenden and South Mississippi Counties.
- In the Young Adult Magic Johnson Bridgescape Academy application, OCBA will retain governance of the school and continue to serve as its school board.

HOW CAN YOU HELP?

- Sign the attendance sheet at the door.
- Join our non-profit corporation!
 - Membership is free through the end of the year.
 - Please let us know in the “comment” column of the sign in sheet or e-mail us at OCBAinc@yahoo.com.
- If you know of a student who would be interested in enrolling, please complete a Student Interest Form.
- Check out www.youngadultacademy.org.
- Share the information with your friends!

QUESTIONS



SAMPLE MANAGEMENT AGREEMENT

PROFESSIONAL SERVICES AGREEMENT BETWEEN

OCBA, Inc.

AND

EDISONLEARNING, INC.

THIS AGREEMENT (the “Agreement”) is made and entered into as of the __ day of _____ 2013, by and between **EDISONLEARNING, INC.**, a Delaware corporation (“EdisonLearning”), and **OCBA, Inc.** (“Charter Holder”), a nonprofit corporation organized and existing under the laws of the State of Arkansas (the “State”). EdisonLearning and the Charter Holder agree to the terms set forth below and in the appendices, exhibits and schedules attached hereto and incorporated herein.

WITNESSETH

WHEREAS, the Charter Holder has proposed establishing a charter school in accordance with the applicable provisions of the State Charter Law (as defined below) to meet the educational needs of students resident in the State;

WHEREAS, the Charter Holder desires to engage EdisonLearning to provide certain alternative educational services featuring flexible scheduling, a blended learning environment, self-paced learning options, and career and workforce readiness training to high school students to assist with learning acceleration towards graduation;

WHEREAS, EdisonLearning’s product, Magic Johnson Bridgescape™, is designed to provide alternative educational services, including flexible scheduling, a blended learning environment, self-paced learning options, and career and workforce readiness to high school students; and

WHEREAS, EdisonLearning desires to provide its Magic Johnson Bridgescape Academy, which means and includes the services described herein, to Charter Holder, subject to the terms and conditions of this Agreement.

WHEREAS, the Charter Holder, having carefully studied and evaluated EdisonLearning’s products and services, as well as several other curricular and school design options, and having determined that implementing the Magic Johnson Bridgescape™ program under the Charter Holder’s supervision and control would be beneficial to the students in its Charter School, adopts, to the extent permitted by law, EdisonLearning’s Magic Johnson Bridgescape™ program as the Charter Holder’s own educational model for the Charter School; and

WHEREAS, the Charter Holder has determined that the benefits associated with retaining EdisonLearning include, without limitation, (i) a research-based curriculum, web-based software platform for a school design that takes advantage of technology to provide a quality education and learning environment online; (ii) unique and comprehensive professional development and curriculum support

programs; (iii) an assessment and accountability system; and (iv) support services including human resource services, assistance with principal and staff recruiting, financial management and reporting, school start-up, procurement, technology, communications and legal services; and

WHEREAS, EdisonLearning and the Charter Holder understand that EdisonLearning will at all times be subject to the authority of the Charter Holder and accountable to the Charter Holder in the performance of EdisonLearning's obligations under this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein set forth, EdisonLearning and the Charter Holder do hereby agree as follows:

ARTICLE 1

DEFINITIONS

- 1.1 "Academic Year" shall mean the dates which the Educational Services under this Agreement will be available to Enrolled Students as more fully set forth in Section 5.3 of this Agreement. Educational Services shall be offered pursuant to a school calendar that is comparable to that required for other public schools in Arkansas except that Students may continue to report attendance during scheduled school holidays to the extent permitted under Arkansas law.
- 1.2 "Annual Budget" shall mean the annual budget agreed to by EdisonLearning and the Charter Holder as more fully described in Section 8.5 of this Agreement.
- 1.3 "Board" shall mean the board of directors of the Charter School.
- 1.4 "Charter Agreement" shall mean the agreement between the Chartering Authority and the Charter School. Following the final version of the Charter Agreement shall be attached hereto as Exhibit 2 as may be amended from time to time.
- 1.5 "Charter Application" shall mean the Charter School Application as approved by the Chartering Authority in 2013, which, following the Effective Date, shall be attached hereto (in CD Format) as Exhibit 1.
- 1.6 "Chartering Authority" shall mean OCBA, Inc..
- 1.7 "Charter Holder" shall mean OCBA, Inc..
- 1.8 "Charter Law" shall mean Arkansas Public Charter Schools Act of 1999. .
- 1.9 "Charter School" shall mean Young Adult MJ Bridgescape Academy, as authorized by the Chartering Authority.
- 1.10 "Educational Program" shall have the meaning set forth in Section 5.1.
- 1.11 "Eligible Students" shall mean students residing within the State of Arkansas eligible to enroll at the Charter School as defined by State law pursuant to the procedures set forth in the Charter Application and Section 4.2 of this Agreement.

- 1.12 “Enrolled Students” shall mean those Students who meet the requirements for Eligible Students and have requested and been accepted for enrollment in the Charter School.
- 1.13 “External Public Funding” shall mean the funding received by the Charter School from Federal, State and local sources as more fully set forth in Section 8.1 of this Agreement.
- 1.14 “License Agreement” shall mean the agreement entered into between the Charter Holder and EdisonLearning for the Charter School’s access to the Educational Program.
- 1.15 “Magic Johnson Bridgescape Services”, “Services” or “Educational Program” shall mean the services set forth in Section 5.1 hereof.
- 1.16 “Management Fee” shall mean the fee paid to EdisonLearning for the provision of Professional and Administrative Management Services as more fully set forth in Section 8.4 of this Agreement.
- 1.17 “Operating Cost” shall mean those certain costs paid by EdisonLearning on the Charter School’s behalf as more fully set forth in Article 8.
- 1.18 “Professional and Administrative Management Services” shall mean those services provided by EdisonLearning to the Charter School in connection with the Charter School’s operations as more fully set forth in Article 6 of this Agreement.
- 1.19 “School Calendar” shall have the meaning set forth in Section 5.3 of this Agreement.
- 1.20 “Student” is a student enrolled at the Charter School.
- 1.21 “Student Records” shall have the meaning set forth in Section 5.8 of this Agreement.
- 1.22 “Term” shall have the meaning set forth in Article 3 of this Agreement.

ARTICLE 2

RELATIONSHIP; AUTHORITY

2.1 Charter Agreement. This Agreement is contingent upon Charter Holder being granted a charter by the Chartering Authority to organize and operate a Charter School pursuant to the Charter Law. The Charter Agreement and all terms and conditions contained therein are hereby incorporated by reference into this Agreement.

2.2 Governance. The Charter Holder is governed by a Board of Directors (“Board”), which is responsible for overseeing the operations of the Charter School. Charter Holder shall provide written notice to EdisonLearning of any changes in the composition of the Board no later than five (5) business days following such change. Charter Holder anticipates having no less than ten (10) board meetings each calendar year, and that an EdisonLearning representative(s) may attend the monthly meetings.

2.3 Appointment. Under the Charter Agreement and the Charter Law, the Board is vested with all powers necessary or desirable for carrying out the Charter Holder’s program, including, but not limited to, the power to contract with an educational management company to provide educational programs and management services. Acting under and in the exercise of such powers, the Charter Holder hereby contracts with EdisonLearning, to the extent permitted by law, for the provision of EdisonLearning’s education program and management services for the Charter School, subject to the terms and conditions set forth in this Agreement and the Charter Agreement, and further subject to the oversight of the Board. EdisonLearning acknowledges that this Agreement is subject to the terms of the Charter Agreement and the Charter Holder agrees to notify EdisonLearning of any proposed changes to the Charter Agreement within five (5) days after becoming aware of such proposed changes, and to provide to EdisonLearning with any amendments to the Charter Agreement that would take effect during the Term within five (5) days after becoming aware of such amendments.

2.4 Authority. Subject at all times to the oversight and authority of the Board as provided herein, Charter Holder hereby authorizes EdisonLearning, in performing its duties and fulfilling its obligations under this Agreement during the Term, to take such actions as are necessary or desirable in EdisonLearning’s reasonable judgment to properly and efficiently operate the Charter School on behalf of the Charter Holder, consistent with federal and State law and subject to the terms and conditions of the Charter Agreement.

ARTICLE 3

TERM AND RENEWAL

3.1. Term. The term of this Agreement (“Term”) shall commence on the date first above written and end on _____, unless terminated earlier or extended in accordance with the terms and conditions set forth herein. The Term shall include five (5) school years, each commencing on or about August 15 and ending on or about the following June 30; provided, however, that in no event shall the Term of this Agreement exceed the term of the Charter Agreement.

3.2. Renewal. The parties agree that this Agreement shall automatically renew for an additional five (5) year term (subject to mutually-agreed upon changes to terms and conditions set forth herein) unless notice of intent not to renew is given by January 1st of the academic year in which this Agreement is set to expire; provided, however, that in no event shall the Term of this Agreement exceed the term of the Charter Agreement.

ARTICLE 4

CHARTER SCHOOL; ADMISSIONS AND RECRUITMENT

4.1. Charter School. Beginning with the 2014-15 Academic Year, EdisonLearning shall provide the services contemplated by this Agreement to Enrolled Students at the Charter School, which shall be a high school comprising grades 9-12. For planning and budgeting purposes, the parties believe expected enrollment for the first five (5) years to be as follows:

| <u>School Year</u> | <u>Expected Enrollment</u> |
|--------------------|----------------------------|
|--------------------|----------------------------|

2014-2015 _____ students

2015-2016 _____ students

2016-2017 _____ students

2017-2018 _____ students

4.2. Admissions and Recruitment. Admission to the Charter School shall be in accordance with the enrollment procedures required of charter schools as defined by State law and as more fully set forth in the Charter Application. Enrollment is open to all State residents on a nondiscriminatory basis. EdisonLearning shall manage the recruitment of students for the Charter School. EdisonLearning shall plan and administer the recruitment process (including, for example, management of publicity, waiting lists or admission lotteries).

ARTICLE 5

EDUCATIONAL SERVICES; SCHOOL CALENDAR

5.1. Educational Program. Pursuant to the terms of the License Agreement, EdisonLearning shall provide the Charter School with a complete educational program through its EdisonLearning *Magic Johnson Bridgescape™* - a proprietary, trademarked alternative education program, for all eligible students, including students who: (i) are not high school graduates; (ii) are of an age that is not less than nor greater than the age permitted to attend high school under applicable State law; (iii) are legal residents of the State; (iv) have been identified as at risk of dropping out of school or have already dropped out of school; and (v) meet any other requirement under applicable State law. EdisonLearning shall:

- Provide an alternative educational program that combines online curriculum with face-to-face instruction for individual students and small groups;
- Develop an annual Individual Graduation Plan for each student based on transcripts, diagnostic assessments, academic history and personal/professional goals, allowing for differentiated instruction;
- Focus on skill development in math, writing and test preparation;
- Utilize a curriculum that is aligned to Arkansas State Standards and Common Core State Standards;
- Provide instruction in core content in the following areas:
 - English and Literature
 - Math
 - Science
 - Social Studies
 - Electives

In furtherance of supporting the Charter School's students, EdisonLearning shall:

- Provide training to the staff in how to provide instruction and support to students, including the creation of the Individual Graduation Plan and identification of short- and long-term goals.
- Provide personalized counseling and coaching to students through the learning team.
- Allow students to progress at their own pace, while being continually monitored and supported with daily assessments and interventions.

- Provide life skills training, employability skills development, and employment assistance.
- Promote development of personal and social skills.
- Identify service providers for additional student support needs
- Partner with community groups to provide local support and opportunities.

5.2. Student Assessments; Standardized Tests. All Enrolled Students will receive an initial diagnostic test and take routine ongoing assessments through the EdisonLearning *Magic Johnson Bridgescape*™ to measure students' achievement against State standards. All Enrolled Students shall be required to participate in State standardized tests as required by State law for all State public schools, in a face to face secure testing environment.

5.3. School Calendar The Charter School shall operate from 7:30 a.m. to 5:00 p.m. for at least 180 days per year, and shall offer at least two four-hour learning sessions per day. Each session shall include approximately __ students.

5.4. Special Education and Related Services. As a Local Education Agency ("LEA"), the Charter Holder is responsible for providing special education services to its students. EdisonLearning shall provide these special education services on behalf of and subject to the supervision of the Charter Holder. EdisonLearning shall identify students with special needs, develop student Individual Education Plans ("IEP's"), and determine appropriate placements, as necessary. Charter School students requiring special education services shall be served in conformity with their IEPs. The Charter Holder and EdisonLearning shall work together to ensure compliance with the requirements of IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. EdisonLearning may subcontract all or any portion of such services to a public or private subcontractor, a school district, intermediate unit, or vocational technical schools, subject to Section 16.4 of this Agreement.

5.5. Bilingual and Limited English Proficiency (LEP) Education. EdisonLearning shall provide appropriate bilingual and/or LEP education services to the limited English proficient students in the Charter School consistent with the requirements of federal law and with those requirements of State law that have not been waived by operation of the Charter Agreement. EdisonLearning may subcontract all or any portion of such services to a public or private subcontractor, subject to Section 16.4 of this Agreement.

5.6. State Curriculum Requirements. EdisonLearning shall implement its Educational Program in a manner that is consistent with the Charter Agreement and State law, including requirements regarding content and subjects of instruction, unless the Charter School is exempt from such requirements under the Charter Law or any such requirements are waived by State authorities.

5.7. Rules and Regulations. The Charter Holder hereby authorizes EdisonLearning to adopt and enforce such rules, regulations and procedures applicable to the day to day operations of the Charter School that do not conflict with federal or State laws, rules, regulations or policies that have not been waived, including rules and regulations concerning student attendance, standards of conduct, discipline, compulsory attendance and calendar, all subject to the continuing oversight of the Charter Holder. The Charter School shall comply with all applicable federal and State laws concerning the welfare, safety and health of students. If EdisonLearning or the Charter Holder identifies any federal or State rules or regulations that substantially inhibit the implementation of the Educational Program at the Charter School, then the Charter Holder shall, with EdisonLearning's assistance, apply for and support any available waiver of such rules or regulations.

5.8. Student Records. Except to the extent expressly waived by the federal or State authorities, the operation of the Charter School shall comply with all applicable federal and State laws, concerning the maintenance and disclosure of student records (defined as tests, assessments, attendance records and other information entered into the Student’s cumulative informational file- the “Student Records”). The Charter Holder hereby designates those employees and agents of EdisonLearning who assist in the operation of the Charter School under this Agreement as having a legitimate educational interest such that they are entitled to access to education records under the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g. EdisonLearning, its officer, agents and employees shall comply with the Family Educational Rights and Privacy Act at all times.

5.10. Reports to the Board. EdisonLearning shall provide the Board monthly and quarterly (as applicable) with information regarding the academic performance of the Charter School that the Board requires in order to timely file such reports as may be required by the Chartering Authority and other governmental authorities. Additionally, upon reasonable notice, EdisonLearning shall make available to the Board additional reports and information that the Board may require from time to time.

5.11. Assessment of Success. EdisonLearning agrees that the Charter Holder may measure the success of the Charter School on the basis of improvements in a student’s academic achievement relative to his/her historical academic record, and by measures of parent and student satisfaction. Said performance shall be measured in accordance with the performance evaluation systems set out in Appendix A¹, and such other assessment strategies as may be agreed to in writing by EdisonLearning and the Board. EdisonLearning shall administer any and all tests required under State law as more fully set forth in the Charter Application.

ARTICLE 6

PROFESSIONAL AND ADMINISTRATIVE MANAGEMENT SERVICES

In addition to the Educational Program and related services set forth above, EdisonLearning shall provide the following professional and administrative management services: marketing and enrollment support services; finance and budget management and reporting; facilities and lease management and support; purchasing, contracting and vendor management assistance; State reporting and compliance support; school design and improvement review; payroll and benefit administration; staff recruitment and screening; training of instructional and administrative staff; human resources assistance; policy design and implementation; school law-related legal services; technical support and maintenance; and asset management support.

ARTICLE 7

CHARTER SCHOOL FACILITY;

CAPITAL RESOURCES & SERVICES

¹ This Appendix shall contain the final agreed Performance Criteria.

7.1. Charter School Facility. The Charter Holder shall secure and deliver in consultation with EdisonLearning, at its sole cost and expense, space for each site of the Charter School to be operated by EdisonLearning. The Charter Holder shall obtain, at its sole cost and expense, all required permits and approvals, and shall be responsible for any renovations necessary to accommodate each such site and shall be responsible for all utilities, security, cleaning, maintenance, and other services required to operate and maintain such site. The Charter Holder shall determine and provide, at its sole cost and expense, ancillary services to each such site, including food service and transportation.

7.2. Technology, Curriculum & Furniture.

(a) **School Technology.** The EdisonLearning shall procure, deliver and install all technology and equipment for the Charter School required for EdisonLearning to implement its technology platform at the Charter Holder's expense. The Charter Holder shall consult with EdisonLearning and make such acquisitions and purchases as are agreed upon, in accordance with EdisonLearning's recommendations to ensure that the equipment purchased is suitable for the needs of the students and meets the specifications required by the Educational Program. At the Charter Holder's request, EdisonLearning shall be available to provide logistical assistance in identifying suppliers and procuring the required technology and equipment. Such technology and equipment purchased by the Charter Holder shall be purchased consistent with the Charter Holder's procedures on competitive bidding and conflicts of interest, and shall be the property of the Charter Holder, subject to the provisions of Section 13.3 herein.

(b) **Curriculum, Materials and Other Property.** EdisonLearning shall consult with the Charter Holder and acquire and purchase all curriculum, materials and other property that the parties agree upon for the Charter School and approved by the Board in accordance with EdisonLearning's requirements and recommendations at the Charter Holder's expense. At the Charter Holder's request, EdisonLearning shall be available to provide logistical assistance in identifying suppliers and procuring all required materials and other property.

(c) **Furniture and Fixtures.** EdisonLearning shall consult with the Charter Holder and procure, deliver and install all furniture and fixtures for the Charter School Facility at the Charter Holder's expense. The Charter Holder shall make such acquisitions and purchases in consultation with EdisonLearning to ensure that the furniture and fixtures purchased are suitable for the needs of the Charter School. At the Charter Holder's request, EdisonLearning shall be available to provide logistical assistance in identifying suppliers and procuring the required furniture and fixtures. Such furniture and fixtures purchased by the Charter Holder shall be the property of the Charter Holder, subject to the provisions of Section 11.3 herein.

(d) **Asset Leasing.** The Charter Holder may enter into equipment leasing transactions with independent leasing companies, or with EdisonLearning directly, for the provision of school technology, curriculum, materials and furniture and fixtures. Any lease payments made pursuant to such equipment leasing transactions shall be considered an Operating Cost. Ownership of assets leased through such transactions shall be subject to the terms of the lease agreement. Any leases must be approved by the Board in accordance with its policies regarding competitive bidding and conflicts of interest. EdisonLearning may enter into an authorized asset lease on behalf of the Charter Holder with the approval of a majority of the Board, and, upon termination of this Agreement, the Charter Holder shall assume the lease in its own name, or if not permitted by the Lessor to do so, shall pay to EdisonLearning the remaining lease payments pursuant to Section 13.3 herein.

7.3. Transportation. Upon a Charter School student's request, EdisonLearning shall, at Charter Holder's expense, provide transportation for special education students whose IEPs so require under Federal law.

ARTICLE 8

FINANCIAL

8.1. (a) Application for State and Other Public Funding. The Charter Holder shall comply with the requirements, terms, and conditions of the Charter Law for the purpose of receiving or maintaining the Charter Holder's eligibility to receive from the State the per pupil funding for each Enrolled Student attending the Charter School. The Charter Holder shall also comply with the requirements, terms, and conditions of any External Public Funds (e.g., Federal, State and local funds designated for particular purposes such as Title I and special education) to which the Charter School or its Students may be entitled. All such external funds and per pupil funding are referred to herein, collectively, as the "External Public Funds." EdisonLearning shall, on behalf of, and with the approval of, the Charter Holder and consistent with the Charter, report enrollment and attendance data to the Chartering Authority and State Department of Education in conjunction with the Charter School as required under the Charter Agreement and Charter Law in order to allow the Charter School to receive the External Public Funds to which it is entitled. Charter Holder shall apply for External Public Funds on a timely basis. EdisonLearning and the Charter Holder shall cooperate in applying for External Public Funds and any other federal, State or local aid, funds or resources for which the Charter School or its Students may be eligible, and Charter Holder shall ensure that its employees provide EdisonLearning with all required information and documentation in a timely manner in order for EdisonLearning to fulfill its duties under this Section 8.1 as well as supply to EdisonLearning copies of any communications received in relation to the receipt of any External Public Funds. Upon reasonable advance request, EdisonLearning shall provide evidence to the Board that the Charter School is in compliance with the requirements, terms and conditions associated with the External Public Funds, and shall provide all reports, data, and information reasonably necessary for the Charter School to meet any reporting, certification or other requirements for such funding. Upon reasonable advance notice, EdisonLearning will make available to the Charter Holder or the Chartering Authority any information deemed necessary by either of them for formulating a budget, quarterly reports or financial audits or other information or documents related to the Charter School's operations.

(b) Monthly Financial Statements. EdisonLearning, at the direction of the fiscal officer of the Charter Holder, shall provide monthly financial statements to the Charter Holder. These statements shall reflect the Charter School's entire financial operation, including an itemized accounting of all amounts paid to EdisonLearning or otherwise paid for the goods and services paid by EdisonLearning on the Charter Holder's behalf, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the Charter School's Annual Budget or this Agreement. The monthly financial statements shall also include EdisonLearning's working forecasts for any remaining quarters in the then-current fiscal year. In order to properly prepare such financial statements, Charter Holder shall provide EdisonLearning with copies of its monthly bank statements no later than twenty (20) days after the end of each month.

8.2. Expenditures on behalf of the Charter Holder. (a) Except as otherwise provided in this Agreement, EdisonLearning shall use the External Public Funds remitted by the Charter Holder to EdisonLearning in accordance with Section 8.3 below, to pay the costs as approved by the Charter Holder associated with operating the Charter School as set forth in this Agreement and in accordance with the Annual Budget pursuant to Section 8.5 below. Such costs shall include all expenses incurred by, or on behalf of, the Charter School, including without limitation personnel and non-personnel costs related to instruction, technology/licensing costs, assessments, facilities support costs, start-up costs, capital reimbursement, insurance, the Management Fee and other administrative costs ("Operating Costs"). Operating Costs shall not include the out-of-pocket general administrative, legal, and accounting expenses of the Charter Holder as set forth in the Annual Budget for which the Charter Holder shall be responsible for paying ("Charter Holder Costs"). The parties acknowledge that because the State and other public

funding sources may make payments to the Charter Holder in arrears, certain Operating Costs may be paid by EdisonLearning prior to the payment of certain External Public Funds by the Charter Holder to EdisonLearning (such event shall constitute a "Shortfall"). The Charter Holder shall seek to cover such Shortfall by applying for funds under any State loan programs available for such purpose, and to the extent such funds are not available, EdisonLearning may, upon request of the Board, lend the Charter School funds to cover such Shortfall (each such loan shall constitute a "Working Capital Advance"). Working Capital Advances shall be repaid by the Charter School immediately upon funds becoming available to the Charter School. The Charter Holder acknowledges that each Working Capital Advance shall constitute a loan to the Charter Holder which shall be evidenced by this Section 8.2 and neither a promissory note nor other documentation shall be required to evidence the obligation to repay Working Capital Advances that are approved by the Board. Other types of loans to, or investments in, the Charter Holder or the Charter School by EdisonLearning shall be evidenced by appropriate documentation. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter Holder and shall clearly state EdisonLearning's expected return on equity.

(b) If EdisonLearning elects to make a Working Capital Advance, such Working Capital Advance may accrue interest at a rate equal to the lesser of fifteen percent (15%) per annum or the maximum rate allowed by law. Such interest shall not apply, however, if the Working Capital Advance is necessary because the Chartering Authority has refused to forward External Public Funds to the Charter Holder, or there are other circumstances beyond the control of Charter Holder that result in External Public Funds not being forwarded to Charter Holder. Upon termination or expiration of this Agreement, the amounts payable to EdisonLearning under all Working Capital Advances then outstanding, shall become immediately due and payable, and the Charter Holder shall reimburse EdisonLearning for any outstanding Working Capital Advances immediately upon the termination or expiration of this Agreement.

8.3. Remittance of External Public Funds to EdisonLearning. (a) The Charter Holder shall maintain two (2) bank accounts; one of which shall be designated a Board account and the other an Operating Account (the "Operating Account") where the Board shall ensure that all External Public Funds are deposited. With respect to the Operating Account, to the extent that Charter Holder at any time has outstanding a Working Capital Advance and/or a Start Up Loan, the Board shall direct its bank to install an automatic "sweep" whereby funds received in the Operating Account shall immediately be swept into an account designated by EdisonLearning in an amount not to exceed the aggregate outstanding amount (including accrued and unpaid interest) with respect to such Working Capital Advance(s) and/or Start Up Loan(s). Should the Charter Holder cancel the aforementioned "sweep" without good cause, EdisonLearning may in its sole discretion cease paying the Charter School's Operating Expenses until such time as the Charter Holder reinstates the "sweep." Additionally, should the Charter Holder cancel the "sweep" and not reinstate same within ten (10) days, EdisonLearning shall have the right to terminate this Agreement immediately.

(b) **Monitoring of Funds; Bank Statements.** The Charter Holder shall monitor monthly transactions of those expenditures paid by EdisonLearning on behalf of the Charter Holder. EdisonLearning shall expend the funds it receives from the Charter Holder in compliance with the terms and conditions, if any, applicable to those funds and as more fully described in this Agreement. The Charter Holder shall ensure that EdisonLearning receives a copy of all of Charter Holder's bank statements (for the Board account, Operating account and any other accounts Charter Holder may establish). Each calendar month during the Term, EdisonLearning will provide a reconciliation (one month in arrears) of the amounts owed to EdisonLearning after taking into account the parties' obligations hereunder and under Section 8.2.

8.4. EdisonLearning's Management Fee. In consideration for the variety of Professional and Administrative Management Services provided by EdisonLearning under this Agreement, the Charter

Holder shall pay to EdisonLearning a management fee of \$100,000 per academic year of the Charter School (the "Management Fee"), until such time as the Holder has sufficient resources to pay the customary Management for of \$250,000 as determined by EdisonLearning. For the avoidance of doubt, the Management Fee does not cover any Operating Costs (including the per Enrolled Student cost for use of the EdisonLearning *eCourses* and any ancillary services provided by EdisonLearning) which shall be billed separately pursuant to the License Agreement). For the purposes of this Section 8.4, any funds donated to the Charter Holder for charitable purposes as set forth in Section 8.7 shall not be considered External Public Funds for the purposes of this Section, nor shall it include any revenues that are collected by the School for a specific purpose and intent that by Law cannot be used for this purpose.

In the event revenue received as External Public Funds falls sufficiently below the Annual Budget (as described more fully in Section 8.5 below) that the Charter Holder is unable to pay the Management Fee in total during a particular year, the Charter Holder shall be permitted to carryover the unpaid Management Fee to the next academic year with the understanding that, (a) the unpaid Management Fee from the prior year shall be paid prior to payment of the current year Management Fee; and (b) in any event, the carried-over unpaid Management Fee must be paid in full by the completion of that next academic year, subject to payment of senior creditors or other legal obligations. EdisonLearning will seek repayment of the Management Fee from the Charter Holder's funds, not from individual members of the Board. In the event there is an unpaid Management Fee upon termination of the Agreement for any reason, the unpaid Management Fee shall be paid to EdisonLearning within sixty (60) days of such termination.

8.5. Budgets. (a) EdisonLearning shall assist the Board in developing an annual budget to approve (including by providing a draft budget with assumptions to the fiscal officer of the Charter Holder), which shall be in reasonable detail and consistent with requirements of the Charter Application, for the Charter School prior to the opening of the School (the "Annual Budget"). The annual budget shall include funds required for Board operations, insurance, meetings, and training apart from calculation of the Management Fee. The Board shall approve an annual budget that includes full payment of the Management Fee and academic and technological resources sufficient to support the targeted enrollment set forth in the Charter Application and any and all debt service, lease commitments, or other financial obligations to EdisonLearning. The Annual Budget for each subsequent year shall be approved annually by the Board by the 30th of June, except for the first year, as the budget has already been approved in connection with the negotiation of this Agreement. The Board's expenditures on behalf of the Charter School shall not in the aggregate exceed the approved budget without prior notice to EdisonLearning. To the extent any expenditures by the Board that are made either (i) without prior notice to EdisonLearning; or (ii) with prior notice to but against the recommendation of EdisonLearning result in a budget deficit for the Charter School in a given fiscal year, then the Charter Holder, not EdisonLearning, shall bear full responsibility for such budget deficit. The Board and EdisonLearning agree that the budget already approved for the first year will form the basis for future Annual Budgets, subject to austerity reductions in public funds. EdisonLearning shall be prohibited from incurring expenditures in excess of Board approved budgeted amounts without prior approval of the Board.

(b) **Budget Targets.** The Charter Holder acknowledges that it has the obligation to meet its Management Fee obligations as set forth in Section 8.4. Therefore, if actual funds reasonably projected to be paid as Operating Costs are lower than those projected in the Annual Budget, the Edison Learning shall use commercially reasonable efforts to implement all reasonable measures to reduce such amounts or to increase enrollment to offset such shortfall, provided that any such measures shall comply with all applicable laws and the Charter Agreement. If EdisonLearning is unable to cure a budget variance by the end of the fiscal year in which such variance occurs through the measures described in the preceding sentence, EdisonLearning shall have the right to terminate this Agreement without liability or penalty to the Charter Holder. In the event of termination of this Agreement pursuant to this Section 6.5,

such termination shall be effective at the end of the school year in which the failure to cure the budget variance by the Charter Holder occurs. Should the State reduce the per pupil funding more than 15% below the amount set for the 2012-13 Academic Year, EdisonLearning may, in its sole discretion, terminate this Agreement.

8.6. Financial and Business Records. (a) EdisonLearning shall, on behalf of the Charter Holder, maintain accurate financial and business records pertaining to the operation of the Charter School. All financial reports provided or prepared by EdisonLearning shall be in a format prescribed by State law, the Chartering Authority, the State education department or the Charter Agreement (whichever controls), or if not prescribed, in GAAP approved format. EdisonLearning agrees to maintain such records at all times during the Term of this Agreement. Upon the termination or expiration of this Agreement, EdisonLearning agrees to transfer, or transfer control of, such records to the Charter Holder. EdisonLearning also agrees that, consistent with applicable federal and State laws and regulations concerning the maintenance and disclosure of such records, the Charter School's financial records shall be made available to any person consistent with State law, or any appropriate regulatory agency entitled by law to review such records. EdisonLearning also acknowledges that all financial statements and records pertaining to the Charter School are subject to an independent annual audit. Such independent annual audit shall include fees paid to EdisonLearning. Charter Holder shall submit any information it maintains that is relevant to the audit, in a timely manner in order to allow the audit to be completed prior to the date required mandated by applicable law. EdisonLearning shall cooperate fully with the independent auditor and fiscal officer selected, hired or retained by the Board and make available to such independent auditor and fiscal officer all financial and other records pertaining to the Charter School in its possession as requested in a timely manner.

8.7. Start-up Capital. If required, EdisonLearning may, in its sole and absolute discretion, provide the Charter Holder with a start-up capital loan (the "Start Up Loan") at zero (0) percent solely for the purpose of funding purchases of fixtures and equipment, and, prior to July 1, 2014, expenses related to personnel and enrollment operations. The Charter Holder shall repay the Start Up Loan (if any) less an amount commensurate with shortfalls in enrollment, as early as possible during the 5-year term of the charter as the Charter Holder is able to do so based on net cumulative cash flow.

8.8. External Funding Source Applications. (a) The parties recognize that EdisonLearning's Educational Program provides programs and services that are supplemental to the prevailing area public schools' educational programs and that as such EdisonLearning, on behalf of the Charter Holder, may seek external revenue sources (such as competitive grants) to assist in the provision of these enriched programs. EdisonLearning and the Charter Holder shall jointly be responsible for all compliance and reporting requirements connected with any grant that is applied for jointly the Board with assistance of EdisonLearning.

(b) The Charter Holder may also solicit and receive grants and donations for its own use consistent with the mission of the Charter School provided that EdisonLearning's prior approval shall be required for any grants or donations that require implementation of specific programs or the purchase of specific assets for the Charter School, so as to ensure consistency with the Educational Program. If no prior approval is required, the Charter Holder shall still provide notice to EdisonLearning within five (5) business days of its submission of a grant application. Additionally, with respect to any grant applied for by the Charter Holder (whether with or without EdisonLearning's prior approval required), the Charter Holder shall be solely responsible for the receipt and administration of the funds and EdisonLearning shall not be responsible for any assurances made by the Charter Holder nor shall EdisonLearning be responsible for any compliance or reporting requirements connected with a grant initiated by the Charter Holder.

ARTICLE 9

PERSONNEL

9.1. Personnel Responsibilities. The program director of the Charter School (the “Program Director”) at the Charter School shall be an EdisonLearning employee and the other education personnel of the Charter School, including all teachers, shall be employees of the Charter Holder, unless otherwise mutually agreed upon by Charter Holder and EdisonLearning. The salary and employee benefit expenses of the Program Director and teachers shall be expenses of the Charter School. Notwithstanding anything contained herein to the contrary EdisonLearning shall have the responsibility to determine staffing levels in the Charter School and to select, evaluate, assign, and discipline all Charter School personnel consistent with applicable federal and state laws, rules, and regulations (unless waived by appropriate authorities).

9.2. Teacher/Administrator Credentials. All teachers shall be State certified and highly qualified (as defined by the No Child Left Behind Act of 2001 or subsequent applicable legislation) and all administrators shall be properly certified and credentialed, unless waivers from State law have secured. All employees of the Charter School shall undergo criminal background checks as required by State law.

9.3. Employee Salaries and Benefits. EdisonLearning shall, on behalf of the Charter Holder, administer payroll including payment of salaries, fringe benefits and employment taxes of Charter School employees working at the Charter School.

9.4. Training. In order to implement the EdisonLearning Educational Design, EdisonLearning shall provide training in its methods, curriculum, program, and technology to all Charter School instructional personnel prior to the initial opening of the Charter School and thereafter on a regular basis. Such training may be held onsite or offsite, at locations selected by EdisonLearning. EdisonLearning shall also provide ongoing professional development programs throughout the school year.

9.5. Personnel Policies. (a) EdisonLearning shall recommend for adoption by the Board policies concerning the recruitment, assignment, promotion, discipline and termination of personnel and the methods and standards for evaluating performance.

(b) EdisonLearning and the Charter Holder shall ensure that the Charter School complies with applicable Federal and State laws concerning employee welfare, safety and health.

(c) EdisonLearning and the Charter Holder shall ensure that the Charter School complies with all applicable Federal and State laws and regulations concerning the maintenance and disclosure of employee records.

(d) EdisonLearning and the Charter Holder shall not illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, compensation, termination or other employment-related activities.

9.6. Non-solicitation of Employees.

(a) During the Term of this Agreement, and for two (2) years after its expiration or termination, the Charter Holder agrees that it shall not solicit EdisonLearning’s employees.

(b) During the Term of this Agreement, and for two (2) years after its expiration or termination, EdisonLearning agrees that it shall not solicit the Charter Holder's employees.

ARTICLE 10

PROPRIETARY INFORMATION; INTELLECTUAL PROPERTY

10.1. Proprietary Information. Charter Holder acknowledges that EdisonLearning has proprietary interests core to its businesses, and, as such, of significant value. Except for such proprietary interests which EdisonLearning licenses from third parties (collectively, the "Licensed Material"), EdisonLearning owns and shall own all existing, and hereafter created, proprietary rights, including without limitation copyrights, trademark rights, patent rights, trade secret rights, and any other intellectual or industrial property rights throughout the world, with respect to: EdisonLearning *eCourses*TM, any improvements and/or derivative works thereto and all copies or portions thereof, whether or not incorporated into or used in connection with any other products, including without limitation software materials; and all instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies or derivative works thereto, that are developed by EdisonLearning, its employees within the scope of any scope of any such person's employment at the Charter School, and agents or subcontractors within the scope of any such person's work at the Charter School, except for a teacher's individual lesson plans which were prepared solely by the teacher, without any input from any EdisonLearning employees, agents or subcontractors, and were not based in any way on any EdisonLearning-provided materials (collectively, the "Proprietary Information"). EdisonLearning shall have the sole and exclusive right to license any of its Proprietary Information to third parties. The Charter Holder shall take all measures reasonably necessary to protect the Proprietary Information and the Licensed Material from being disclosed to or used by any third party without EdisonLearning's prior written approval, which may be withheld in its sole and absolute discretion. Charter Holder shall require all Charter School personnel or agents to agree in writing that they shall not disclose to any third party, publish, copy, transmit to any third party, modify, alter or utilize the Proprietary Information or the Licensed Material without EdisonLearning's prior written consent. Nothing in this paragraph shall be construed to prevent a teacher from using lesson plans or other instructional material which s/he has developed for his or her own use, either within or outside the Charter School, provided that such materials do not incorporate any EdisonLearning Proprietary Information or Licensed Material or otherwise violate the intellectual property rights of third parties. Nothing herein contained shall be construed in a manner that would cause the Charter Holder to act or fail to act in a manner that would cause the Charter Holder to be in violation of any State open records law.

10.2. Name of Charter School; Changes. The name of the Charter School shall be "Young Adult MJ Bridgescape Academy." In recognition of the fact that EdisonLearning owns the rights to the use of the name "Bridgescape", "MJ", "Magic Johnson", "MJB" and other derivations thereof and has agreed to license the name of the Charter School to the Charter Holder for the sole purpose of this Agreement, should this Agreement terminate for any reason, Charter Holder warrants and represents that it shall, no later than thirty (30) days after such termination, change the name of the Charter School to another name not containing any reference to "Bridgescape", "MJ", "Magic Johnson", "MJB" and other derivations thereof.

ARTICLE 11

REPRESENTATIONS AND UNDERTAKINGS

11.1. Representations and Warranties of the Charter Holder. The Charter Holder represents and warrants to EdisonLearning that

(a) The Charter Holder is a nonprofit corporation duly organized, validly existing, and in good standing under the laws of the State. The Charter Holder represents that it has all requisite authority under State law and pursuant to its organizational documents, including the Charter Agreement, to execute, deliver and perform this Agreement,

(b) The execution, delivery and due performance of the terms of this Agreement shall not violate or constitute a default under, nor shall it conflict with, any other agreement to which the Charter Holder is a party.

(c) The execution and delivery of this Agreement has been authorized by the Board, and Charter Holder has taken all requisite action necessary to duly execute and deliver this Agreement.

(d) This Agreement constitutes a legal, valid and binding obligation of the Charter Holder enforceable against it in accordance with the terms hereof.

(e) The Charter Agreement shown attached as Exhibit 1 has not been amended since the date thereof, and the Charter Holder has no knowledge of any changes to the Charter Agreement under consideration by the Chartering Authority.

(f) There is no known pending or threatened litigation against the Charter School or the Charter Holder.

(g) There are no material contracts by which the Charter School is bound; and

(h) The Charter School is in good standing with the Chartering Authority and is not aware of any material issues which might affect such good standing.

11.2. Undertakings of the Charter Holder. The Charter Holder undertakes to:

(a) Comply with all Federal and State laws, including, without limitation, all requirements necessary to maintain its status as a non-profit corporation in good standing under the laws of the State, as well as any such requirements for obtaining and maintaining its status as a tax exempt organization under Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended.

(b) Comply with all material aspects of the Charter Agreement.

(c) At all times during the term hereof appoint two members of the Board as President and Treasurer, respectively, and, Charter Holder shall take reasonable measures to ensure that the President or Treasurer, respectively, shall be available by phone or, if necessary, in person (or in their stead other Board members shall be designated to perform such responsibilities) at normal business hours during the Term and such persons shall be responsive within a reasonable time when contacted by EdisonLearning.

(d) The Board understands that overseeing the academic, fiscal and operational components of a charter school is an important responsibility. Upon execution of this Agreement, the Board agrees to seek out and obtain a regular program of board training that includes, at a minimum, intensive training for new Board members and periodic enhancement training for all Board members. The cost of Board training will be included in each annual budget. At the request of the Board, EdisonLearning shall provide the Board a list of board training resources. Board training is a material term of the Agreement and failure of the Board to consistently seek and obtain such training may be considered a breach of this Agreement.

11.3. Representations and Warranties of EdisonLearning. EdisonLearning represents and warrants that

(a) EdisonLearning is a corporation duly organized validly existing, and in good standing under the laws of the State of Delaware, and is (or will, within the time allowed by law, become) duly authorized and qualified to do business in the State of Arkansas, with lawful power and authority to enter into this Agreement, acting by and through its duly authorized officers.

(b) EdisonLearning represents and warrants that the Agreement constitutes a legal, valid and binding obligation of EdisonLearning enforceable against it in accordance with the terms hereof.

(c) The execution, delivery and due performance of this Agreement shall not violate or constitute a default under, nor shall conflict with, any other agreement to which EdisonLearning is a party.

(d) There is no pending or threatened litigation against EdisonLearning that would materially affect EdisonLearning's ability to execute, deliver and duly perform this Agreement.

(e) There are no contracts with third parties which would materially affect EdisonLearning's ability to perform its obligations under this Agreement.

11.4. Undertaking of EdisonLearning.

(a) Comply with all Federal and State laws, including, without limitation, all requirements necessary to maintain its status as an out-of-state corporation authorized to do business in the State of Arkansas;

(b) Comply with all aspects of the Charter Agreement applicable to EdisonLearning, if any;

(c) At all times during the term hereof, EdisonLearning shall designate a Regional General Manager and/or designee who shall be available by phone or, if necessary, in person (or in his or her stead other EdisonLearning employees shall be designated to perform such responsibilities) at normal business hours during the Term and such persons shall be responsive when contacted by the Charter Holder.

ARTICLE 12

INDEMNIFICATION

12.1. Legal Representation and Costs.

(a) Except as expressly provided herein or in connection with insurance coverage required to be provided in this Agreement by either party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs.

(b) Except where there is an actual or potential conflict of interest, the Charter Holder and EdisonLearning shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them.

12.2. Challenges to the Legality of this Agreement.

(a) Should any claim, demand, or suit be filed against the Charter Holder which arises out of any claim that this Agreement or any part thereof is in violation of law, or of any constitutional provision, statute, law, rule, contract, or collective bargaining agreement binding upon the Charter Holder, the Charter Holder agrees to promptly notify EdisonLearning and shall actively seek its assistance and participation in the defense of such claim.

(b) Should any claim, demand, or suit be filed against EdisonLearning which arises out of any claim that this Agreement or any part thereof is in violation of law, or of any constitutional provision, statute, law, rule, contract, or collective bargaining agreement binding upon the Charter Holder, EdisonLearning agrees to promptly notify the Charter Holder and shall actively seek its assistance and participation in the defense of such claim.

12.3. Indemnity to Property or Persons.

(a) EdisonLearning shall defend, indemnify, save and hold harmless the Charter Holder, the Charter School and their employees, officers, directors, subcontractors and agents (collectively for purposes of this section, "Charter Holder") from and against any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, including attorney fees, for injury to property or persons, occurring or allegedly occurring in, on or about the Charter School to the extent arising from the negligent, grossly negligent or reckless actions and omissions or willful misconduct committed by EdisonLearning by any of its employees, officers, directors, subcontractors, agents or by Charter Holder employees while assigned to and working under the supervision of EdisonLearning during the term of this Agreement or any renewal thereof. Upon written notice from the Charter Holder within five (5) business days, EdisonLearning shall defend the Charter Holder in any such action or proceeding brought thereon

(b) The Charter Holder shall indemnify and save and hold harmless EdisonLearning, its employees, officers, directors, subcontractors and agents (collectively for purposes of this section, "EdisonLearning") from and against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, including attorney fees, for injury to property or persons, to the extent occurring or allegedly occurring from the negligent, grossly negligent or reckless actions and omissions or willful misconduct committed by the Charter Holder or by any of its employees, officers, directors, subcontractors, or agents (including claims, demands, suits or other forms of liability actual or claimed of whatsoever kind or character including attorney's fees), unless the alleged action, omission or misconduct is alleged to have been committed by Charter Holder employees assigned to EdisonLearning's supervision in the Charter School. Upon written notice from EdisonLearning within five (5) business days, the Charter Holder shall defend EdisonLearning in any such action or proceeding brought thereon.

12.4. No Waiver. The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable state governmental immunities laws.

ARTICLE 13

DEFAULT AND TERMINATION

13.1. Charter Holder Termination for Cause. (a) The Charter Holder may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in Paragraph 8.3(a) or in subparagraphs (1) or (2) below:

(1) If EdisonLearning materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 90 days after receipt of written notice that EdisonLearning is in breach and that the Charter Holder intends to terminate this Agreement if the breach is not cured within 90 days or any additional time agreed to by the Board; or

(2) If there occurs an enactment, repeal, promulgation or withdrawal of any Federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the Charter School in conformity with this Agreement, would violate the Charter Holder's responsibilities, duties or obligations under the State or Federal constitutions, statutes, laws, rules or regulations.

(b) The following procedures shall apply to any termination pursuant to Section 13.1(a)(2) above. The Charter Holder shall give EdisonLearning written notice of its intent to terminate this Agreement at least 90 days prior to the effective date of termination stated in the notice. The cause for termination shall immediately be submitted to the Board President and EdisonLearning's Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with the Charter Holder's termination notice.

(c) Unless the alleged default under Section 11.1(a)(1) above is cured within 90 days of the date of the notice described in that Section, termination shall become effective in accordance with the Charter Holder's termination notice.

(d) Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless, in the sole discretion of the Charter Holder, there are unusual and compelling circumstances which would justify the disruption to the educational program and the students which would be caused by a mid-year termination, and the Charter Holder and EdisonLearning must fulfill their obligations set forth in this Agreement until the effective date of termination. The failure of EdisonLearning to pay the Operating Expenses of the Charter School pursuant to the provisions of Section 8.3(a) of this Agreement shall constitute an "unusual or compelling" circumstance warranting a mid-year termination.

(e) The Charter Holder agrees, in the event of termination, to return and/or destroy (as instructed by EdisonLearning) any and all copies of Licensed Material and Proprietary Information, as such terms are defined in Section 10.1 above, and change its corporate name and the name of the Charter School as set forth in Section 10.2 above.

(f) EdisonLearning agrees that, in the event of termination pursuant to this section, EdisonLearning will return to the Charter Holder any and all student records, faculty records and staff records in its possession to extent permitted under Federal or State law.

13.2. EdisonLearning Termination for Cause.

(a) In addition to the causes of termination set forth in Section 8.5(b) of this Agreement, EdisonLearning may terminate the Agreement for cause prior to the end of the Term, in accordance with the procedures set forth in subsection (b) below, for any of the reasons set forth in subparagraphs (1), (2), (3), or (4) below:

(1) If the Charter Holder fails to adopt a reasonable budget, personnel policies, curriculum, program or similar recommendations of EdisonLearning with respect to the Charter School, which EdisonLearning reasonably determines to be necessary for the implementation of the Educational Program at the Charter School;

(2) If the Charter Holder fails to pay when due any monetary obligation of the Charter School as required by the provisions of this Agreement, and such obligation remains unpaid for a period of 30 days after receiving written notice of the delinquent payment from EdisonLearning;

(3) If the Charter Holder materially breaches any of the material non-monetary provisions of this Agreement and fails to remedy such breach within 90 days after receipt of written notice of such breach from EdisonLearning or any additional time agreed to by EdisonLearning;

(4) A material reduction in the funding or revenue for the Charter School (defined as reduction of more than 15% from the 2012-13 per pupil funding amount);

(5) The enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on EdisonLearning's ability to operate the Charter School in accordance with its budget or the Educational Program; or

(6) If the Charter Holder, or any of its employees or agents, willfully breaches its obligations under Section 10.1 hereof.

(b) The following procedures shall apply to any termination pursuant to Section 13.3(a)(1), (2), (4), and (5): EdisonLearning shall give the Board written notice of its intent to terminate this Agreement at least 90 days prior to the effective date of the termination stated in the notice. The cause of termination shall immediately be submitted to the Board President and EdisonLearning's Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with EdisonLearning's termination notice unless the alleged default is cured within 90 days of the date of the notice.

(c) Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless, in the sole discretion of EdisonLearning, there are unusual and compelling circumstances that justify the disruption to the educational program and the students which would be caused by to a mid-year termination and EdisonLearning and the Charter Holder must fulfill their obligations set forth in this Agreement until the effective date of termination. The failure of Charter

Holder to pay EdisonLearning pursuant to the provisions of Section 8 of this Agreement shall constitute an “unusual or compelling” circumstance warranting a mid-year termination.

(d) In the case of a termination pursuant to Section 13.2(a)(2), termination shall be effective upon notice provided that the cure period specified above has lapsed without cure. In the case of a termination pursuant to Section 13.2(a)(6), termination shall be effective immediately upon the delivery of notice, provided that EdisonLearning has reasonable grounds to believe that the provisions of Section 10.1 have been violated.

(e) EdisonLearning agrees that, in the event of termination pursuant to this section, EdisonLearning will return to the Charter Holder any and all student records, faculty records and staff records in its possession to extent permitted under Federal or State law.

13.3. Fees and Expenses Due Upon Termination; Disposition of EdisonLearning-owned Assets.

Upon the termination or expiration of this Agreement for any reason, the Charter Holder shall pay to EdisonLearning within thirty (30) days of such termination or expiration, all amounts due to EdisonLearning hereunder, including, but not limited to, amounts owed in respect of the Management Fee, Operating Costs and amounts due under EdisonLearning-assumed leases (if any) pursuant to Section 7.1(d) above. If the termination is for cause under Section 13.1, the Charter Holder shall pay to EdisonLearning within sixty (60) days of such termination or expiration, all amounts due to EdisonLearning hereunder, subject to the claims of any senior creditors. To the extent EdisonLearning has placed any of its own assets in the School during the Term, upon termination of this Agreement for any reason, the Charter Holder shall pay to EdisonLearning the Net Book Value of such assets as of the date of termination as reflected by the records of the Charter Holder. All assets purchased by the Charter Holder shall remain the property of the Charter Holder upon termination, or as may otherwise be required by applicable Law.

13.4. Remedies. The sole remedies for breaches of this Agreement shall be specific performance of the obligations outlined herein or termination of this Agreement in accordance with Sections 13.1 and 13.2, except for any breach of any obligation to make monetary payments to the other party.

ARTICLE 14

INSURANCE

14.1. Liability Insurance.

(a) EdisonLearning shall secure and maintain, at the Charter Holder’s expense, for the protection of EdisonLearning and its officers, directors, employees, agents and volunteers, and Charter Holder and its officers, directors, employees, agents and volunteers, insurance covering liability arising out their performance of the duties set forth in this Agreement as set forth in the attached Appendix B. Such insurance policies shall be issued by an insurance company or companies selected by EdisonLearning and licensed to do business in the State. Except as otherwise agreed in writing by the Charter Holder and EdisonLearning, all such insurance coverage shall be primary insurance, and shall be occurrence based insurance and not claims made insurance. The Charter Holder will be named an additional insured on EdisonLearning’s commercial general liability, automobile liability and crime insurance policies, but such additional insured status shall only extend coverage to the Charter Holder for its liability for the negligent or intentional acts or omissions of EdisonLearning in performing under this Agreement.

(b) The Charter Holder shall secure and maintain, at its expense, for the protection of the Charter Holder and its officers, directors, employees, students, teachers and volunteers, insurance covering solely the Charter Holder's liability arising out its performance of its duties under this Agreement as set forth in Charter Application and the attached Appendix B. Such insurance policies shall be issued by an insurance company or companies selected by Charter Holder and licensed to do business in the State. Except as otherwise agreed in writing by the Charter Holder and EdisonLearning, all such insurance coverage shall be primary insurance, and, shall be occurrence based insurance and not claims made insurance. EdisonLearning will be named an additional insured on the Charter Holder's commercial general liability, automobile liability and crime insurance policies, but such additional insured status shall only extend coverage to EdisonLearning for its liability for the negligent or intentional acts or omissions of Charter Holder in performing under this Agreement

(c) The Charter Holder shall require that its contractors, if any, providing services to the Charter School shall name EdisonLearning as an additional insured under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage; and if such services are provided directly by the Charter Holder rather than by contracted service, then EdisonLearning shall be named as an additional insured under the Charter Holder's insurance policies.

(d) The insurance policies maintained by each party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty days prior written notice to EdisonLearning and the Charter Holder. The parties shall furnish one another certified copies of the insurance policies or else Certificates of Insurance which demonstrate compliance with this Agreement.

14.2. Hazard Insurance.

(a) EdisonLearning shall maintain property insurance for all ancillary property and other personal property provided by EdisonLearning (if any) at the school site(s). EdisonLearning shall secure from its insurers waivers of subrogation as against the Charter Holder with respect to damages to EdisonLearning's property at the site(s), and shall otherwise hold the Charter Holder harmless against liabilities arising out of any such damages.

(b) The Charter Holder shall maintain property insurance for the site(s) and for all ancillary property on the site provided by the Charter Holder. The Charter Holder shall secure from its insurers waivers of subrogation as against EdisonLearning and its facilities managers, with respect to damages to the site(s), and shall otherwise hold EdisonLearning and its facilities managers, and their respective offices, employees and agents, harmless against liabilities arising out of any such damages.

15.3. Workers' Compensation Insurance. Each party shall secure and maintain workers' compensation insurance covering its employees, and the amounts necessary for funding of workers' compensation insurance for employees of the Charter Holder shall be reflected in the annual budget.

15.4. Coordination of Risk Management. The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and reimbursement provisions of state governmental immunity laws and applicable insurance policies. Regardless of whether or not EdisonLearning provides insurance for the Charter Holder, EdisonLearning shall give the Charter Holder prompt written notice of each legal claim made against it arising out of its operation of the School. Similarly, the Charter Holder shall promptly notify EdisonLearning in writing of any claim against EdisonLearning, the Charter School or the Charter Holder arising out of or relating to the School or EdisonLearning, and shall cooperate fully with EdisonLearning

in the defense of any claims. Neither EdisonLearning nor the Charter Holder shall compromise, settle, negotiate or otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured or indemnified by or through the other party without the approval of the other party.

ARTICLE 16

MISCELLANEOUS

16.1. Alternative Dispute Resolution. The parties agree to cooperate in good faith in all actions relating to the Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with the Agreement. If, nevertheless, a dispute should arise in connection with the Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. Except as otherwise set forth in Article 13 of this Agreement, in the event any dispute arises between the Charter School and EdisonLearning concerning this Agreement, it shall be resolved in accordance with the alternate dispute resolution procedure that is set forth in Appendix C hereto. If a dispute arises over the amount of funds that the Charter Holder is to remit to EdisonLearning, the Charter Holder shall remit all funds that are not in dispute to EdisonLearning and hold the disputed funds in escrow until such time as the amount in dispute shall be resolved in accordance with Appendix C.

16.2. Force Majeure. Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of terrorism, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

16.3. Independent Contractor Status. The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of EdisonLearning shall be deemed to be the employee, agent or servant of the Charter Holder except as expressly acknowledged in writing by the Charter Holder.

16.4. Subcontracting. EdisonLearning reserves the right to subcontract any and all services specified in this Agreement to public or private subcontractors, as permitted by law. However, except as delineated in the Charter Application and this Agreement, EdisonLearning shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted herein or as expressly agreed to in writing by the Charter Holder.

16.5. No Third Party Beneficiary Rights. No third party, whether a constituent of the Charter Holder or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the Charter Holder or EdisonLearning in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

16.6. Appendices, Exhibits and Schedules. The parties agree to the terms and conditions of this Agreement and the Appendices and Exhibits attached hereto and incorporated herein by reference.

16.7. Entire Agreement. This Agreement and the Appendices and Exhibits hereto shall constitute the full and complete agreement between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

16.8. Construction and Enforcement. The Agreement shall be construed and enforced in accordance with the laws of the State of Arkansas.

16.9. Amendments. This Agreement may be altered, amended, changed or modified only by agreement in writing executed by EdisonLearning and the officer of the Board authorized to so execute by action of the Board on behalf of the Charter Holder.

16.10. Section Headings. The section headings shall not be treated as part of this Agreement or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

16.11. Invalidity of Provisions of this Agreement. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

16.12. Assignment. This Agreement shall not be assigned by either party without the prior written consent of the other party, provided that EdisonLearning may, without consent of the Charter Holder, delegate the performance but not responsibility for such duties and obligations of EdisonLearning as specifically set forth herein.

16.13. No Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

16.14. Survival. All representations, warranties and indemnities made herein shall survive termination of this Agreement.

16.15. Notices. All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To EdisonLearning, Inc. at:

Harborside Financial Center
2910 Plaza 5
Jersey City, NJ 07311-4043
Attn: Chief Operating & Legal Officer

To Charter Holder at:

with a copy to:

|

16.16. Confidentiality. To the extent permitted under Section 149.13 or any successor statute thereto (the “Arkansas Public Records Law”) and any other State or Federal law or regulations, Charter Holder and EdisonLearning shall treat all of the terms of this Agreement confidentially and shall not disclose the terms hereof to any third party other than as required by Federal and State law and by the Chartering Authority. To the extent that Charter Holder wishes to disclose this Agreement to an educational consultant, academic or university, auditor or accountant, the Charter Holder agrees to require such consultant to execute a non-disclosure agreement in a form acceptable to EdisonLearning. Notwithstanding the above, the Charter Holder and EdisonLearning agree not to provide a copy of this Agreement to a Board member or prospective Board member of any existing or prospective charter school.

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IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

OCBA, Inc.

By: _____

Name:

Title:

EDISONLEARNING, INC.

By: _____

Thomas Jackson, Chief Operating and Legal Officer

APPENDICES AND EXHIBITS

APPENDIX A Performance Criteria

APPENDIX B Insurance

APPENDIX C Alternative Dispute Resolution

EXHIBIT 1 Charter Application

EXHIBIT 2 Charter Agreement

DRAFT

APPENDIX A**Performance Criteria**

[This Appendix shall contain the final agreed Performance Criteria agreed upon by OCBA and the Charter Holder.]

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APPENDIX B

Insurance

EdisonLearning shall secure and maintain the following minimum insurance at Charter Holder's expense:

- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Automobile liability insurance of one million dollars (\$1,000,000);
- Workers' Compensation insurance with Statutory primary coverage and at least five hundred thousand dollars (\$500,000) of Employer's Liability coverage;
- Employee dishonesty insurance with limits of at least five hundred thousand dollars (\$500,000);
- Umbrella liability coverage of \$5,000,000 in excess of the primary commercial general liability, automobile liability and employer's liability insurance policies.
- EdisonLearning will also arrange for Educators' Legal Liability and Employment Practices Liability insurance with limits of two million dollars (\$2,000,000) each claim and two million dollars (\$2,000,000) aggregate.

Charter Holder shall secure and maintain the following minimum Insurance:

- Workers' Compensation insurance with Statutory primary coverage and at least one million dollars (\$1,000,000.00) of Employer's liability coverage; and
- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence;
- Property insurance with limits of two hundred fifty thousand dollars (\$250,000) of business personal property coverage, five hundred thousand dollars (\$500,000) of EDP coverage and one million dollars (\$1,000,000) of loss of income/extra expense coverage;
- Umbrella coverage of ten million (\$10,000,000);

APPENDIX C

Alternative Dispute Resolution

1. The Charter Holder and EdisonLearning agree that the existence and details of a dispute notwithstanding, both parties shall continue without delay their performance hereunder, except for any performance which may be directly affected by such dispute.
2. Any and all disputes which cannot be resolved informally shall be settled by final and binding arbitration administered by JAMS pursuant to its Comprehensive Rules and Procedures, except as otherwise expressly provided herein or agreed to in writing by the parties, or to the extent inconsistent with the requirements of State law. The arbitration shall take place in the city in which the Charter Holder is located and that judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof, in accordance with State laws.
3. EdisonLearning shall advance the reasonable fees and expenses of the neutral arbitrator. The arbitrator shall have authority to determine, at the conclusion of the arbitration, whether the Charter Holder shall have any obligation to reimburse EdisonLearning for all, for one-half, or none of the fees and expenses of the neutral arbitrator that were advanced by EdisonLearning. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, arbitrators not jointly appointed, shall be paid by the party incurring such costs.
4. The arbitrator(s) shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or the EdisonLearning *eAcademy*[™], or to issue an award having such effect.

|

EXHIBIT 1
Charter Application

[To be attached.]

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EXHIBIT 2

Charter Agreement

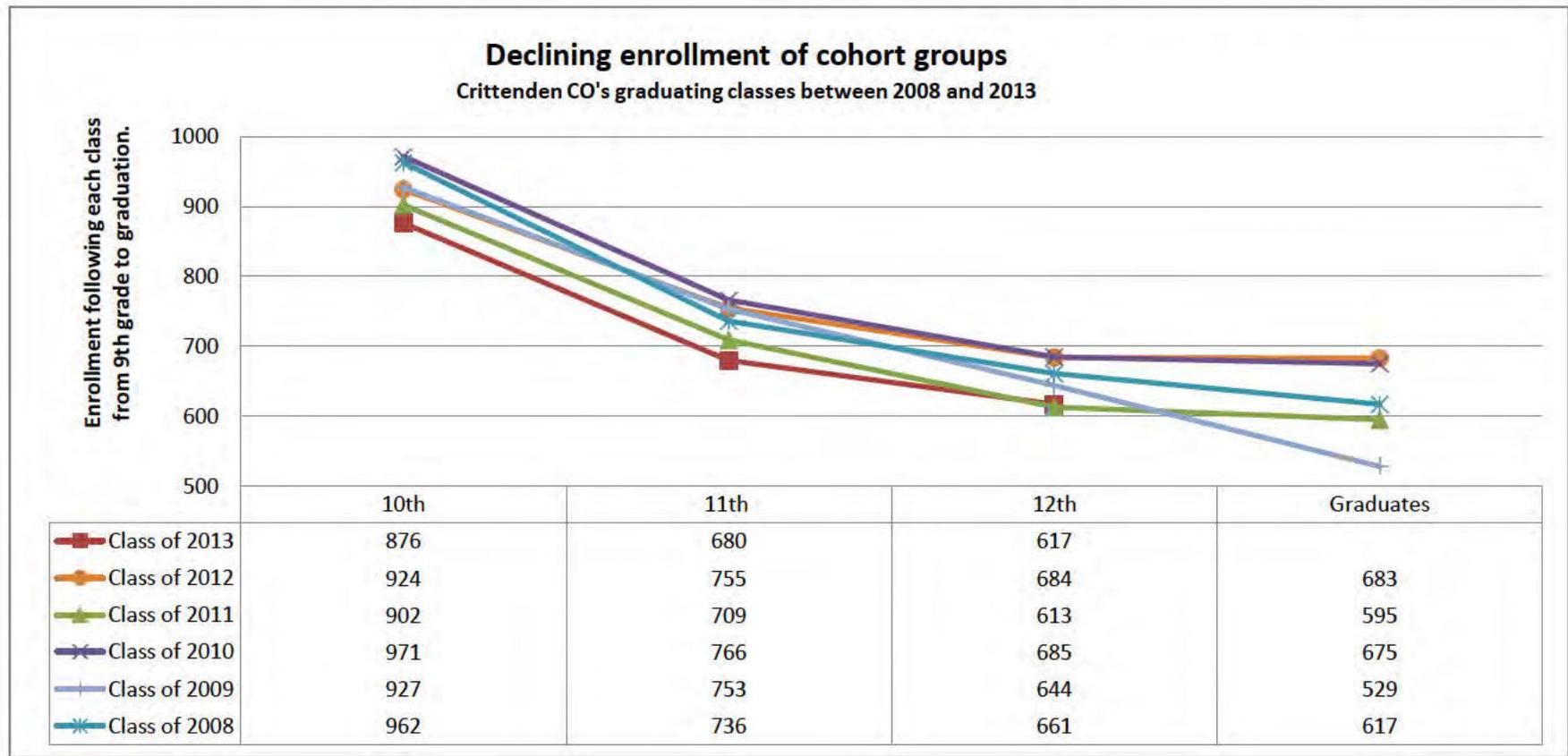
[To be attached.]

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GRAPHS - SHRINKING GRADUATING CLASSES

Crittenden County's Graduating Classes between 2008 and 2013



Note: The graduation numbers for the class of 2013 have not yet been posted on the ADE Data Center website. The links to the ADE Data Center are <https://adedata.arkansas.gov/statewide/Counties/EnrollmentByGrade.aspx?year=23&search=crittenden&pagesize=10> and <https://adedata.arkansas.gov/statewide/Counties/Graduates.aspx?year=22&search=crittenden&pagesize=10>

\$10,780 = THE **ANNUAL LOSS OF ECONOMIC BENEFIT FOR EACH NON-GRADUATE IN ARKANSAS**

This loss of economic benefit is broken down as: \$5,339 loss of additional annual income for each non-graduate, \$4,195 loss of additional annual spending for each non-graduate, and \$1,246 loss of additional annual investment for each non-graduate.

Using these values, the economic benefit **not gained** from Crittenden County's 241 non-graduates of the Class of 2012 could be as much as **\$2.6 million annually**.

And the economic benefit **not gained** from Crittenden County's 307 non-graduates of the Class of 2011 could be as much as **\$3.3 million annually**.

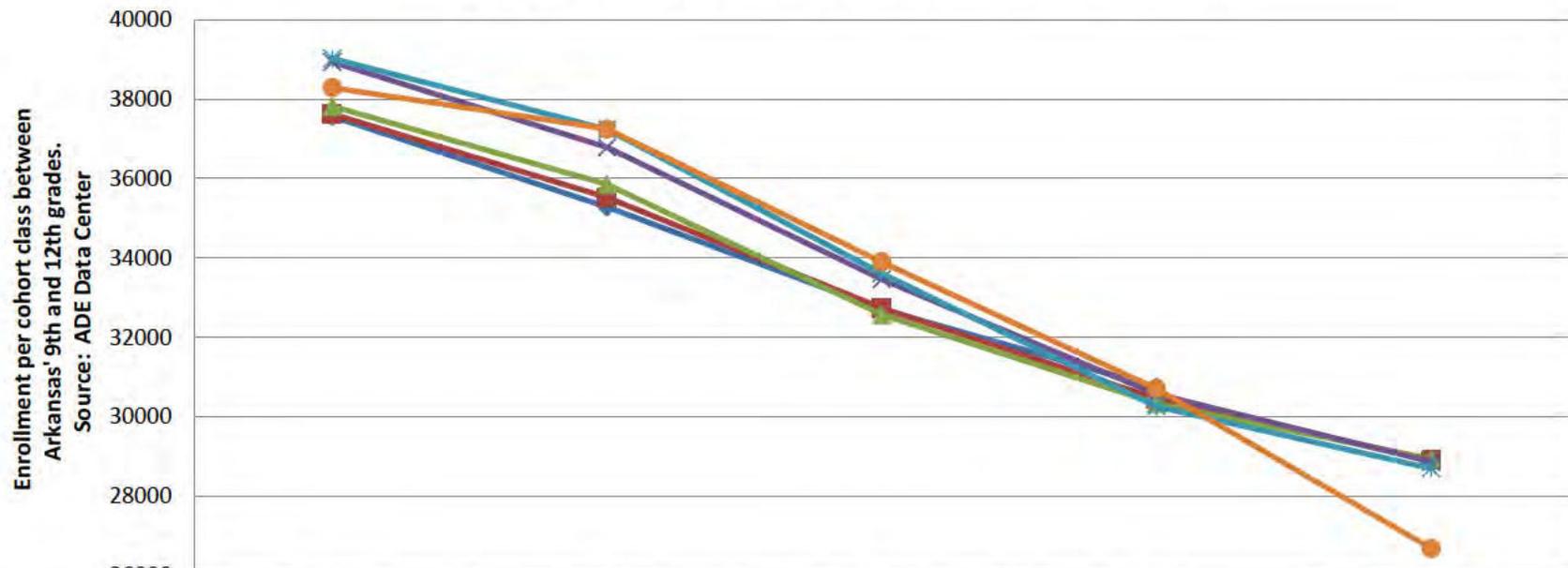
Source: Building a GradNation report,

<http://gradnation.org/Our-Work/Grad-Nation/~media/Files/Our%20Work/Grad%20Nation/Building%20a%20Grad%20Nation/BuildingAGradNation2012.ashx>

The Young Adult Magic Johnson Bridgescape Academy of Crittenden County will target these non-graduates, offering a full high school diploma and work skills training. Since this school will be a public charter school, there is no cost to the student or to the community.

For more information contact Sally Wilson, 870-822-0574 or e-mail Ocbalnc@yahoo.com

Enrollment of cohort groups Arkansas' graduating classes between 2008 and 2013



| | 9th | 10th | 11th | 12th | Graduates |
|---------------|-------|-------|-------|-------|-----------|
| Class of 2013 | 37566 | 35280 | 32711 | 30734 | |
| Class of 2012 | 37627 | 35523 | 32739 | 30441 | 28896 |
| Class of 2011 | 37819 | 35853 | 32567 | 30330 | 28921 |
| Class of 2010 | 38937 | 36781 | 33460 | 30567 | 28845 |
| Class of 2009 | 39024 | 37233 | 33613 | 30256 | 28694 |
| Class of 2008 | 38296 | 37247 | 33902 | 30708 | 26669 |

Source: AR Dept of Ed, Data Center, <https://adedata.arkansas.gov/statewide/State/Graduates.aspx>, <https://adedata.arkansas.gov/statewide/State/EnrollmentByGrade.aspx>

\$10,780 = THE ANNUAL LOSS OF ECONOMIC BENEFIT FOR EACH NON-GRADUATE IN ARKANSAS

This loss of economic benefit is broken down as: \$5,339 loss of additional annual income, \$4,195 loss of additional annual spending, and \$1,246 loss of additional annual investment.

*The dropout crisis is not just an Arkansas issue. It is a nationwide issue. But when considering efforts to improve the economy, it can be one of the easiest fixes and could transform Arkansas. For instance, by halting, statewide, the dropout crisis for just one year, for just one class of non-graduates (let's use the 8,898 non-graduates from 2011 as example), we can boost the Arkansas economy annually by about **\$96 million**. Multiply that amount yearly over those non-graduates' lifetimes and the economic gain would be astonishing. Multiply similar lifetime benefits for every graduating class in the future and this economic benefit could transform Arkansas.*

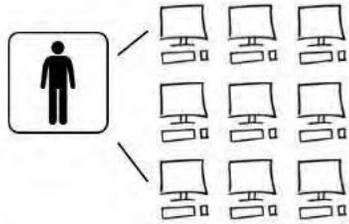
Research, Source: Building a Grad Nation report 2012,

<http://gradnation.org/Our-Work/Grad-Nation/~media/Files/Our%20Work/Grad%20Nation/Building%20a%20Grad%20Nation/BuildingAGradNation2012.ashx>

BLENDDED LEARNING PEDAGOGICAL MODEL

MJBA Blended Learning Pedagogical Model

Foundational eCourse Learning



Teacher Actions:

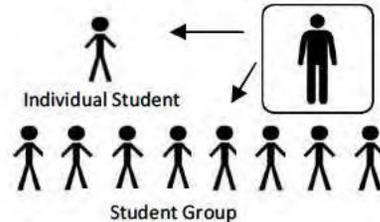
FOUNDATIONAL GUIDE (FG)

- Analyzes data on course progression to identify students with less seat time and slow course progression
- Fluent knowledge of eCourse functionality and the way courses are structured
- Roves and monitors the lab: prompts students to use the available tools in the system to support learning
- Reinforces online rules around working in the lab e.g. listening to music
- Targets support for students identified in the system as having less seat time, slower progress or excessive retesting without recourse to re-teaching resources
- 1 to 4 hour sessions
- 1 FG to 60 to 100 students

Student Actions

- Engages in eCourse Platform: online, independent learning
- Uses eCourse tools and personal learning strategies when they get stuck
- Accesses re-teaching online material when they score below their expected outcomes

Foundational & Conceptual Learning



Teacher Actions

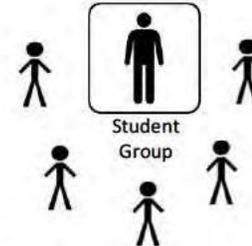
RESPONSIVE TUTOR (RT)

- Subject Specific Foundational and Conceptual knowledge and skill development
- Analyzes data within a subject area
- Pulls together groups (up to 10) on the basis of common difficulties
- Typically/ Frequently uses Teacher-Group-Student(T-G-S)- Response style pedagogy i.e. metacognitive modeling, group responses, individual responses and student self assessment
- Pedagogy focuses on the EFLT Power Themes
- Typically 20 minute sessions
- 1 RT to up to 10 students

Student Actions

- Overcomes learning hurdles due to intervention by the teacher
- Engages in open, honest dialogue about their learning
- Reflects on and recognizes the impact on their learning when they change their learning strategy
- Accesses high quality resources that assist in their learning

Collaborative Conceptual Learning



Teacher Actions

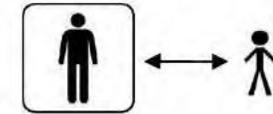
Project Mentor (PM)

- Relates Conceptual content and 21st Century skills across the curriculum in creative ways through student led, collaborative projects
- Links projects to core values, core learning skills & Literacy CCSS across subjects (writing, speaking & listening)
- Launches project – lays out the challenge in terms of questions, expectations and criteria
- Uses mainly non directive questions- How would you...? Who will be responsible for what...? Explain how/ why you did..?
- Checks in on student progress and collaborative teaming skill development
- Six 1 hour sessions over a three week span –with two projects over 9 weeks
- 1 PM to Four Student Groups made up of 4 to 5 students each

Student Actions

- Engages in open, honest dialogue about their learning
- Self and Peer assesses against CLS at the beginning & end of project
- Draws on and articulates connections between subject area content within the overall project big concepts in Common Core
- Performs a group role and holds others accountable for theirs

Personal Learning



Teacher Actions

LEARNING COACH (LC)

- Focuses on Personal Development of Student
- Develops impactful relationship between the student, the school and the family
- Assists student with academic and personal goal development and intended outcomes
- Builds student capacity to organize themselves for college and career
- Reviews student outcome data
- Conducts 1 on 1 personal meetings with students
- Links student actions to student outcomes
- 1 LC to 25 students

Student Actions

- Sets themselves stretching goals based on their understanding of where they are and where they need to be
- Takes ownership of their learning and tracks their own performance
- Are confident, purposeful and resilient
- Want to do their best, are motivated and challenged

SAMPLE FORMS AND POLICIES PERTAINING TO ADMISSION



Interest Form

Date: _____

Student Name: _____

Current or Last Grade Attended: _____

Parent/Guardian Name: _____
(if student is under 18 years old)

Address: _____

City: _____

State: _____

Zip: _____

Home Phone: _____

Cell Phone: _____

Email: _____

2013-2014 Enrollment Policy Packet (EPP)

Please review the information below. Based on your student grade and applicable circumstances, you are required to submit documentation in order to complete this step in the enrollment process.

| Document or Policy Form | Required | Copy Document and Submit | Sign Policy Form, Copy and Submit |
|---|----------|--------------------------|-----------------------------------|
| Student Enrollment Agreement | x | | x |
| Request for Records | x | | x |
| Student Service Intake Form | x | | x |
| Image and Recording Release | x | | x |
| Home Language Survey | x | | x |
| FERPA Consent Form | x | | x |
| Family Income Form | x | | x |
| Student Birth Certificate | x | x | |
| Proof of Residency (utility bill, mortgage or lease that has current date and matches address given on enrollment application.) | x | x | |
| Student Immunization Record | x | x | |
| Current progress report, unofficial transcript or report card | x | x | |
| | | | |
| Required only if applicable to student: | | | |
| Copy of (unexpired) IEP* (Individualized Education Plan) and Evaluation Report | | x | |
| Copy of (unexpired) 504* Accommodation Plan | | x | |
| Copy of guardianship/custodial papers | | x | |

**This information is needed for service delivery and resource allocations, students with Individual Education Plans (IEPs) or special needs will be reviewed by a committee of staff, including the parents, to discuss the educational needs of the student to determine the appropriateness of education in an online learning environment.*

It is the policy of Young Adult Magic Johnson Bridgescape Academy

not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. No person shall be excluded from participation in, or be denied the benefits of, any service; or be subjected to discrimination because of race, color, national origin, religion, sex age, or disability.

Is there a court order on file with this school that restricts access to this student by any party? Yes No

If yes, whom: _____ Relation to child: _____

*****This order cannot be executed until the document has been submitted to Office Manager*****

Student First
and Last Name:

2013-2014 Personal Information

DATE _____ Last Grade Attended _____

Student Last Name _____ Student First Name _____ Social Security# / SSID# _____

Home Address _____ City/State/Zip _____

Parent/Guardian Last Name _____ Parent/Guardian First Name _____ Yes No
Is student a minor

Home Address _____ City/State/Zip _____

Daytime Phone Number (include AREA CODE) _____ Parent/Guardian EMAIL _____ Student Phone/Cell Number _____

Emergency Contact Information: Name / Phone Number(s) including AREA CODE _____

Students' first choice for school session (circle one) AM PM

Documents included in Application Submission:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Student Enrollment Agreement <input type="checkbox"/> Request for Records <input type="checkbox"/> Student Service Intake Form <input type="checkbox"/> Image and Recording Release <input type="checkbox"/> Home Language Survey <input type="checkbox"/> FERPA Consent Form <input type="checkbox"/> Family Income Form <input type="checkbox"/> Student Birth Certificate <input type="checkbox"/> Student Immunization Record | <ul style="list-style-type: none"> <input type="checkbox"/> Proof of Residency (<i>Utility bill, mortgage or lease that has current date and matches address given on enrollment application</i>) what type of document are you faxing: _____ <input type="checkbox"/> Current progress report, unofficial transcript or report card <input type="checkbox"/> IEP (Individualized Education Plan) and Evaluation Report (unexpired) <input type="checkbox"/> 504 Accommodation Plan (unexpired) <input type="checkbox"/> Guardianship/Custodial paperwork <input type="checkbox"/> Other: _____ |
|--|---|

Student Enrollment Statement of Understanding

- My enrollment is contingent on following the rules.
- I understand that my parent(s) are responsible for arranging my transportation to and from school.
- I understand that I must follow the dress code guidelines.
- I understand that I must follow the technology policies.
- I understand that backpacks and oversize handbags are not permitted in the classroom.
- I understand that random searches of my personal property may be conducted.
- I understand that the school is not responsible for any lost, stolen, or damaged property, such as jewelry, electronics, etc.
- I understand that I may not loiter on any business property within a block of the program facility.
- I understand that I may not be on the program grounds without a staff member/escort.
- I understand that I am required to respect the rights and privileges of other students, teachers, and all staff employees.
- I understand that if I do not follow the rules and regulations of the program, I may be subject to expulsion from this program.
- I understand that consequences may be imposed by the staff for misconduct outside of the school campus which affects the school's learning environment. This includes, but is not limited to, misconduct within a 200-yard radius of the campus and misconduct that takes place in a virtual context.

I am committed to meeting the following goal:

Student:

My signature signifies my willingness to comply with each item and acknowledges I have read the Parent-Student Handbook and support the rules and expectations outlined herein.

Student Signature

Date

Parent:

My signature signifies my understanding that my child's failure to comply will result in consequences as outlined by the Student Code of Conduct and acknowledges I have read the Parent-Student Handbook and support the rules and expectations outlined herein.

Parent Signature

Date

Request for Records

Parent/Guardian/Emancipated Student - Please complete top portion only, if student has attended more than two previous high schools, use additional paper to document additional high schools attended by the student.

| | | | |
|--|-------------------------------------|--------------------------|-------------|
| <i>Student Last Name</i> | <i>Student First Name</i> | <i>Date of Birth</i> | |
| <i>Student's Former School</i> | <i>Dates Attended (MO/YR-MO/YR)</i> | <i>Grade(s) Attended</i> | |
| <i>School Address</i> | <i>City</i> | <i>State</i> | <i>Zip</i> |
| <i>School Phone Number</i> | <i>School Fax Number</i> | | |
| <i>Student's Former School</i> | <i>Dates Attended (MO/YR-MO/YR)</i> | <i>Grade(s) Attended</i> | |
| <i>School Address</i> | <i>City s</i> | <i>State</i> | <i>Zip</i> |
| <i>School Phone Number</i> | <i>School Fax Number</i> | | |
| <i>Student's Former School</i> | <i>Dates Attended (MO/YR-MO/YR)</i> | <i>Grade(s) Attended</i> | |
| <i>School Address</i> | <i>City s</i> | <i>State</i> | <i>Zip</i> |
| <i>School Phone Number</i> | <i>School Fax Number</i> | | |
| <i>Parent/Guardian/Emancipated Student's Signature</i> | | | <i>Date</i> |

The above named student has enrolled at Young Adult Magic Johnson Bridgescape Academy for the 2013-2014 school year. Please provide the following records/documents:

- **Withdrawal documentation**
- **Official transcript**
- **Current progress report**
- **Birth certificate**
- **Immunization**
- **2013-14 Attendance Record**
- **Behavior records**
- **HSAP/ ACT/OGT scores**
- **Health records**
- **Vision and Hearing Screening**
- **IEP/ETR documents**
- **504 documents**

Please forward all Educational Records To:

Parental permission is no longer required when records are requested by authorized personnel (Family Educational rights and Privacy Acts, Final Rule on Educational Records, Federal Register, and June 17, 1976. Vol. 41 No 118, page 24673).

| | |
|---|-------------|
| <i>Authorized Bridgescape Academy Signature</i> | <i>Date</i> |
|---|-------------|

Student First
and Last Name:

Student Service Enrollment Information

Young Adult Magic Johnson Bridgescope is fully committed to providing quality education to all of our students, including those with special needs. We need your help, so please complete this page with care.

| SECTION 1 | | | |
|--|---|--------------------------|--|
| Check Yes or No as applicable | | Yes | No |
| Has your child ever been evaluated for special education? If yes, what was the evaluation date and what school/facility conducted testing: | | | |
| Does the student have a current IEP or 504 she/he currently qualify? If yes, please complete section 2 of this form. | | | |
| Does the student have an expired IEP or 504? If yes, please provide evaluate and expiration dates: | | | |
| Does your student take medication for any medical reason (ADHD, Diabetes, etc.)? If yes, what medication? | | | |
| What is the date of the student's last Hearing screening? | | | |
| Does the student wear glasses? | | | |
| What is the date of the student's last Vision screening? | | | |
| Does the student use a hearing aid? | | | |
| SECTION 2 – FILL OUT ONLY IF YOUR CHILD HAS A <u>CURRENT</u> IEP OR 504 PLAN | | | |
| What type of plan does your Student have? <input type="checkbox"/> IEP - Expiration Date: _____ <input type="checkbox"/> 504 Plan – Expiration Date: _____ If your student has either of these, we must receive a copy in order to process your enrollment | | | |
| Diagnosis (check all that apply): | | | |
| <input type="checkbox"/> | Learning Disability in | <input type="checkbox"/> | Reading <input type="checkbox"/> Math <input type="checkbox"/> Written Expression |
| <input type="checkbox"/> | Mental Retardation | <input type="checkbox"/> | Traumatic Brain Injury <input type="checkbox"/> Other Health Impairment |
| <input type="checkbox"/> | Emotional Disturbance/Behavior Disorder | <input type="checkbox"/> | Speech/Language Impairment <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> | Hearing Impairment | <input type="checkbox"/> | Orthopedic (Physical) Impairment <input type="checkbox"/> Child with a Developmental Delay |
| <input type="checkbox"/> | Autism | <input type="checkbox"/> | Other: |

Because we are legally obligated to provide your child with all appropriate services on his/her IEP Individualized Education Plan or 504 Plan, it is extremely important that you let us know if your child has an IEP or 504 Plan. Your signature indicates that all information on this form is correct. Please sign below to indicate that you understand this and have provided full and accurate information.

Parent/Guardian/Emancipated/Adult Student's Signature

Date

Student First
and Last Name:



Image and Recording Release for Students Under 18 Years of Age

For Students Under 18 Years of Age - I hereby grant to Young Adult Magic Johnson Bridgescape Academy and its employees, agents and assigns the right to photograph and/or record my dependent,

[student's name] ("Dependant")
and use any such photographs, videotape, audio recordings, digital reproduction and/or any other audio and/or video form of reproduction now known or hereafter created of his/her physical likeness ("Recordings"), for any and all commercial and non-commercial purposes, and by any and all means of publication processes now known or hereafter created, including but not limited to print, digital and/or electronic, via the Internet or otherwise. Dependent's first name only will be used in the Recordings, unless the parent/guardian requests that the following name be used _____. (Note: Leave preceding blank if use of first name only is acceptable).

I further grant to Young Adult Magic Johnson Bridgescape Academy a non-exclusive, worldwide, transferable, irrevocable, royalty-free license to use any and all audio and visual materials, including but not limited to drawings, photographs and recordings, authored and/or created by my dependent for any and all commercial and non-commercial purposes, and by any and all means of publication processes now known or hereafter created, including but not limited to print, digital and/or electronic, via the Internet or otherwise.

I certify that I am a custodial parent of above-named child and have the aforementioned rights to assign.

Parent/Guardian Signature *Date*

Print Parent/Guardian Name *Address/City/St/Zip*

Image and Recording Release For Parents and Adult Students

For Parents and Adult Students - I hereby grant to Young Adult Magic Johnson Bridgescape Academy and its employees, agents and assigns the right to photograph and/or record me and use any such photographs, videotape, audio recordings, digital reproduction and/or any other any other audio and/or video form of reproduction now known or hereafter created of my physical likeness ("Recordings"), for any and all commercial and non-commercial purposes, and by any and all means of publication processes now known or hereafter created, including but not limited to print, digital and/or electronic, via the Internet or otherwise.

Signature *Date*

Print Full Name *Address/City/St/Zip*

Student First and Last Name: _____

Home Language Survey

The Office of Civil Rights (OCR) and the Department of Education require that school districts and charter schools identify English Language Learner (ELL) students in order to provide appropriate language instructional programs for them. Young Adult Magic Johnson Bridgescape Academy has selected the Home Language Survey as the method for determining if the student is a language-minority student.

Student's First and Last Name *Grade*

1. What is/was the student's first language? _____

2. Does the student speak a language(s) other than English? Yes No
(Do not include languages learned in school.)

If yes, specify the language(s): _____

3. What language(s) is/are spoken in your home? _____

4. Has the student attended school in the United States in the past 3 years?..... Yes No
If yes, complete the following:

| Name of School | State | Dates Attended |
|----------------|-------|----------------|
| | | |
| | | |
| | | |

Parent/Guardian/Emancipated/Adult Student's Signature *Date*

Young Adult Magic Johnson Bridgescape Academy has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, Young Adult Magic Johnson Bridgescape Academy has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, Young Adult Magic Johnson Bridgescape Academy may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the school in the future.

Young Adult Magic Johnson Bridgescape Academy uses the ELDA as its screening tool. The school must administer the ELDA to a student during the enrollment process so that a student's enrollment status can be determined.

Family Educational Rights and Privacy Act (FERPA) - For your records.

Annual Notice of Rights under the Family Educational Rights and Privacy Act (FERPA)

Young Adult Magic Johnson Bridgescape Academy protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible and protected handicapped students (if not protected by IDEA) in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations as well as IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means Bridgescape™ Academy. For all students, the educational agency maintains education records which include but are not limited to:

Personally identifiable information is confidential information that includes but is not limited to the students' name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but is not limited to, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are: Parents have the right to inspect and review a child's education record. Young Adult Magic Johnson Bridgescape Academy will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding and IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other designated school official. Parents have the right to a response from the school to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While Young Adult Magic Johnson Bridgescape Academy cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Young Adult Magic Johnson Bridgescape Academy will decide whether to amend the record and will notify the parents in writing of its decision.

Family Educational Rights and Privacy Act (FERPA) – For your records.

If Young Adult Magic Johnson Bridgescope Academy refuses to amend a record it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

Young Adult Magic Johnson Bridgescope Academy will inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents. Parents have a right to receive a copy of the material to be destroyed. However, a permanent record of a student's name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without the limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

"Consent" means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

Upon written request, Young Adult Magic Johnson Bridgescope Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Young Adult Magic Johnson Bridgescope Academy to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Family Educational Rights and Privacy Act (FERPA) Consent Form

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights regarding the student’s education records. One of those rights is the right to consent to disclosures of personally identifiable information contained in the student’s education records. In compliance with FERPA, Young Adult Magic Johnson Bridgescape Academy has designated categories of record as directory information consistent with applicable law. For more information on the FERPA policy, see the immediately preceding information listed in this Enrollment Policy Packet or refer to the Young Adult Magic Johnson Bridgescape Academy’s Parent/Student Handbook.

Young Adult Magic Johnson Bridgescape Academy and its designated curriculum provider, EdisonLearning, Inc., have found that to best serve the student’s education needs, it is necessary to disclose a student’s name and address to the following classes of vendors that provide important services related to your student’s education. In all cases, these vendors will have agreed to ensure the confidentiality of the student’s name and address and not to use the information for purposes other than that contracted for the student’s educational needs.

- Companies that enter the student information into a computer database for use by school officials
- Other contractors and subcontractors that Young Adult Magic Johnson Bridgescape Academy or EdisonLearning, Inc. identifies as necessary to providing online education services

To best serve the student, Young Adult Magic Johnson Bridgescape Academy requests the following consent to disclose the student’s name and address to the specified class of contractors.

I hereby agree that my student’s name and address be provided to the above identified contractors to ensure that Young Adult Magic Johnson Bridgescape Academy can best meet my student’s education needs.

Parent/Guardian or Emancipated/Adult Student Signature

Date

Student First
and Last Name:



2013- 2014 Family Income Form

In order to determine if Young Adult Magic Johnson Bridgescope Academy will receive federal Title I funds for reading and/or mathematics or other services, certain information is needed. Please complete this form and submit it with your enrollment documents. List only those students enrolling in Young Adult Magic Johnson Bridgescope Academy.

Student Information

Please print the name of all students enrolling in Young Adult Magic Johnson Bridgescope Academy.

| NAME | BIRTH DATE | GENDER | GRADE | DISTRICT OF RESIDENCE (WHERE YOU LIVE) | INDICATE IF CHILD IS A FOSTER CHILD, WARD OF COURT OR FOOD STAMP RECIPIENT* |
|------|------------|--------|-------|--|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

**Please provide Food Stamp Case #*

Calculating Household Income

In order to determine if Young Adult Magic Johnson Bridgescope Academy will receive Title I funds, you will have to calculate the total amount of income in your household. Include all income for all household members (including yourself, all children in the home, your spouse, grandparents, and all others related and unrelated in your household). See lists below of the type of income to report.

Earnings from work:

Wages / salaries / tips

- Strike benefits
- Unemployment compensation
- Worker's compensation
- Net Income from self-owned business or farm

Public Assistance/Child support/Alimony:

- Public assistance/Welfare Payments
- Alimony/child support payments

Pensions/Retirements/Social Security:

- Pensions
- Supplemental Security Income
- Retirement income
- Social security

Other Income:

- Disability benefits
- Interest dividends
- Estate/trusts/investments
- Regular
- contributions from person(s) not living in household
- Net royalties/annuities/net rental income

Household Income

Total number of all household member, whether they receive income or not: _____

Total of household member's gross monthly income before taxes or anything else is taken out. Fill in one that is easiest for you to calculate.

\$ _____ OR \$ _____ OR \$ _____
 Annually Monthly Weekly

Certification and Signature

I certify that all of the above information is true and correct, and that all income is reported. I understand this information is being given for the receipt of federal funds, and that school officials may verify the information on the form.

Parent/Guardian/Emancipated/Adult Student's Signature

Date

Print Name of Parent/Guardian/Emancipated/Adult Student

Student First and Last Name: _____

EMERGENCY MEDICAL AUTHORIZATION FORM

STUDENT NAME _____
(Please print) Last First

Date of Birth _____ Current Grade _____
Home Phone _____
Home Address _____ City _____ Zip _____

Purpose: To enable parents and guardians to authorize the provision of emergency treatment for children who become ill or injured while under school authority, when parents or guardians cannot be reached. This information will be shared, as necessary, with teachers, bus drivers, administrative staff, health personnel including student nurses, and other school personnel.

Residential Parent or Guardian

Mother's Name _____ Daytime Phone _____ Cell _____
Father's Name _____ Daytime Phone _____ Cell _____

Emergency Contacts

1. _____ Relationship _____ Phone _____ Cell _____
2. _____ Relationship _____ Phone _____ Cell _____

Does your child have any of the following conditions or symptoms?

- Diabetes Asthma Depression Severe Vision Impairment Allergies
 Mental Disorder Epilepsy Medications Severe Hearing Impairment Other health concerns

If you checked any of the above items, please explain below or attach supporting documentation or an additional sheet of paper.

| | |
|------------|----------------------|
| Condition: | Detailed Description |
|------------|----------------------|

Allergies – Include specific medicines, foods, bites, and stings. None

| | | |
|----------|-----------|----------------------|
| Allergy: | Reaction: | Medication Required: |
|----------|-----------|----------------------|

Medications – List any medications you may have in your possession. None

| | | |
|-------------|------------|--------------------------|
| Medication: | Condition: | Medical Device Required: |
|-------------|------------|--------------------------|

PART I OR II MUST BE COMPLETED

PART I: TO GRANT CONSENT

I hereby give consent for the following medical care providers and local hospital to be called:

Doctor _____ Phone _____
Dentist _____ Phone _____
Local Hospital/Emergency Room _____
Phone _____

In the event reasonable attempts to contact me have been unsuccessful, I hereby give my consent for:

- 1) the administration of any treatment deemed necessary by above named doctors, or, in the event the designated practitioner is not available, by another licensed physician or dentist; and
2) the transfer of the child to any hospital reasonably accessible. This authorization does not cover major surgery unless the medical opinions of two other licensed physicians or dentists, concurring in the necessity for such surgery, are obtained prior to the performance of such surgery.

Signature of Parent/Guardian _____
Date _____

PART II: REFUSAL TO CONSENT

I do **NOT** give my consent for emergency medical treatment of my child. In the event of illness or injury requiring emergency treatment, I wish the school authorities to take the following action:

Signature of Parent/Guardian _____
Date _____



Intent to Enroll 2013-2014

Location: (Mark One) ___ Crittenden County ___ Mississippi County

New Student: _____

Current Grade: _____

Parent/Guardian Name: _____
(If student is under 18 years old)

Address: _____

City, State: _____

Zip: _____

Home Phone: _____

Cell Phone: _____

Email: _____

How did you learn about us? _____



First Day of Attendance

Student: _____

Date: _____

Student Signature: _____

Date: _____

If student is under 18 years of age

Parent/ Guardian Signature: _____

Date: _____

Office Manager: _____

Date: _____

PURCHASING
AND
PROCUREMENT
POLICY

7.5—PURCHASES OF COMMODITIES

Purchases shall be made in accordance with State laws and procurement procedures governing school purchases that are deemed to be in the best interest of the School and are the result of fair and open competition between qualified bidders and suppliers.

Definitions

“Commodities” are all supplies, goods, material, equipment, computers, software, machinery, facilities, personal property, and services, other than personal and professional services, purchased on behalf of the School.

“Specifications” means a technical description or other description of the physical and/or functional characteristics of a commodity.

“Purchasing official” means the board of directors of the school or designated employees of the school with the authority to contract or make purchases on behalf of the school.

A purchase order shall be issued for all purchases of commodities and professional services. Purchases of commodities with a purchase price equal or exceeding \$5,000 but less than \$10,000 require prior approval of the designated agent of the School unless an emergency exists in which case the Superintendent may waive this requirement.

Purchases of commodities with a purchase price equal or exceeding \$10,000 require prior approval of the purchasing official unless an emergency exists in which case the Program Director may waive this requirement. Any waiver shall be reported to the Board at its next regular meeting. Purchase orders equal or exceeding \$10,000 shall require two signatures, one being the superintendent or the director’s designee.

Purchase orders equal or exceeding \$50,000 shall require Board approval prior to issuance unless an emergency exists in which case the Program Director may waive this requirement. Any waiver shall be reported to the Board at its next regular meeting.

The school will not solicit bids or otherwise contract for a sum greater than \$25,000 with vendors that are on the “excluded parties list” if the contract is to be paid from federal grant funds.

All purchases of commodities in which the estimated purchase price equals or exceeds \$10,000 shall be procured by soliciting bids. The board shall accept bids submitted electronically by email or fax for any and all school purchases, unless specified to be submitted by other means or methods, and except those bids which have been specified to have a designated date upon which the bids shall be opened. Specifications shall be devised for all commodities to be bid that are specific enough to ensure uniformity of the bid and yet not so restrictive that it would prevent competitive bidding. The bid specifications shall not include the name or identity of any specific vendor. The Board reserves the right to reject all bids and to purchase the commodity by negotiating a contract. In such an instance, each responsible bidder who submitted a bid shall be notified and given a reasonable opportunity to negotiate.

Bids shall be awarded after careful examination of the details of the bid to determine the best overall value to the School. In instances where the low bid was not accepted a statement of the reasons shall be attached to the bid. Bidders submitting written bids shall be notified in writing of the bid award. Any competitive bid submitted to the school in response to a solicitation for bids for the purchase of a

commodity shall be accompanied by the form contained in Section 7.5F which shall be signed and notarized by the agent of the bidder. The procedure for opening and awarding of bids shall be as prescribed by the Board.

The following commodities may be purchased without soliciting bids provided that the Program Director determines in writing that it is not practical to use other than the required or designated commodity, and a copy of this statement is attached to the purchase order:

- Commodities in instances of an unforeseen and unavoidable emergency;
- Commodities available only from the federal government;
- Utility services;
- Used equipment and machinery;
- Commodities available only from a single source.

Prospective bidders, offerors, or contractors may appeal to the school's director if they believe the school failed to follow school bidding and purchasing policy or state law.

Any award of a contract shall be subject to revocation for ten (10) working days or, if an appeal is received, after resolution of the appeal. This shall give prospective bidders, offerors, or contractors the opportunity to appeal the bid award if they believe the facts warrant an appeal. Any appeal shall be in writing by certified mail and received by the school office, "attention to the superintendent" within seven (7) calendar days following the initial and revocable award of the contract.

If the school receives an appeal of a bid award, they shall notify in writing those prospective bidders, offerors, or contractors who have made a written request to the school for notification of opportunities to bid that an appeal has been submitted.

The notification shall state

- That the contract award has been halted pending resolution of the appeal and could be revoked;
- The reasons for the appeal;
- That the recipient of the letter may respond to the protested issues identified in the appeal;
- The date the decision on the appeal will be made and notification sent;
- That if the appeal is upheld, the bidding process will be re-opened;
- That if the bidding process is re-opened, changes will be made to the request for bids as necessary to satisfy the reasons for upholding the appeal.

The sole authority to resolve any appeal made relating to this policy shall rest with the director. The director's decision shall be final and conclusive. In the event the school upholds an appeal, the sole responsibility of the school to the aggrieved bidder or bidders shall be the re-opening of the bidding process.

Legal References: A.C.A. § 6-21-301, 303, 304, 305, 306

A.C.A. § 6-24-101 et seq.

Date Adopted:

Last Revised:

7.5F—COMMODITIES BIDDER AFFIDAVIT
YOUNG ADULT MAGIC JOHNSON BRIDGESCAPE ACADEMY

I, _____, hereby
state:

I am a duly authorized agent of _____, the bidder submitting the competitive bid which is attached to this statement, I certify the facts as detailed below pertaining to the non-existence of collusion among and between bidders and school officials, as well as to the facts pertaining to the giving or offering of things of value to government personnel in return for special consideration in the awarding of any contract pursuant to the bid to which this statement is attached.

I am fully aware of the facts and circumstances surrounding the making of the bid to which this statement is attached and have been personally and directly involved in the proceedings leading to the submission of the bid. Neither the bidder nor anyone subject to the bidder’s direction or control has been a party: To any collusion among bidders in restraint of freedom of competition by agreement to bid at a fixed price or to refrain from bidding; To any collusion with any school official or employee as to quantity, quality, or price in the prospective contract, or as to any other terms of the prospective contract; or In any discussions between bidders and any school official concerning exchange of money or other thing of value for special consideration in the awarding of a contract.

I hereby guarantee that the specifications outlined in the bid shall be followed as specified and that deviations from the specifications shall occur only as part of a formal change process approved by the Board of Directors of the school.

Signature

Subscribed and sworn to before me the _____ day of _____, 20__

Notary Public _____

PROFESSIONAL DEVELOPMENT PLAN

MJBA Professional Development Plan MJBA Professional Development Plan

| Month/ Quarter | Description and Delivery Method | Participants | Facilitator | Length | Expected Outcome |
|----------------------|--|--------------|--------------------------------------|-------------|--|
| Aug Q0 | Introduction to Blended Learning -- Online Course / In Person | All Staff | DoA with 5 Strand Lead Support | 120 Minutes | Participants will explore what blended learning is, its current methods of implementation and the specific implementation at their school. |
| Aug Q0 | Blended learning Teacher Roles and Responsibilities – Online Course / In Person | All Staff | DoA with 5 Strand Lead Support | 60 Minutes | Participants will understand each role and the behavior expected for both adults and students, and will learn tips and strategies for implementation. |
| Aug Q0 | Responsive Tutoring Level 1 Training – Online Course / In Person | All Staff | DoA with 5 Strand Lead Support | 90 Minutes | Participants will be exposed to the Direct Instruction methodology of T-G-S teacher group student. In addition, key vocabulary strategies and previewing techniques will be introduced. |
| Aug Q0 | Project Mentor Level 1 Training – Online Course / In Person | All Staff | DoA with 5 Strand Lead Support | 90 Minutes | Participants will be exposed to the concept of Literary Book Circles, their use in collaborative activities with high interest fiction and nonfiction reading material as well as explore the methodology of Reciprocal Teaching |
| August Q0 | Blended Learning Training Positive Learning Environment Management in a blended learning setting – Online Course / In Person | All Staff | DoA with 5 Strand Lead Support | 90 Minutes | Participants will learn positive strategies for framing behavioral expectations in the blended learning environment. |
| August Q0 | Blended Learning planning -In Person with focus on literature circles and responsive tutoring sessions – webinar to direct how planning time will be used and provide a framework for it | All Staff | DoA with 5 Strand Lead Support | 90 Minutes | EdisonLearning field team member will work with school level personnel to prepare them to lead blended learning planning in preservice and throughout the school year. |

MJBA Professional Development Plan

| | | | | | |
|------------------|---|---------------|---------------------|--|---|
| Aug Q0 | eSchoolware Blended Learning Introduction and Overview - webinar – For New Staff | New Staff | Jen Fedor | 3 hours – may be broken into topic-specific sessions | Participants will be able to use the main features of the student portal (Menu Bar icons, Other Information, Course Information) and eCourses from the student perspective (basic navigation, taking assessments, etc.). Session will include the student view of both high school and middle school courses. Understanding of the courses and tools from the student's perspective will enable teachers to more effectively support student success in their coursework. |
| | <ul style="list-style-type: none"> eSchoolware and the Teacher role eSchoolware reporting | | | | This training will enable teachers to use eSchoolware to effectively monitor and support students in their online coursework. Participants will learn to retrieve common data reports that are used to inform future instructional actions. |
| August Q0 | P&C Q0 Achieve3000: Reading Remediation – Webinar Orientation | MJBA Staff | Achieve3000 Trainer | 120 Minutes | Teachers will become familiar with and practice using Achieve3000. |
| Sept Q1 | Pedagogy & Curriculum (P&C): Deconstructing the Features (Flip Model) In Person | MJBA Staff | DoA | 60 Minutes | Participants will understand the underlying meaning behind the Pedagogy & Curriculum Features of an Outstanding School, the big ideas and concepts woven throughout the features, and to begin to develop a shared language of learning and teaching. |
| Sept Q1 | eSchoolware – Webinar | MJBA Staff | JFedor | 60 Minutes | Teachers will follow up on initial training with strategies and tips for best practices and student success |
| Sept Q1 | Personal Learning Coach Level 1 Strategies Online Lesson / webinar | MJBA Staff | EEash | 60 Minutes | Teachers will explore techniques that build relationships of mutual respect with students. |
| Sept Q1 | CLS Unit Learning with Others – webinar | MJBA Staff | EEash | 60 Minutes | Teachers will explore the CLS unit and learn to link these activities to their small group collaborative learning projects. |
| Sept Q1 | Assessment for Learning (AfL) The Academy as Achievement Team – In | AfL PD Module | TGall | TBD | Participants will understand their roles and responsibilities around their performance as an |

MJBA Professional Development Plan

| | Person or Webinar | | | | Achievement Team. |
|---------------|--|------------|-------------|------------|--|
| Oct Q1 | P&C: EFLT.ModuleF. Framework Teacher Introduction - In Person | MJBA Staff | DoA | 60 Minutes | Participants will begin to build a common language around good learning and teaching through an exploration of the Gateway and Power Themes in the EL Framework for Learning and Teaching. |
| Oct Q1 | Blended Learning Professional Series Foundational Guide Level 2 Training - Online Lesson / Webinar | MJBA Staff | EGillis | 60 Minutes | Participants will learn to use Data to Communicate Students in need of Targeted Support, Use data analysis tools to inform teaching and learning. And use Custom Reports |
| Oct Q1 | SAFS Q1:Implementing Student Learning Conferences – webinar | MJBA Staff | SGerenstien | 45 Minutes | Staff will be able to guide and develop students as independent learners who can articulate and plan for their own learning and lead regularly held conferences. |
| Nov Q2 | Blended Learning Professional Series Responsive Tutoring Level 2 Training: Tipping Point Strategies Online Lessons / – In Person | MJBA Staff | EGillis | 60 Minutes | Teachers will be able to increase their proficiency in their Responsive Tutoring role in order to raise student success and achievement in the blended learning model. |
| Nov Q2 | Project Mentor: Level 2 Training Online Lessons / – In Person | MJBA Staff | EGillis | 60 Minutes | Teachers will be able to increase their proficiency in their project Mentor role in order to raise student success and achievement in the blended learning model. |
| Nov Q2 | Personal Learning Level 2 Training Online Lessons / – In Person | MJBA Staff | EEash | 60 Minutes | Teachers will be able to increase their proficiency in their Personal Learning Coach role in order to raise student success and achievement in the blended learning model. |
| Nov Q2 | AfL Data Analysis using eSchoolware Reports – Online Lesson | MJBA Staff | DoA | TBD | Participants will begin to develop a deeper proficiency in the navigation of eSchoolware reports. |

MJBA Professional Development Plan MJBA Professional Development Plan

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| Nov Q2 Fall ELDA | Session 1 | Data Driven Decision Making | PDs | TGall | 2 Days | |
| | Session 2 | Culture of Achievement | | Eeash | | |
| | Session 2 | SAFS (RTI, SPED, ELL) | | TUlmer | | |
| | Session 4 | Community Partnerships | | TUlmer NWood | | |
| Dec Q2 | (L): Managing Change: Time & Teams – Webinar | | MJBA Staff | DoA | 60 Minutes | This training will help leaders understand the complexity of the process of change management as well as provide tools for effectively managing the balance between pressure and support. |
| Jan Q2 | Foundational Guide Level 3 Training – Online Lesson / Webinar | | MJBA Staff | Egillis | 60 Minutes | Teachers will be able to increase their proficiency in their Foundational Guide role in order to raise student success and achievement in the blended learning model. |
| Jan Q2 | AfL Using Gradebook to Provide Effective Feedback – Online Lesson / Staff Meeting Follow Up | | MJBA Staff | PD | TBD | Staff will increase their use of the Gradebook as a mechanism for providing meaningful feedback |
| Jan Q2 | Blended Learning Professional Series Responsive Tutor Level 3 Training -- Online Lesson / In Person | | MJBA Staff | EGillis | | Teachers will be able to increase their proficiency in their Responsive Tutor role in order to raise student success and achievement in the blended learning model. |
| Jan Q2 | Blended Learning Professional Series Project Mentor Lessons 2 & 3 Revisited– Online Lesson / In Person | | MJBA Staff | EGillis | | Teachers will be able to increase their proficiency in their Project Mentor role in order to raise student success and achievement in the blended learning model. |
| Feb Q3 | P&C: EFLT.ModuleC.Framework Process One | | MJBA Staff | DoA | 60 Minutes | Team will develop understanding of how the Model of Implementation: Process One makes the Framework a tool for informing whole school professional development and individual teacher evaluation. |

~~MJBA Professional Development Plan~~ MJBA Professional Development Plan

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| Feb Q3 | P&C: EFLT.ModuleD.Framework Process One Application: Leader Lesson Observation | MJBA Staff | DoA | 60 Minutes | School team will build knowledge and understanding of the contents of the three Power Themes and the Gateway Themes through the use of the Leader Observation Reference and Evidence Form. |
| March Q3 | P&C: EFLT.ModuleE. Framework: Data Tracker Training | MJBA Staff | DoA | 60 Minutes | Program Directors will explore the details of the EdisonLearning Data Tracker and begin to build capacity to transfer lesson observation data to the Data Tracker and use its reports to drive whole school professional development. |
| March Q3 | Blended Learning Professional Series Foundational Guide Lesson 3 Revisited & Introduce Gradebook-Providing Effective Feedback – Online Lesson / In Person | MJBA Staff | EGillis5 Strand JParker/DoA | 60 Minutes | Teachers will be able to increase their proficiency in their Foundational Guide role in order to raise student success and achievement in the blended learning model. |
| March Q3 | Blended Learning Professional Series Responsive Tutor Lesson 3 Revisited - Online Lesson / In Person | MJBA Staff | EGillis | 60 Minutes | Teachers will be able to increase their proficiency in their Responsive Tutor role in order to raise student success and achievement in the blended learning model. |
| April Q3 | Blended Learning Professional Series Project Mentor Level 3 - Online Lesson / In Person Training | MJBA Staff | EGillis | 60 Minutes | Teachers will be able to increase their proficiency in their Project Mentor role in order to raise student success and achievement in the blended learning model. |
| April Q3 | AfL Effective Use of Forums and Announcements – Online Lesson | MJBA Staff | DoA | 45 Minutes | Staff will further develop their effective use of eSchoolware systems |
| April Q3 | Blended Learning Professional Series Personal Learning Level 3 Training -Online Lesson / In Person Training | MJBA Staff | EGillis | 60 Minutes | Teachers will be able to increase their proficiency in their Personal Learning Coach role in order to raise student success and achievement in the blended learning model. |
| May Q4 | Finishing Strong: Self Evaluation through Solution Planning Section 2: Scheduling for a Strong Start – In Person | MJBA Staff | DoA | 90 Minutes | In this module, members of the extended leadership team will engage in a 4-step process to finish the year strong and prepare for a strong opening in the fall. Leaders will be taken through a series of meetings which will span over the course of 4 – 6 weeks where they will engage in |

MJBA Professional Development Plan ~~MJBA Professional Development Plan~~

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| | | | | | | the process of self-evaluation, a critical step on the cycle of continuous improvement. As a result of this 3 step process, schools will have a clear understanding of the goals they need to achieve and the areas in which they should focus their energy. In step 4, the extended leadership team takes a collaborative approach to developing a school-wide schedule that links to their identified goals and needs, understanding that the schedule, if constructed well, is critical in reaching our vision. |
| May Q4 | Finishing Strong: Self Evaluation through Solution Planning Section 2:Scheduling for a Strong Start - webinar | MJBA Staff | DoA | 60 Minutes | | A part of the ongoing self evaluation process |
| May Q4 | Finishing Strong: Self Evaluation through Solution Planning Section 2: Scheduling for a Strong Start - webinar | MJBA Staff | DoA | 60 Minutes | | A part of the ongoing self evaluation process |
| June Q4 | PD Day Topics TBD: BL Extended Training as well as topics determined through Academy Development Rubric | MJBA Staff | | 2 Days | | |

EDISON ECOURSE CATALOG

eCourses™

Course Catalog

Dynamic Online Courses for
use in virtual, blended, &
traditional learning
environments



EdisonLearning eCourses™ at a Glances

Multisensory Engagement

eCourses are delivered with multimedia features that address diverse student needs, support literacy, and reinforce key concepts. Features such as interactive **demonstrations**, **games**, **videos**, **virtual science labs**, **forums** and a **text-to-speech tool** engage students and support multiple learning modalities.

In the Research Center (high school) and Learning Land (middle school), which are **avatar-based virtual worlds**, students communicate and collaborate with classmates and teachers, share and discuss art, play games that reinforce key academic concepts, participate in virtual science labs, and access a number of other multimedia resources that enrich their studies.



Above: Middle School students' virtual daily assignment book.

Flexible Structure

The content of eCourses is based on a **modular design**. Each lesson contains instruction in prerequisite knowledge. Lessons include learning objectives that are clear and attainable, and each one ends with an assessment. Courses are organized into four parts per year with assessments throughout to measure mastery.

Research & Experience

EdisonLearning uses proven methodologies to deliver the most engaging and innovative courses on the market. EdisonLearning teachers and experts developed eCourses using **best practices based on over a decade** of online learning experience and 20 years of experience driving achievement in brick and mortar schools.

eCourses have undergone a rigorous independent review process by Dr. Paul Kim, Assistant Dean and Chief Technology Officer at the Stanford University School of Education. Dr. Kim, a prominent leader in the online learning industry, reviewed and tested all high school courses for quality, usability, and effectiveness. Researchers from Robert Morris University reviewed and tested all middle school courses.

Learn More

For more information email us at information@edisonlearning.com or call us at **1-877-422-6532**, or go to www.edisonlearning.com/ecourses.

Working together for student success™



Above: Students navigate the Research Center with avatars.

Differentiating Features

- Unique focus on STEM
- Multiple learning modalities
- Individual student customization
- State standards alignment
- Print and PDF course texts
- Real-time progress tracking
- Consistent structure and design
- Accessible cloud-based delivery platform
- Assessments to measure mastery
- Accredited by AdvancED and NWAC
- Recommended for accreditation by MSA-CES
- Approved by the NCAA



Above: Students can access the Writing Center to have their essays assessed.

EdisonLearning High School eCourses

EdisonLearning offers more than 100 high school courses with over 8,100 individual lessons. Each course is available in a variety of formats, which are designed to meet the needs of different types of students (see below). Subject areas include all core subjects, as well as a variety of world languages and electives. The courses offer various types of engagement, such as essential instruction, need-to-know course preparation, re-teaching and extension activities, and Discovery Education™ videos. Instructional tools include embedded assessments, alerts and interventions, grading and attendance, and announcements and messaging. Multisensory engagement tools include flash and Discovery Education™ videos, an interactive student center, customized and printable textbooks, messaging, digital notebooks, forums, and blogs.

EdisonLearning offers the following types of course formats:

Traditional

Who it's for: Self-motivated students who are comfortable in a self-directed online learning environment.

What it is: Students are self-guided through the course. The performance alert system will notify the instructor when it may be necessary to intervene or provide additional support.

Special features:

- Daily assessments
- Quizzes/unit exams
- Open response assessment items
- Performance monitoring via interventions
- Diagnostic exam availability

Available courses: All courses are offered in this format.

Lessons per semester course: 90

Competency-Based

Who it's for: High-performing students who are eager to explore lesson content in more detail.

What it is: Lessons in this type of course are longer to provide students with more in-depth content. Additionally, students must demonstrate mastery of the standards that comprise a lesson in order to progress to the next lesson.

Special features:

- Course player
- Guided learning path
- Lesson gating
- Open response items
- Self-remediating performance monitoring
- Diagnostic exam availability

Available courses: All courses (except for world languages) are offered in this format.

Lessons per semester course: 90

Foundation

Who it's for: Students who desire structured delivery of lesson content.

What it is: Each course is designed to ensure that students master the foundational skills and knowledge that are critical building blocks for upper-level courses. Foundation eCourses provide a guided learning path and are ideal for high-achieving and struggling students alike.

Special features:

- Course player
- Guided learning path
- Lesson gating
- Open response items
- Self-remediating performance monitoring
- Diagnostic exam availability

Available courses: Fifteen core subject area courses in English/Language Arts, Math, Science, and Social Studies are offered in this format.

Lessons per semester course: 70

System-Graded

Who it's for:

- Self-directed students who wish to work independently
- Students who wish to supplement their instruction in a classroom-based course

What it is: The assessments for these courses do not include open-response items that require teacher grading.

Special features:

- Course player
- Guided learning path
- Lesson gating
- Self-remediating performance monitoring

Available courses: Select Math, Science, Social Studies, and elective courses are offered in this format.

Lessons per semester course: 90

EdisonLearning Middle School eCourses

EdisonLearning offers 22 middle school courses, including core courses and electives. Courses are delivered via EdisonLearning's proprietary Course Player, which is an easy-to-use and highly interactive course platform. Yearlong courses are broken into four parts and semester-long courses are broken into two parts. Teachers have access to various instructional tools, such as embedded assessments, grading and attendance, and announcements and messaging. Multisensory engagement tools include flash and education videos, an interactive student center, customized printable textbooks, and activity workbooks.

EdisonLearning's middle school eCourses include the following differentiating features:

Individualized Learning Experience

While the student is learning online, the course delivery platform monitors student responses on assessments. A student's responses are one component of the data supplied to a proprietary algorithm that identifies the student's Learning Zone.

If the Learning Zone indicates that the student will benefit from concept reinforcement or additional activities, the software automatically delivers these to the student. If the student is completing the required learning activities with ease, the software delivers enrichment content that will challenge the student.

By identifying students' Learning Zones, EdisonLearning curricula keep students engaged and make success attainable for a broad spectrum of learners.

State-of-the-Art Writing Center

The Writing Center helps students improve the quality of their writing. Students can submit their essays for review to the Writing Center, which is powered by a software program that checks the essay for elements of good writing and makes suggestions for improvement. After a student makes the suggested improvements and submits the revised essay, the system can read the essay to the student, if desired, which helps the student detect errors. When satisfied with the essay, the student submits it to the teacher for the course.

Common Core Standards Alignment

The framework of each curriculum is built according to Common Core Standards. The courses have been developed to meet or exceed the standards of traditional curricula.

Highly Structured, Predictable Environment

Each day, the student begins work by starting with the online MyDay interface. MyDay visually highlights the student's activities for that day, outlining the assignments in each content area and delineating the student's responsibilities.

Engaging, Interactive Curriculum

An introductory video presents the key concepts of each lesson. The video appeals to students who learn best through audio or visual means.

The MyBook application presents information in an on-screen text format. Students can draw, write, circle, trace, and highlight in their MyBook. These activities appeal to the kinesthetic learner and help keep all students engaged.

Online companion workbooks use puzzles, matching activities, and upbeat language to reinforce and enrich the online curricula.

EdisonLearning's web-based middle school curricula incorporate social elements in a fun, safe environment and give all students an opportunity to succeed.

eCourses Offerings Table of Contents

High School English 7

World Literature I (English 9)
World Literature II (English 10)
American Literature (English 11)
British Literature (English 12)
SAT® Critical Reading & Writing

High School Mathematics 9

General Math
Pre-Algebra
Algebra I
Geometry
Algebra II
Trigonometry
Pre-Calculus
Calculus
Probability
Statistics
SAT® Math

High School Science 12

Physical Science
Earth Science
Biology
Chemistry
Physics
Astronomy
Life Science
Superstars of Science
Environmental Science
Epidemiology
Natural Disasters
Forensics
Genetics
Stem Cells
Biotechnology
Introduction to Technical Sciences
Science of Computing
Sports Medicine
Sports Science

High School Social Studies 17

World History
Early American History
American History
U.S. Government
World Geography
Macroeconomics
Microeconomics
Psychology
Sociology

High School World Languages 19

Spanish I
Spanish II
Spanish III
Spanish IV
French I
French II
French III
French IV
Chinese I
Chinese II
German I
German II

High School Electives 22

Fitness
Health
Life Skills
Introduction to Music Theory
Introduction to Office Applications
Introduction to OpenOffice Applications
HTML
JAVA™
Chemical Engineering
Computer Engineering
Electrical Engineering
Mechanical Engineering

eCourses Offerings Table of Contents, continued

Middle School English 26

English/Language Arts 7
English/Language Arts 8

Middle School Mathematics 28

Math 7
Math 8
Middle School Algebra

Middle School Science 31

Science 7
Science 8

Middle School Social Studies 33

Social Studies 7
Social Studies 8

Middle School Electives 35

Discovering World Languages
My Classroom Project
Health and Fitness
Introduction to OpenOffice Applications

High School—English

World Literature I (English 9)

By examining great works of literature from around the world, students will develop the skills to analyze and respond to various forms of literature, including essay, poetry, short story, and drama. The course begins by exploring some highly influential ancient pieces, and works its way forward to present day literature. Throughout this process students will see that although language and customs change, human beings today have many of the same experiences, ideas, and feelings that they had thousands of years ago. With that knowledge, students can relate to and learn from both ancient and modern authors, and can then share what they learn with those around them. Students will have the opportunity to practice different skills, including reading and analysis, speaking and listening, grammar, writing, and vocabulary. Students will also learn how to use various tools for review and to reinforce understanding. At the completion of this course, students will have gained both a knowledge of and appreciation for works of world literature, and will have increased their skills in reading, analysis, grammar, writing, and vocabulary.

Prerequisite: None

Format: T/C/F

Length: Semester/Year

World Literature II (English 10)

In World Literature II, students will continue expanding their knowledge of great works of world literature from ancient to modern times. In addition to drama, essay, and poetry, this course will include such genres as folktale, epic, and biography. Students will develop the skills to analyze and respond to the literature in greater depth, as well as gain a greater understanding of how language and customs change. Students will recognize the similarities and differences in human beings today and throughout history. Students will practice reading and analysis, speaking and listening, grammar, writing, and vocabulary. The students will also learn how to use various tools for review and understanding. At the completion of this course, students will have gained both a knowledge of and appreciation for works of world literature, and will have increased their skills in reading, analysis, grammar, writing and vocabulary.

Prerequisite: None

Format: T/C/F

Length: Semester/Year

American Literature (English 11)

Through this survey of American Literature, students will be able to understand and appreciate American history to its fullest. By incorporating history into literary studies, literature comes alive and holds more meaning for students. Students will read, analyze, and interpret a variety of genres, such as poetry, drama, folktale, and biography. They will be challenged to interpret each piece of literature soundly, and handle literary techniques skillfully; they will have the opportunity to relate much of what they read to the world that surrounds them. After the completion of this course, students will have increased their vocabulary skills, improved their grammar, usage, sentence structure, diction, and punctuation, and, finally, enhanced their reading, speaking, listening, and writing skills.

Prerequisite: None

Format: T/C/F

Length: Semester/Year

High School—English, continued

British Literature (English 12)

British literature has had a long-term influence on American culture and its variety of literary forms. By exploring British literature in this course, students will gain the tools to become active readers; critical and logical thinkers; and clear, concise writers. The instruction will offer a variety of strategies to help students develop the reading and writing skills necessary for success in any discipline. Each unit will follow a pattern designed to enhance existing reading comprehension, writing abilities, and speaking and listening skills, while offering a variety of British literature and providing ample opportunity to develop a deeper overall vocabulary. A written assignment, an exercise in organization, and an oral presentation in podcast form will also be part of the weekly process. After the completion of this course, students will have gained an understanding of British literature, and increased their vocabulary skills in reading comprehension, speaking, listening, and writing.

Prerequisite: None

Format: T/C/F

Length: Semester/Year

SAT® Critical Reading & Writing

This course is designed to help students prepare for the critical reading and writing portions of the SAT. In addition to gaining test-taking strategies, students will learn reading comprehension skills, including inferring ideas, understanding tone and intention, and identifying the meaning and the important and non-important parts of a piece of writing. Students will also learn about comma usage, case, identifying and creating complete sentences, and writing sentences that are concise and have subject-verb agreement. Finally, students will understand how to apply correct grammatical structure to sentences, recognize and understand modifiers and idioms, and develop a piece of writing in response to an essay question. At the completion of this course, students will have gained both a knowledge of and appreciation for the concepts included in the critical reading and writing sections of the SAT®.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Mathematics

| | |
|---------------------|---|
| General Math | <p>The goal of this course is to motivate students while helping them establish a strong foundation for success in developmental and consumer mathematics. The course leads students along a journey through basic mathematics and its applications, focusing on whole numbers, integers, decimals, and percent. Throughout this journey, the course highlights building mathematics skills to help students make sense of the mathematics they encounter each day. The students will use these basic concepts in the application of wages, banking, interest, credit, and consumer costs. At the completion of this course, students will have gained both a knowledge of and appreciation for mathematics and problem solving that will prepare them for their futures.</p> |
| | <p>Prerequisite: None Format: T/C/S Length: Semester/Year</p> |
| Pre-Algebra | <p>Pre-Algebra is designed to help students make a successful transition from arithmetic to algebra. The course focuses on basic concepts of arithmetic and the applications of mathematics. Students will learn about integers, fractions, decimals, expressions, equations, ratios, proportions and percents, inequalities, graphing, probability and statistics, and geometry. The course highlights the math skills that help students make sense of the mathematics they encounter each day. At the completion of this course, students will have gained both a knowledge of and appreciation for algebra and problem solving that will prepare them for future courses.</p> |
| | <p>Prerequisite: None Format: T/C/F/S Length: Semester/Year</p> |
| Algebra I | <p>This course takes students on a journey through algebraic concepts and applications. The course focuses on linear equations, inequalities, functions, graphing, systems of equations, polynomials, factoring, quadratic equations, probability, statistics, rational expressions, roots, and radicals. Throughout this journey, students will build critical thinking skills and problem-solving techniques that are required to help students grasp algebraic fundamentals. At the completion of this course, students will have gained both knowledge of and appreciation for algebra and the problem-solving skills they gain in this course will prepare them for future courses.</p> |
| | <p>Prerequisite: None Format: T/C/F/S Length: Semester/Year</p> |
| Geometry | <p>Through real-world examples and problems, the course encourages students to see how geometry is useful in everyday life. The course is organized as a journey through geometry and its many applications. The course focuses on parallel lines, perpendicular lines, triangles, circles, polygons, area, volume, similarity, trigonometry, geometric reasoning, and proofs. Throughout this journey, the course highlights building critical-thinking skills, and problem-solving techniques required to help students grasp geometric concepts. At the completion of this course, students will have gained both knowledge of and appreciation for geometry and problem solving that will prepare them for future courses.</p> |
| | <p>Prerequisite: Algebra I Format: T/C/F/S Length: Semester/Year</p> |

High School—Mathematics, continued

Algebra II

Students will continue their algebraic journey, gaining increasingly advanced knowledge and skills in algebra. They will focus on linear functions, linear systems, matrices, quadratic functions, polynomial functions, polynomials, exponential functions, logarithmic functions, rational functions, radical functions, conic sections, probability, statistics, sequence, series, and trigonometric functions. Students' critical thinking skills and problem-solving techniques will develop throughout the course. By the end of this course, students will have gained both knowledge of and appreciation for algebra and problem solving that will prepare them for future courses.

Prerequisite: Algebra I

Format: T/C/F/S

Length: Semester/Year

Trigonometry

This course explores the concepts and the applications of trigonometry in order to provide students with a solid foundation in the subject and an awareness of its many practical uses. For example, trigonometry is used to solve real-life problems in areas such as engineering, physics, construction, and design. In the course, students will investigate graphs, linear functions, quadratic functions, trigonometric functions, analytical trigonometry, analytical geometry, vectors, and advanced functions. Students will develop their critical thinking skills and problem solving techniques so that they succeed in understanding and applying trigonometric principals. At the completion of this course, students will have gained both knowledge of and appreciation for trigonometry and problem solving that will prepare them for future courses.

Prerequisite: Algebra II

Format: T/C

Length: Semester

Pre-Calculus

Pre-Calculus helps students gain the knowledge they will need for success in Calculus and other high school math courses. The course focuses on linear, rational, polynomial, exponential, and logarithmic functions; systems of equations; systems of inequalities; matrices; trigonometry; series; sequence; probability; vectors; and analytical geometry. Students will improve their critical thinking skills and their problem solving techniques. At the completion of this course, students will have gained both knowledge of and an appreciation for Pre-Calculus and problem solving that will prepare them for future courses.

Prerequisite: Algebra II

Format: T/C

Length: Semester/Year

Calculus

This course is designed to provide students with a solid foundation in calculus. The course guides students through calculus by focusing on functions, graphs, limits, differentiation, integration, parametric functions, and polar functions. Students' critical thinking skills and problem-solving techniques develop as they work through this course. At the completion of this course, students will have gained knowledge of and appreciation for calculus and its applications.

Prerequisite: Pre-Calculus

Format: T/C

Length: Semester/Year

High School—Mathematics, continued

Probability

In this course, students will take a comprehensive and engaging look at the field of probability. First, they will learn about the basic terms, types, theories and rules of probability. Next, the course covers random outcomes and normal distributions, as well as binomial probabilities. Finally, students will learn about geometric probability, sampling distribution, how to understand populations, and the central limit theorem. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of probability and how it is useful in everyday life.

Prerequisite: None

Format: T/C

Length: 9-week

Statistics

This course opens students' eyes to the many uses of statistics in the real world—from sports and the weather to health and politics. Students will learn about topics including basic concepts, graphs used to represent data, and ways to analyze data. They will explore statistical relationships, including the use of correlations, residuals and residual plots, and scatter plots. Finally, students will learn how to model nonlinear relationships using exponential and logarithmic functions and how to design a sample to produce the correct type of data (observational vs. experimental). At the completion of this course, students will have gained both knowledge of and appreciation for the field of statistics and its importance.

Prerequisite: None

Format: T/C

Length: 9-week

SAT[®] Mathematics

This course helps students prepare for the mathematics portion of the SAT[®] by equipping them with the knowledge and strategies needed to succeed on the test. Students will learn about basic mathematical theories and operations, including rational numbers, integers, methods to solve counting problems, and the characteristics of sequences and series of numbers. Students will learn how to use algebra to solve problems, including polynomial functions, linear equations and inequalities, and variation. The final unit covers geometrical shapes and how to calculate the area and perimeter of polygons and the circumference of circles. Students will also learn to solve for missing angles and sides of triangles, and understand lines, similar figures, and ratios. At the completion of this course, students will have gained both a knowledge of and appreciation for the concepts included in the SAT[®] Math exam.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Science

Physical Science

Physical Science is an interactive and engaging course that covers the sciences of chemistry and physics. The course begins with a unit on the nature of science and a review of measurement and its importance. The study of chemical principles then begins, exposing students to topics such as the properties of matter, the structure of the atom, the formation of bonds, and the properties of solutions. The course then moves to the science of physics, describing the topics of motion, force, work, and energy. Students in the course are asked to apply their knowledge of these topics through problems, explanations, and graphs, while maintaining their interest through engaging activities and explorations. Hands-on lab activities are found frequently throughout the course to reinforce the material and to give the students an opportunity to apply their knowledge through experiments and activities.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

Earth Science

Earth Science is the combined study of geology, physics, chemistry, and biology as they impact our Universe; the Earth's internal processes; and the structure and relationships of the natural world. This interactive and engaging course will provide students with the core knowledge of Earth's natural systems and place in the Universe. Included in this course is a study of the Earth's air, water, and physical processes that shape the physical world. This course also focuses on how human civilization has impacted the balance of nature. Students will gain knowledge of the most modern science behind topics such as continental drift, fossil dating, the cause of the seasons, natural disasters, ocean ecosystems, and alternative energy sources. At the completion of this course, students will have gained an appreciation for and understanding of Earth Science, and will have laid the groundwork for future studies in science.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

Biology

The science of biology is a large, complex, and constantly changing subject. This course will provide students with a broad and interactive experience covering the main topics of biological science. Students will be exposed to topics ranging from the process of science to cell reproduction to the diversity of life. Students will also learn about the chemical components of life, the process of energy conversion, and life's functions. The course will explore the subjects of genetics and evolution, incorporating the latest scientific research to support the students' learning. Finally, the course covers ecology in order to raise student awareness of the many challenges and opportunities of the modern biological world. Throughout the course, students will complete lab activities that reinforce the material and give them an opportunity to apply their knowledge through interactive experiments and activities.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

Chemistry

Chemistry is an important science that challenges students to apply their studies in previous sciences to new theories, models, and problems. The course begins with a discussion of the history and importance of chemical principles, moves through the various models of the atom and chemical reactions, explores relationships among liquids, gases, and solids, and investigates the role of energy in these relationships. The course ends with a unit on organic chemistry, a branch of the science that focuses on the molecules that are important to living things. At the completion of this course, students will have gained a basic knowledge of and appreciation for the field of chemistry, and its importance. Lab activities are found throughout the course in order to reinforce the material and provide an opportunity for students to apply their knowledge through hands-on experiments and activities.

Prerequisite: Algebra I

Format: T/C/F/S

Length: Semester/Year

High School—Science, continued

Physics

Although physics can be a challenging science, this is an incredibly engaging and rewarding course designed to provide students with an overview of both the traditional subject matter as well as the latest, most modern research in the field today. Beginning with Newtonian Mechanics, students will learn that every object is acted upon by multiple and predictable forces. The course moves on to cover fluid mechanics and the relationships between matter and energy as the laws of thermodynamics are investigated. The course also covers the topics of electricity and magnetism and explores the various models used to explain and apply these universal forces. Students also learn the characteristics of waves and the basics of optics before the final set of lessons on atomic physics. Here, the students will review the characteristics of the atom and its elemental particles; students will also apply their knowledge to modern physics. At the completion of this course, students will have a knowledge of and appreciation for the field of physics and its applications.

Prerequisite: Algebra II

Format: T/C

Length: Semester/Year

Astronomy

Students will take a fascinating journey through the cosmos and learn the basic concepts involved in the study of astronomy. The course begins with a study of the celestial objects closest to home, scanning the solar system to provide students with an overview of the planets, moons, asteroids, and comets that revolve around the sun. The course then moves beyond the solar system to cover the characteristics of the galaxy – the Milky Way. Students will be amazed to learn the sheer size of this system and of other galaxies nearby. They will also be in awe of what they learn about the formation and death of stars, supernovas, black holes, and even theoretical wormholes. Finally, the course reaches to the edges of time and space to investigate the properties of the Universe as a whole. Theories explaining the very beginnings of existence and the expansion of the Universe will be covered. Students will also learn about Einstein's theory of relativity and time travel and the search for extra-solar planets. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of astronomy and its importance.

Prerequisite: None

Format: T/C

Length: 9-week

Life Science

This survey of the biological sciences will introduce students to the structure and function of living things and the natural relationships that exist on Earth. The course begins with the definition of life and a discussion of how living things are classified and organized by scientists. Students will then work through material that presents the molecular building blocks of organisms, both microscopic and macroscopic views of life, the diversity and universality of species, and the characteristics of various groups of life. The course culminates with a unit on evolution, asking students to apply what they learned about the natural world to the complex relationships and environmental factors that have shaped the ever-changing species sharing the world today. At the completion of this course, students will have a basic knowledge and understanding of the biological sciences that will set them up for success in future science courses concerning the natural world.

Prerequisite: None

Format: T/C/S

Length: Semester

Superstars of Science

Superstars of Science will help students appreciate the accomplishments and impact upon today's society made by the most influential scientists in history. From scientists who lived in Ancient Greece to those who are still alive and working today, students will take a journey to meet 45 superstar scientists from all over the world. This timeline structure allows students to see how science is cumulative in nature and how the discoveries and inventions of every scientist are influenced by past breakthroughs. It is commonly said that every great scientist stands on the shoulders of those in the past, and this course explores that concept. The biography of each scientist, one per lesson, includes not only their contributions to their field, but also the context of their work at the time and the reaction of the world to their groundbreaking ideas. At the completion of this course, students will have an understanding of the work of important scientists and their cumulative impact on modern science.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Science, continued

Environmental Science

Environmental Science, sometimes referred to as Ecology, is the study of the relationships and interdependence of organisms and their connection to the non-living, or abiotic, factors in the natural world. This course provides students with a profile of the living relationships, abiotic factors, human influences, and current state of Earth's ecosystems. The course begins with a review of science as a process and the general components of Earth's structure that impact life. It then progresses through a study of the living groups and their relationships to one another, focusing on the balance achieved by nature through these relationships. Populations are explored and examples of unchecked growth and rapid extinction are provided in the context of their effect on ecosystems. A unit is dedicated to aquatic ecosystems, the organisms that live there, and the impact that human beings have had on the delicate balance and complex systems found there. The influence of energy extraction, production, and use is covered, and the course ends by examining the positive influence humans can have on the environment through conservation and sound management practices. At the completion of this course, students will have an understanding of and appreciation for environmental science and its impact on their daily lives.

Prerequisite: None

Format: T/C

Length: Semester

Epidemiology

Epidemiologists investigate the causes of disease and other public health problems in an effort to prevent them from spreading. This course introduces students to the field of epidemiology, including the basic concepts related to infectious disease, specializations in epidemiology, and study design. Students will learn about the specific parts of an epidemiology study and why they are important. Finally, students will learn how to understand epidemiologic studies, including types of sampling, selection bias, standardization, confidence intervals, and evidence-based research. At the completion of this course, students will have gained both knowledge of and appreciation for the field of epidemiology and its impact on the world they live in.

Prerequisite: None

Format: T/C

Length: 9-week

Natural Disasters

Around the globe, natural disasters are a seemingly daily occurrence. This course provides an overview of the different types of catastrophic forces of nature and their impact on the populations that they strike. The course will give students a greater understanding of what causes natural disasters and what effect they have; students will also investigate what can prevent such disasters. The first unit covers land-based events, detailing how scientists predict and react to avalanches, earthquakes, volcanic eruptions, mudslides, and fires. The second unit focuses on catastrophic events that begin in the ocean and atmosphere, describing the impact of flooding, hurricanes, blizzards, and droughts. The final unit of the course explains how disease spreads and how quickly it can impact the world's population. This last unit of this course focuses on potential catastrophic impacts from comets and asteroids. At the completion of this course, students will have an understanding of natural disasters and their impact on the world.

Prerequisite: None

Format: T/C

Length: 9-week

Forensics

Students will be introduced to the field of forensics, through a comprehensive and engaging look at related careers, laboratories, crime scene processing, evidence, and the impact of media on criminal investigations and trials. Students will learn about specific techniques used in crime scene investigation, including autopsy, fingerprint analysis, DNA fingerprinting, and other types of evidence and analysis important to solving crimes. Finally, students will be introduced to a variety of specialized forensic sciences, analyze specific case studies, and learn about the Innocence Project and Freedom Project. At the completion of this course, students will have gained both knowledge of and appreciation for the field of forensics and its application.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Science, continued

Genetics

Through this introduction to the field of genetics, students will learn about the theories of Darwin and Wallace; the concepts of adaptation, genotype and phenotype; and basic concepts related to cells, DNA, and RNA. Students will also learn about Gregor Mendel, his pioneering work in genetic variation, and the basic concepts that have been developed since. Finally, students will learn about applications of genetics, including metagenomics, genetically modified organisms, DNA technologies, genetic testing, and other clinical and non-clinical applications of the technology. At the completion of this course, students will have gained both knowledge of and appreciation for the field of genetics and its application.

Prerequisite: None

Format: T/C

Length: 9-week

Stem Cells

The diverse and rapidly changing field of stem cell research comes alive for students in this course. Students learn about the different types of stem cells, how stem cells were discovered and their importance to research, and the goals, challenges, and controversies in the field. Students will learn about human and mouse embryonic stem cells and a variety of stem cells found in different parts of the body, as well as the potential clinical applications of these cells to human medicine. Finally, students will learn about stem cell research models. At the completion of this course, students will have gained both knowledge of, and appreciation for, stem cells and their potential impact on human health.

Prerequisite: None

Format: T/C

Length: 9-week

Biotechnology

This course is designed to provide students with a comprehensive and engaging look at the field of biotechnology. Students will explore the history of biotechnology and advances in the field, as well as basic information about biotechnology laboratories and careers. Students will learn about chemistry and the units of measurement used in biotechnology, as well as basic biology of the cell, DNA, RNA, and proteins. Finally, students will learn about applications of biotechnology in the research lab and in industry, including enzymes, techniques, plasmids, and other key biotechnologies. At the completion of this course, students will have gained both knowledge of and appreciation for the field of biotechnology and its impact on the world around them.

Prerequisite: None

Format: T/C

Length: 9-week

Introduction to Technological Sciences

Students enrolling in this course will learn about three main fields of technological science: engineering, biotechnology, and information technology. The first unit of the course surveys 15 distinct sub-fields of engineering, exploring the science background, real world applications, and career opportunities in aerospace, nuclear, software, and other types of engineering. The second unit involves the study of cutting-edge biotechnology topics such as gene therapy, bioengineering crops, and biodegradation. The last unit of the course focuses on the study of informational technology, covering computer networking, data storage, and the encryption of data to provide secure communication. At the completion of this course, students will have a general knowledge of and appreciation for technological sciences and their applications.

Prerequisite: None

Format: T/C

Length: 9-week

Science of Computing

Students in this course will survey the past, present, and future of computer technology. They will explore fascinating and enlightening topics, such as the fact that Stonehenge may actually have been used as a type of computer. The course explores inventions such as the abacus and advancements such as the microprocessor that have made today's technology possible. Students will also learn about the science behind the hardware and software used today. Topics like algorithms, operating systems, and networks are described in detail and placed into context as tools for human innovation. Finally, the course looks to the future, introducing students to foreseeable improvements to current technology and visionary breakthroughs like artificial intelligence, quantum security, and biological processors.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Science, continued

Sports Medicine

In this course, students will explore how to keep “the human machine” in optimal condition. They will learn about various aspects of sports medicine, including careers, basic concepts, and techniques. The course examines the human body and different types of training programs. Students will also learn about sports injuries and how they are treated so that athletes are able to compete again. At the completion of this course, students will have gained both a knowledge of and an appreciation for the field of sports medicine and its applications.

Prerequisite: None

Format: T/C

Length: 9-week

Sports Science

Modern day sports and the world-class athletes who excel at them take center stage in this journey through sports science. This course provides students with a survey of the impact of physics, biomechanics, and physiology on 14 modern sports. The first unit will describe the role physics plays in a variety of sports, from the aerodynamics involved in auto racing to the force behind a boxer’s right hook. The next unit investigates the biomechanics of these sports, discussing concepts like the contortion of a gymnast’s body and the cause of tennis elbow. The last unit focuses on the limits of the human body, describing the energy used by cyclists during a mountain climb through the Alps and the reaction time required to hit a 90 miles per hour fastball. Overall, the course presents engaging information that will forever change the way students look at world-class athletes and competition.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Social Studies

World History

World History takes students on a journey through the historical events that have shaped the modern world. The material is organized sequentially, exploring history from 1400 AD to the present day. The course focuses on the leaders of the world's most influential countries and the impact that their decisions and innovation had on the populace. Topics covered include the Renaissance, the French Revolution, the Industrial Revolution, and the World Wars. At the completion of this course, students will be enlightened to the relationship between past events and the characteristics of the present-day world.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

Early American History

From the impact of the early Spanish explorers through the Civil War, this course explores the key events of European exploration and colonization of the Americas. Students will learn about the establishment of the United States as an independent country, the importance of the U.S. Constitution, and the impact of the Constitution on the continued development of the country. At the completion of this course, students will have gained both a knowledge of and appreciation for the early history of the United States.

Prerequisite: None

Format: T/C

Length: 9-week

American History

From the end of the Civil War in 1865 to the height of the Cold War in 1980, this course takes students on a journey through the key events that have shaped America as a nation since that divisive and destructive Civil War. The journey begins with the Reconstruction, a period of great transition and opportunity to heal a broken nation. It passes through the great migration westward and explores how the Industrial Revolution and waves of immigration fueled the flames of the American spirit today. The course details the challenges America faced and how equality did not come freely for populations of American Indians, African Americans, immigrants, and women. Students will learn how the core values of the founding fathers eventually prevailed and led to the Women's Suffrage and Civil Rights Movements. The impact of war is closely investigated in the course, with units covering the role of the United States in World War I, World War II, the Korean War, and the Vietnam War. Throughout this journey, the course highlights the great political, industrial, military, and human rights leaders who shaped America into a beacon of hope. At the completion of this course, students will have gained both a knowledge of and appreciation for the events and people who have impacted the growth of a nation.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

U.S. Government

This stimulating course offers students a comprehensive examination of the U.S. government. Students will explore the evolution of American democracy from its birth in the 18th century to the expansive role of the federal, state, and local administrations of today. Topics such as changes to the Constitution, the function of Supreme Court, the structure of Congress, and the importance of the media are investigated in order to give students a well-supported background of the reasons for and responsibilities of government. The relationship between the political parties and lobbyists is detailed, as well as the processes of monitoring and funding federal elections. Finally, students will learn about the roles of state and local governments and the direct impact these organizations have on our daily lives. At the completion of this course, students will have a knowledge of and appreciation for the workings and history of the U.S. government and its impact on American Society.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

High School—Social Studies, continued

World Geography

This course illustrates the world's geographical division, the documentation of the land and water masses by topographers and geographers, and the differences between Earth and the other planets in our solar system. Not only will the course discuss the world's physical traits, but it also highlights cultural differences between countries. While each country has its different norms, they all contribute to the world's international relations. Studying geography allows students to determine energy usage and how to make the most of our planet without abusing its resources. Each section of World Geography can be examined historically, culturally, physically, and economically, offering students a diverse knowledge and understanding of the world.

Prerequisite: None

Format: T/C

Length: Semester/Year

Macroeconomics

In this Macroeconomics course, students will study the branch of economics that deals with the performance, structure, and behavior of a national or regional economy as a whole. Along with microeconomics, macroeconomics is one of the two most general fields in economics. Macroeconomists study aggregated indicators such as GDP, unemployment rates, and price indices in order to understand how the whole economy functions. Upon completing this course, students will recognize the events and people who have impacted the growth of macroeconomics.

Prerequisite: None

Format: T/C/S

Length: Semester

Microeconomics

The field of microeconomics explores the economic decisions made by individual and groups. In this course, students will learn all about the basic structure of economics and how it affects world events and the everyday lives of people. The course will cover basic economic concepts, including supply and demand and consumer theory. Students will also explore traditional, command, and market economies, and take a look at the role of governments in different economies. Upon completing this course, students will have a better understanding of personal finance, the role and process of taxation, and the risks and rewards of investment.

Prerequisite: None

Format: T/C/S

Length: Semester

Psychology

The study of psychology shows students how their senses, perceptions, emotions, and intelligence influence the way they think, feel, and learn. In this course, students will learn about the field of psychology, including the concepts and tools used to assess intelligence, sensation and perception, memory, motivation and emotion, and learning. At the completion of this course, students will have gained both knowledge of and appreciation for psychology and how it affects everyone.

Prerequisite: None

Format: T/C

Length: Semester

Sociology

The field of sociology explores the development, dynamics, and structure of society, and its connections to human behavior. It examines the ways in which groups, organizations, communities, social categories (such as class, sex, age, or race), and various social institutions (such as kinship, economic, political, or religious) affect human attitudes, actions, and opportunities. In this course, students will learn about the concepts and tools used to understand individuality, social structure, inequality, family structure, education, economics, politics, and social change. At the completion of this engaging course, students will have gained both a knowledge of and appreciation for sociology and how it affects everyone.

Prerequisite: None

Format: T/C

Length: Semester

High School—World Languages

Spanish I

Spanish I introduces students to the Spanish language. Within each unit, 14 of the lessons present new information including useful vocabulary and grammatical structures, and introduce relevant cultural information. The last lesson of each unit is focused on practice and review. Each unit builds on the previous, so it is important to complete the course sequentially. This introductory course provides a solid foundation for students to build proficiency in listening, speaking, reading and writing, and will provide students with basic skills and contextual information for using Spanish in their lives daily, with travel, or in their professions.

Prerequisite: None

Format: T

Length: Semester/Year

Spanish II

Students will be immersed in the Spanish language, while learning cultural aspects of Spanish-speaking countries. The course offers students a comprehensive and engaging profile of the Spanish language, while building upon what content was learned in Spanish I. The course will provide them with a comprehensive review of Spanish grammar while increasing the detail with which they use the language. At the completion of this course, students will have gained both a knowledge of and appreciation for the Spanish culture, including the events and people that have impacted its growth.

Prerequisite: Spanish I

Format: T

Length: Semester/Year

Spanish III

In this level three Spanish course, students will take what they learned in their previous Spanish courses and apply it in conversation. Students will explore cultural aspects of Spanish-speaking countries ranging from schools and careers to sports and authors. At the completion of this course, students will have built on their previous skills, and will be able to express themselves through conversation in Spanish.

Prerequisite: Spanish II

Format: T

Length: Semester/Year

Spanish IV

From the Caribbean to South America, Mexico to Spain, students continue their exploration of Spanish and Latin American language and culture. The course is designed to provide students with an advanced knowledge and deep appreciation of the many Spanish-speaking peoples and countries around the world. At the completion of this course, students will have gained the knowledge and skills to speak, read, and write in the Spanish language with basic fluency.

Prerequisite: Spanish III

Format: T

Length: Semester/Year

French I

Students will explore the French language and culture in this comprehensive and engaging introduction to French. Students will start by learning how to pronounce the alphabet and numbers; by the end of the course, students will be able to carry on a conversation in French and will have gained both a knowledge of and appreciation for the French people, culture, and language. Through this course students will have built a foundation for further study of the French language.

Prerequisite: None

Format: T

Length: Semester/Year

High School—World Languages, continued

French II

In French II, students continue their virtual educational tour through France and other French-speaking countries and regions. This second level French course takes a historical perspective in teaching the language. Students will learn not only about the French language, but they will also learn about famous people who speak the language. At the completion of this course, students will have gained a deeper knowledge of and appreciation for the French culture and the French language.

Prerequisite: French I

Format: T

Length: Semester/Year

French III

This course continues building students' vocabulary, grammar, and communication skills in order to improve their ability to speak, read, and write in French. Students will take what they learned in their previous French courses and learn to apply it in conversation. At the completion of this course, students will have built on their previous skills, and will be able to express themselves through conversation in French.

Prerequisite: French II

Format: T

Length: Semester/Year

French IV

In this level four French course, students will apply the knowledge they gained in their previous French courses to become true Francophones. Students will explore exciting eras of French history, from the Crusades to the Renaissance to modern day, learning about famous authors and historical figures along the way. The course is designed to provide students with an advanced knowledge and deep appreciation of the French language and culture. At the completion of the course, students will have gained the knowledge and skills to speak, read, and write in the French language with basic fluency.

Prerequisite: French III

Format: T

Length: Semester/Year

Chinese I

In Chinese I, students will be introduced to the basics of Chinese language and culture. Students will start by learning to pronounce the alphabet and numbers, and continue on to develop the vocabulary and phrases to be able to describe themselves and others. The course will focus on the most essential information needed to communicate in the Chinese language. By the end of the course, students will be able to carry on a conversation in Chinese and will have gained both knowledge of and appreciation for the Chinese people, Chinese culture, and the Chinese language.

Prerequisite: None

Format: T

Length: Semester/Year

Chinese II

Chinese II is organized as a journey through the different regions of China, allowing students to build upon the foundation they gained in Chinese I. Students will be immersed in the language, while learning various cultural aspects of China. The course will provide students with a comprehensive review of Chinese vocabulary and common expressions, while adding to their knowledge by increasing the detail with which they use the language. At the completion of this course, students will have gained both knowledge of and appreciation for the Chinese language, including the events and people that have impacted its growth.

Prerequisite: Chinese I

Format: T

Length: Semester/Year

High School—World Languages, continued

German I

This course is designed to provide students with a comprehensive and engaging look at the German language and culture. Students will start off this first level German course by learning how to pronounce the alphabet and numbers, and will end by carrying on a conversation in German. The course will focus on the most essential information needed to communicate in the German language. At the completion of this course, students will have gained both knowledge of and appreciation for the German people and the German language.

Prerequisite: None

Format: T

Length: Semester/Year

German II

German II takes students on a journey through the German language, building upon the content learned in German I. Students will be immersed in the language, while learning cultural aspects of German-speaking countries. The course will provide students with a comprehensive review of German grammar while adding to their knowledge by increasing the detail with which they use the language. At the completion of this course, students will have gained both knowledge of and appreciation for the German language, including the events and people that have impacted its growth.

Prerequisite: German I

Format: T

Length: Semester/Year

High School—Electives

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| Fitness | <p>This Fitness course is all about the latest ways to lead an active, healthy life. The course will provide up-to-date information to help students in establishing healthier lifestyles and a better understanding of the close relationship between physical activity, nutrition, and overall health. This course will support and encourage students to develop an individual optimum level of physical fitness, acquire knowledge of physical fitness concepts, and understand the importance of a healthy lifestyle. At the completion of this course, students will have gained both knowledge of and appreciation for fitness and how it affects everyone.</p> |
| | <p>Prerequisite: None Format: T/C Length: Semester</p> |
| Health | <p>This course is organized as a journey through health and wellness today. Today, the term health no longer means just the absence of illness. Instead, health refers to the overall well-being of your body, your mind, and your relationships with other people. The course shows students how to lead healthy lives, and includes such topics as disease, mental health, drug use, and reproductive health. At the completion of this course, students will have gained both knowledge of and appreciation for health and wellness and how it affects everyone.</p> |
| | <p>Prerequisite: None Format: T/C/S Length: Semester</p> |
| Life Skills | <p>Life Skills is a comprehensive career-development course for high school students making the transition to life after high school. The course shows students the steps to choosing a career, conducting a job search, selecting the right college, applying to college, and getting financial aid. From maintaining a healthy body and a safe home to finding and keeping a job, this course prepares young adults for a successful life after high school. At the completion of this course, students will have gained both knowledge of and appreciation for these important life skills.</p> |
| | <p>Prerequisite: None Format: T/C/S Length: Semester</p> |
| Introduction to Music Theory | <p>In this course, students will be immersed in the world of music. The course is designed to provide students with a comprehensive and engaging look at music theory. They will learn about various aspects of music theory, including the different types of musical staves. Students will also learn about notes, scales, chords, and harmonies. At the completion of this course, students will have gained knowledge of and appreciation for music theory.</p> |
| | <p>Prerequisite: None Format: T/C Length: Semester</p> |
| Introduction to Office Applications | <p>Learning how to use Microsoft Office applications equips students with important skills for both school and career. In this course, students will learn the basics of the following Office Applications: Microsoft® Word, Excel®, Access®, and PowerPoint®. Students will learn how to use each application in detail and how to make the applications work for them. At the completion of this course, students will have gained both a knowledge of and appreciation for Microsoft® Office and how they can use these applications.</p> |
| | <p>Prerequisite: None Format: T/C Length: Semester</p> |

High School—Electives, continued

Introduction to OpenOffice Applications

Introduction to OpenOffice Applications teaches students how to use the OpenOffice.org™ word processing and presentation applications, Write and Impress. In addition, students learn the benefits of the OpenOffice environment. The first part of the course covers the basics of OpenOffice Writer, including how to create, save, and customize Writer documents. The skills learned through class assignments enable students to complete real-world OpenOffice Writer tasks. Students learn document management, how to edit and proofread documents, and how to change the appearance of text. The next part of the course teaches students to use OpenOffice Impress, the OpenOffice application that helps users create and manage multimedia presentations. Students practice creating, saving, and customizing Impress presentations for school and personal use. The course also covers creating, editing, and sequencing slides as well as producing corresponding handouts.

Prerequisite: None

Format: T/C

Length: Semester/Year

HTML

Students can gain basic HyperText Markup Language (HTML) web design and programming skills in this introduction to HTML. Students will learn about the basic elements required to build a website, including lists, tables, frames, and other web design elements. They will practice designing and using cascading style sheets to enhance a webpage. Finally, students will learn and apply basic web design and layout principles, including testing and publishing a website. At the completion of this course, students will have gained both knowledge of and appreciation for HTML and its use for web design and programming.

Prerequisite: None

Format: T/C

Length: 9-week

JAVA™

In this course, students will be introduced to the JAVA™ programming language and its use in programming. Students will learn about the JAVA™ language, how programs work, basic programming tools used to design web applications, and how to write a basic program. Students will learn about arrays, objects, creating behavior with methods, forming an inheritance hierarchy, and designing and creating subclasses and superclasses. Finally, students will apply what they have learned to build user interfaces and use input and output streams to move data. At the completion of this course, students will have gained both knowledge of and appreciation for the JAVA™ programming language.

Prerequisite: None

Format: T/C

Length: 9-week

Chemical Engineering

This course offers students a comprehensive and engaging look at the field of chemical engineering. Students will learn the basic concepts used in chemical engineering, including systems of units, the periodic table of the elements, molecules, compounds, bonding, temperature and pressure. Students will learn about chemical systems and reactions, including stoichiometry, open and closed systems, multiple components systems, and chemical reactions. Finally, students will understand gases and gas laws, pressure, systems, energy, and enthalpy. At the completion of this course, students will have gained both knowledge of and appreciation for the field of chemical engineering and its growing importance in today's society.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Electives, continued

Computer Engineering

The study of psychology shows students how their senses, perceptions, emotions, and intelligence influence the way they think, feel, and learn. In this course, students will learn about the field of psychology, including the concepts and tools used to assess intelligence, sensation and perception, memory, motivation and emotion, and learning. At the completion of this course, students will have gained both knowledge of and appreciation for psychology and how it affects everyone.

Prerequisite: None

Format: T/C

Length: 9-week

Electrical Engineering

Students can learn all about electrical engineering in this introduction to the field. The course covers the basic concepts used in electrical engineering, including an introduction to electricity, circuits, energy, work, power, the components of circuits, and some simple applications of electricity. Students will learn basic circuit concepts, including series and parallel circuits, laws of electricity, and how circuits are used. Finally, students will learn about real life applications of circuits, including everyday items such as on/off switches. At the completion of this course, students will have gained both knowledge of and appreciation for the field of electrical engineering and its many applications.

Prerequisite: Algebra I

Format: T/C

Length: 9-week

Mechanical Engineering

This course will introduce students to the field of mechanical engineering and its many applications in the world today. Students will learn the basic concepts used in mechanical engineering, including systems of units, vectors, forces, moments, force systems, couples, and equilibrium problems. Students will learn about the methods of joints and sections, define centroids, explain distributed loads, explain center of mass and axes, and state the Pappus-Guldinus theorems. Finally, students will learn about dry friction, beams, cables, load distribution, pressure, and potential energy. At the completion of this course, students will have gained both knowledge of and appreciation for the field of mechanical engineering and its importance.

Prerequisite: Algebra I

Format: T/C

Length: 9-week

7th & 8th Grade eCourses™

EdisonLearning's Middle School product offering leverages the innovative course player delivery technology used in our Competency-Based and Foundation eCourses.

The latest educational research shows that middle school students learn best in a highly structured, predictable environment that is individualized and allows students to exercise "student choice." Educational research also shows that today's middle school students are "digital natives" and as users demand a degree of digital sophistication that is unique to the present generation.

Some of the major features of EdisonLearning Middle School eCourses include:

Common Core Standards, Recognized Goals

The framework of each curriculum consists of Common Core Standards. The courses have been developed to meet or exceed the standards of traditional curricula.

A Highly Structured, Predictable Environment

Each day the student begins his or her work by starting with the online MyDay interface. MyDay tells the student what he or she will do that day, outlining the assignments in each content area. MyDay clearly lists the student's responsibilities.



Engaging Curriculum That Appeals to a Variety of Learning Styles

An introductory video presents the key concepts of each lesson. The video appeals to students who learn best through audio or visual input.

The MyBook application presents information in on-screen text format. Students draw, write, circle, trace, and highlight in MyBook. These activities appeal to the kinesthetic learner and keep all students engaged.

Online companion workbooks use puzzles, matching activities, and upbeat language to reinforce and enrich the online curricula.

Individualized for Students

While the student is learning online, the course-delivery platform monitors student responses on assessments. A student's responses are one component of data supplied to a proprietary algorithm that identifies the student's Learning Zone.

If the Learning Zone indicates that the student will benefit from concept reinforcement or additional activities, the software automatically delivers these to the student. If the student is breezing through activities with ease, the software delivers enrichment content that will challenge the student.

By identifying students' Learning Zones, EdisonLearning curricula keep students engaged and make success attainable for a broad spectrum of learners.

Providing State-of-the-Art Tools That Help Students Help Themselves

In the Writing Center, students may submit their essays for review by the software. A student identifies essay type and reports the number of paragraphs in the essay. The Writing Center system checks the essay for elements of good writing and makes suggestions about how the student can improve the essay. After a student has made the suggested improvements and submitted the revised essay, the system will read the essay to the student, if desired. When the student is satisfied with his or her work, the student submits the essay to a human grader.



Middle School—English/Language Arts

English/ Language Arts 7

From poetry to novels, folklore to myth, this course introduces students to various style of writing from ancient times to present. Students read literature appropriate to the 7th-grade level while learning to analyze literature. Through this analytical process, the students are able to use these skills creatively to enhance their own writing. The course focuses on different elements of reading and the creation of specific types of essays.

Part 1

The first part of the course focuses on the elements of fiction. Students learn how characters, setting, and plot contribute to literary fiction. The curriculum provides students with opportunities to identify and explain the components of fiction as well as to use them creatively in their own written work. Students also learn the steps of the writing process. Knowing and understanding the process prepares students to write the essays they will create throughout the course. In Part 1, students write narrative essays.

Part 2

Students experience and learn about different types of poetry focusing on the figurative and descriptive language common in poetry. The lessons encourage active use of the concepts presented; students identify and analyze poetic elements during reading. In addition, students learn about the themes and characteristics of myth and folklore. Students apply the analytical skills learned by studying poetry related to myths and various types of folktales—forms that, like poems, tend to be short and condensed. As students write their own descriptive essays, the curriculum prompts them to apply the techniques of poetic language to create vivid images.

Part 3

In Part 3, students learn about grammar and genre. Part 3 stresses the importance of basic grammatical skills: the ability to identify the parts of speech and use them correctly and effectively. In addition, students learn about basic stylistic elements: slang, sentence variety, and transitions. Students learn to identify specific genres of writing. The lessons show students how to research and organize non-fiction and apply what they have learned about grammar and style while producing objective informational essays.

Part 4

The curriculum helps students expand what they have learned about character, setting, and plot, applying the expanded concepts to longer texts, such as novels. Students learn active reading and research skills that enable them to recognize bias and the techniques of persuasion in different genres, such as biographical writing. Students apply their new skills as they write persuasive essays based on their own beliefs or opinions.

Prerequisite: None

Length: Semester/Year

Middle School—English/Language Arts, *continued*

English/ Language Arts 8

Students continue their exploration of various genres in order to further build their skills in reading, writing, literary analysis, and comprehension. In addition to poetry, essay, myth, and folklore, students will also examine genres such as biography, memoir, and drama. The course focuses on different elements of reading and the creation of specific types of essays. The curriculum is designed to enable students to demonstrate their individuality through writing reflective and persuasive essays based on their own thoughts and ideas.

Part 1

Students focus on the elements of narrative writing, learning about plot, theme, and historical setting. Students review the steps of the writing process, making connections between each stage of writing and a well-formed final product. Students write narrative essays, applying the elements of fiction to their own writing.

Part 2

This part of the curriculum helps students analyze poetry, myth, and folklore. Students learn about specific types of poetry and traditional texts, discovering the unique characteristics of each. By studying figurative language, students enhance their ability to analyze literary works and to improve their own writing. Students write informational essays. The curriculum stresses that solid research is a component of the genre.

Part 3

In Part 3, students learn how authors use various organizational methods and visual features to organize texts and how readers can use these components to enhance understanding. Students improve their ability to recognize biased language. Students write persuasive essays based on their own thoughts and opinions.

Part 4

Students learn the characteristics of several literary genres -- observational essays, memoirs, and biography -- with an emphasis on drama. Students discover the conventions of play writing and see how drama employs the elements of fiction. Students learn the active-reading skills of conclusion drawing and note-taking and apply these skills to grade-level texts. Students learn writing techniques that allow them to show their individuality and share their feelings and ideas thoughtfully. Students apply these techniques by writing a reflective essay.

Prerequisite: None

Length: Semester/Year

Middle School—Mathematics

Math 7

Throughout the journey of Math 7, students learn about rational numbers and integers and how to apply them. The curriculum explains exponents, variable expressions, rates, ratios, proportions, percentages, and probabilities and applies them to everyday situations. Equations and inequalities are presented as problem-solving tools. Students learn to use graphs, charts, and diagrams as means to reading, interpreting, and displaying data. The curriculum introduces a number of geometric shapes and solids in the context of figuring volumes, areas, and perimeters. This course teaches math skills essential to adult life and lays the groundwork for future mathematics classes.

Part 1

Students begin by working with rational numbers and integers. They then learn to apply numbers in the context of absolute value, powers and exponents, prime factorization, and greatest common factor. The next step is to learn to write and convert decimals, fractions, and percentages and to add and subtract numbers with like denominators, the lowest common multiple, and the lowest common denominator. With these skills students learn to combine rational numbers in a variety of ways: addition, subtraction, multiplication, and division; by using the additive inverse; by regarding rational numbers as distance; and by using the order of operations. Students then learn the rules of exponents, including negative and zero. They learn to apply the order of operations and various properties -- of addition, subtraction, multiplication, and division -- to variable expressions.

Part 2

The second part begins by helping students recognize variable expressions in different contexts. Students convert words to expressions and vice versa. The curriculum teaches students to solve variable expressions, two-step equations, equations with variables on both sides, and multistep equations by using addition, subtraction, multiplication, division, and grouping. The activities apply skills to real-life situations. Part 2 shows how to use rates, ratios, and proportions to compute tax, percentage of error, commission, and interest. Students learn how to graph ordered pairs as well as graph and write linear equations.

Part 3

Activities surrounding proportions, rate of change, and variation are the focus of the beginning of Part 3. This part then transitions into work with congruent and similar figures. Students work with triangles, angles, circles, quadrilaterals, and polygons. They find the area and perimeter of various shapes and objects. Students work with composite figures and learn to find the area and perimeter of complex figures composed of simple figures (triangles, angles, circles, quadrilaterals, and polygons). Students learn the fundamentals of scale drawings and how to reproduce and compute lengths and areas.

Part 4

Part 4 introduces students to solids and how to compute the volumes and surface areas of prisms, cylinders, pyramids, cones, and spheres. Students will transition to stem-and-leaf and box-and-whisker plots and histograms and learn how to use these tools in real life. From the topics of collecting and interpreting data from graphs, graph interpretation, and misleading graphs, Part 4 moves to the topics of sampling and populations. These topics lead to applications involving probability, likely and unlikely outcomes, permutations, combinations, and compound events. Students learn to represent these concepts by using Venn diagrams and charts.

Prerequisite: None

Length: Semester/Year

Middle School—Mathematics, continued

Math 8

By showing students how to apply math knowledge to real-life situations, this course helps students see that mathematics is one of the most powerful tools in life. The 8th-grade curriculum begins by introducing scientific notation, the order of operations, squares and cubes, conversions, and exponents. The student uses these and other concepts to solve a variety of equations and to apply equations to cones, cylinders, and pyramids. Students learn about the huge role that the Cartesian plane plays in problem solving and in displaying data involving slope, transformations, and parallel and perpendicular lines. The curriculum introduces the Pythagorean Theorem as an essential problem-solving tool. This course helps students see how concepts connect and can be applied to every-day situations.

Part 1

Students review scientific notation and exponent properties and then apply their knowledge to simplify and compare fractions by using multiplication, division, addition, and subtraction. Students use the order of operations and absolute values as tools for ordering and expressing rational numbers as improper fractions and mixed numbers. The curriculum guides students in using rational numbers to model real-life situations. For example, students use radicals, perfect squares, and square roots as problem-solving tools. Part 1 reviews percentages and proportions, applying concepts to conversion factors and emphasizing English-measure and metric applications.

Part 2

Students begin Part 2 by solving various types of linear equations and applying them to real life scenarios. The students use square roots and cube roots, and problem solving includes square and cube variation. Next the curriculum guides students in applying their ability to find perimeter, area, surface area, and volume to triangles, circles, quadrilaterals, prisms, cones, and spheres. Discussion of the Cartesian plane leads to the ability to work with scale drawings, dilations, and graphs. Students use the point-plotting method to graph common functions. In addition, students learn how to work with and graph two-variable linear equations.

Part 3

Students begin Part 3 by identifying number patterns and sequences. They then compute arithmetic and geometric mean and find missing terms. Part 3 connects these ideas to the concept of slope, showing students how to compute rate of change, find intercepts, graph linear functions, and describe the action of a line. Part 3 then moves to a discussion of parallel and perpendicular lines. Students learn to solve linear equations in a variety of ways and use linear equations in everyday situations. This leads to the topic of inequalities -- their various forms and applications. Part 3 concludes by showing students the properties of parallel lines cut by a transversal and helping them to see how this topic applies to the Pythagorean Theorem and the properties of triangles.

Part 4

Part 4 takes up the theme of triangles, going into depth about their properties. Students learn about congruence and similarity and apply their knowledge to problem solving. The next topic is the Cartesian plane. Building on concepts learned in Part 3, students work with translations, reflections, rotations, symmetry, transformations, and similarity. Students make predictions and correlations by using pie charts, bar graphs, histograms, scatter plots, and other linear models. The topic of prediction leads into a discussion of probability. Students work with independent and dependent events, odds, combinations, permutations, and factorials.

Prerequisite: None

Length: Semester/Year

Middle School—Mathematics, continued

Middle School Algebra

Gaining a strong foundation in Algebra will set students up for success in future math courses at both the middle school and high school levels. This course provides students with a fundamental understanding of the concepts of algebra, and covers the following topics: sets of real numbers, algebraic expressions and the properties that simplify them, linear equations and inequalities, functions, slope, equation writing, systems of equations, exponents, factoring, quadratics, transformations, inverse functions, exponential and logarithmic functions, data organization, and basic statistics.

Part 1

Part 1 covers the basic topics of algebra that students must master. They first learn about the different sets of real numbers and the order of operations. Students then learn about translating phrases into expressions and sentences into equations. They learn about the different properties that can be used to simplify expressions. The next topic is linear equations. Students learn to write and solve linear equations that include terms on one side and both sides and linear equations that include decimals and fractions. The last section of Part 1 covers linear inequalities, which students learn to solve and graph. Students learn how to graph solution sets on a number line and to write solutions in interval notation. Part 1 also teaches students to solve and apply absolute-value inequalities.

Part 2

Students begin Part 2 by identifying functions and graphing relationships, including relationships with a limited domain and those with the domain of all real numbers. These activities provide the solid foundation essential for success in the remainder of the course. In addition, students graph linear equations and inequalities by finding and plotting ordered-pair solutions. Students briefly examine the graphs of sine and cosine before delving into the study of slope. Part 2 emphasizes the concept of slope by presenting the many ways of finding slope and then helping students apply these means to writing the equations of lines.

Part 3

The third part of this course begins with systems of equations. Students learn many different ways to solve systems of equations -- substitution, addition, elimination, and graphing -- and then use their knowledge to solve problems. The next topic is systems of inequalities and ways to solve them. Students learn the rules for using and defining exponents as they simplify exponential expressions. Part 3 shows students how to use a variety of methods to simplify polynomials. The final section of Part 3 teaches students different methods of factoring, including the use of the greatest common factor (GCF) and grouping. In this context, students examine binomials and trinomials.

Part 4

Students learn to factor the differences of two squares as well as how to solve quadratic equations by factoring. Part 4 emphasizes analysis of quadratic functions and shows students how to determine domain and range, minimum and maximum, zeros, and axis of symmetry. Students then use the quadratic formula, graphing, and factoring to solve quadratic equations. From this point students learn to apply transformations to polynomial functions. After an introduction to inverses and one-to-one functions, students examine exponential and logarithmic functions. The remainder of Part 4 provides an overview of statistics. Topics include organizing and analyzing data; making stem-and-leaf plots; finding mean, mode, and median; making box-and-whisker plots; and recognizing misleading graphs.

Prerequisite: None

Length: Semester/Year

Middle School—Science

Science 7

Science 7 brings together some of the most interesting sciences—general, physical, earth, and life science. Themes covered in detail are the scientific process, the properties of matter and energy, the characteristics of light and sound, the structure of Earth and the atmosphere, the processes of fossilization and natural selection, and the organization of the biosphere. Students explore these themes through an engaging, interactive experience.

Part 1

The course starts by explaining the scientific process and showing students why science is important. Students learn common measurement systems and how to convert from one to another. They learn the essentials of lab safety. Part 1 details the steps of the scientific method, and students have opportunities to apply what they learn. Part 1 provides an overview of the major branches of science before introducing students to the subject of matter. The curriculum explains the characteristics of atoms and elements and continues by describing the chemical and physical properties of matter and its phases.

Part 2

From matter, the curriculum moves to the types of energy and how energy is transferred. Part 2 then focuses on mass, gravity, and weight, introducing Newton's Laws of Motion and the concept of work. The focus shifts to the properties of waves. Students learn about electromagnetic waves and the electromagnetic spectrum. The emphasis in this section is on the properties of visible light. Part 2 concludes with an in-depth study of Earth's atmosphere; weather; and geology, including the rock cycle.

Part 3

Part 3 begins by examining geologic time and the geologic eras of Earth. Students study plate tectonics and Earth's crust, learning about the causes of earthquakes, mountains, and volcanoes. Paleontology is the next topic: The curriculum explains fossil formation and the importance of the fossil record, transitioning to a survey of taxonomy and the animal kingdom.

Part 4

Students begin Part 4 by learning about adaptation, natural selection, and the theory of evolution. The topics of genetics and mutation follow naturally. Students learn how traits are passed from one generation to the next and how mutation leads to variation within a population. The curriculum leads students through an examination of an ecosystem, showing how food webs work and the roles that different organisms play. The curriculum stresses the importance of conserving Earth's limited natural resources.

Prerequisite: None

Length: Semester/Year

Middle School—Science, continued

Science 8

Chemistry, biology, physical science, and astronomy take the spotlight in Science 8. Students focus in detail on the composition of matter, chemical bonding, the systems of the body, the structure and function of different types of cells, motion and gravity, and the seasons. The curriculum helps students think about the universe by teaching classical mechanics as well as presenting the most up-to-date revelations about the galaxies, constellations, solar systems, planets, and moons.

Part 1

The course starts by defining atoms and elements. The course then describes how the characteristics of atoms relate to the organizing principles of the periodic table. Students learn about atomic orbitals and electron shells and apply this knowledge to the topics of chemical bonding, chemical equations, and compounds. The phases of matter is the next theme. Students learn how matter can change from one state to another. They discover the different types of solutions and the factors that affect solubility.

Part 2

Part 2 begins by reviewing temperature scales and differentiating temperature from heat. Students examine the role of energy in chemical reactions and learn to classify reactions as either exothermic or endothermic. The curriculum focuses on oxidation and reduction reactions and emphasizes the differences between acids and bases. A core understanding of chemistry helps students in their next phase of study: learning about the biology of the human body. Students learn about the digestive, endocrine, cardiovascular, respiratory, skeletal, muscular, excretory, and nervous systems; the scientific principles that relate to each system; and how specific disorders interfere with systemic function.

Part 3

The third part of the course starts by examining the cycles of the natural world: the water, carbon, and nitrogen cycles. Students survey life from the viewpoint of cell function, studying prokaryotic cells and the types of eukaryotic cells (fungus, protist, plant, and animal cells). Students learn how cellular structures relate to the functions of photosynthesis and respiration. After studying asexual and sexual cell reproduction, students understand the role of genes and genetic mutation in nature.

Part 4

The final part of this curriculum emphasizes physical science and astronomy. Students begin by exploring classical mechanics: Newton's Three Laws of Motion and the Law of Universal Gravitation. Then students study planetary motion and the orbit of Earth around the Sun. Students learn to relate characteristics of the Moon to lunar phases, tides, and eclipses. The curriculum describes the Sun and other stars, helping students grasp the concept of electromagnetic radiation. Students learn about the history of NASA and manned space flight, including the lunar missions. Finally, the course brings students up-to-date, providing an overview of recent discoveries about the solar system, galaxy and universe.

Prerequisite: None

Length: Semester/Year

Middle School—Social Studies

Social Studies 7

History, government, economics, sociology, geography, and anthropology all come together in this comprehensive and engaging social studies course. The curriculum begins with geography and climates and then covers prehistory, classical civilizations, and feudalism. After discussing the Crusades, the Mongol tribes, and the Ottoman Empire, the curriculum emphasizes the development of the nation state and modern society. The student understands the impact of international conflict from the Seven Years War to the end of the Cold War. The course provides students with an interactive experience that describes the physical and historical world and encourages students to draw parallels to the present day.

Part 1

The curriculum begins with geography, including map and globe skills, and introduces issues pertaining to oceans, continents, and climates. These concepts make students familiar with the backdrop against which human history has played. Students learn about the formation and role of government. They see how government developed from prehistory through the first human civilizations of Mesopotamia and Egypt.

Part 2

Part 2 begins with the New Kingdom of Egypt and traces ancient civilizations to classical empires, ending with medieval Europe. Students study the development of new spirituality in the Middle East, the growth of dynasties in the Far East, and the formation of Mesoamerican civilization. They discover how feudal Europe began to move toward the Renaissance. Part 2 helps students see how modern culture arose from ancient and classical civilizations.

Part 3

Part 3 shows the role that invasion, war, and occupation played in the development of the modern nation. Students learn about the Crusades, Genghis Kahn and the Mongol tribes, and the Ottoman Empire. The curriculum connects these events and people to a new way of thinking about political identity. Students discover how the Renaissance, the scientific revolution, and the Protestant Reformation were built upon the ideals of humanism and constitutional forms of government. The curriculum helps students realize that, as Europe moved toward greater individual freedoms, geographic exploration led to imperialism abroad and nationalism at home.

Part 4

Part 4 begins with the development of modern nations and their quest for overseas colonies. The competition for colonies and extreme nationalism led to international conflicts on a global scale. From the Seven Years War in Europe and North America to the end of the Cold War, the curriculum covers world conflict in depth. In addition, this section traces the rise of the Industrial Revolution; the labor and progressive movements and civil rights; the economics of a modern society; and the dawn of the Information Age.

Prerequisite: None

Length: Semester/Year

Middle School—Social Studies, *continued*

Social Studies 8

In Grade 8 social studies, students will focus on the history of North America and, in particular, the history of the United States. Students will examine the American experience by studying the earliest Native American tribes, learning about the colonial and revolutionary periods, understanding the nation's growing pains, and considering the role of the United States as a twentieth-century superpower. The course provides students with an understanding of the major events and trends of American history.

Part 1

Before Europeans knew that North America existed, thriving indigenous civilizations dotted the continent. The curriculum helps students understand Europeans' impact on the indigenous peoples as well as on present-day United States. Students learn how colonial life led to the colonists' first attempts at self-government. The curriculum shows that the road to independence was neither smooth nor clean, with slavery and revolution being a part of the American experience.

Part 2

Beginning with the Revolutionary War and continuing through the founding documents, students study the difficult process of creating a new nation. This part of the curriculum shows how the first presidents established traditions and how the United States expanded its borders and fought a second war with England.

Part 3

Part 3 shows how growing pains accompanied the expansion of US borders. Students study how resource issues led to the removal of indigenous peoples, wars with neighbors, and annexations. Part 3 chronicles the admittance of new states and the Mexican-American War, and it examines issues relating to slavery and the beginning of the Civil War.

Part 4

Students learn about the Civil War and see how the war helped America become an industrial powerhouse. As America's might grew, so did its role in international conflict. Students examine America's role in the Spanish-American War, World War I, World War II, and the Cold War. In addition, students examine American society of the 1920s and '30s and trace the reasons for and outcomes of the civil rights movement.

Prerequisite: None

Length: Semester/Year

Middle School—Electives

Discovering World Languages

In this course, students begin their discovery of the world of language through a set of fun and engaging online activities. An interactive environment called Saga contains learning activities that focus on solving puzzles that incorporate basic vocabulary and grammar for the world language the student is enrolled in.

In the Saga virtual environment, students travel to different world cities and famous landmarks acting as espionage recruits. Their objective is to complete puzzles at important landmarks in order to obtain the trace evidence necessary to complete their assigned mission. Every puzzle solution provides a new clue to the whereabouts of the targeted suspect.

In each activity, an audio translator tool is available. The translator persona, named Lexi, has access to major vocabulary terms and phrases needed to solve the puzzles. Vocabulary can be searched in either English or the world language, and each term and phrase is read aloud so users can hear how the word or phrase is pronounced. This tool is key to a discovery-based program as the students can find definitions and listen to pronunciations as needed to solve the puzzles.

There is unlimited time and an unlimited number of attempts at each puzzle, making the game impossible to lose, as long as the player keeps trying. As they become more familiar with the vocabulary and basic grammar skills, they will gain confidence in solving the puzzles. Using the process of elimination as the puzzles are completed, the students will eventually locate the target and solve the activity. Students will receive a certificate of completion for each of the discovery courses they finish.

The following four languages are available to students in the Discovering World Languages offering:

- Discovering Spanish
- Discovering French
- Discovering Chinese
- Discovering German

Prerequisite: None

Length: Semester

My Classroom Project

My Classroom is an interdisciplinary project-based curriculum that enables middle school students to experiment with and develop collaborative social communication skills in an educational environment. This team-based course is built around Core Learning Skills, which are designed to foster the growth of each student's social communication skills. The team projects in My Classroom are designed to measure each student's growth in the Core Learning Skills and apply students' understanding of the material during the 9-week course.

For each My Classroom project, students participate in one of four roles on the My Classroom projects. The roles include a mathematician, journalist, historian, and scientist. In each project segment, a student may choose any role, but each student must choose each role at least once in every subject. After choosing a role within the team, the student receives a list of the weekly objectives, the Core Learning Skills to be emphasized, and the tasks to be completed. As each student completes the weekly activities, his or her work is saved and compiled with that of teammates, to produce one theme-based 9-week project.

Prerequisite: None

Length: 9-week

Middle School—Electives, continued

Health & Fitness

The terms “health” and “fitness” refer to the overall well-being of body, mind, and relationships. This course provides up-to-date information in order to:

- Increase students’ understanding of the interrelationship of physical activity, nutrition, and overall health
- Help each student create or improve a healthful lifestyle

The course emphasizes health and health-related decision-making, nutrition and food choices, and the importance of a healthful lifestyle. Lessons encourage each student to set goals relating to optimal fitness level. Health and Fitness provides a comprehensive overview of the way the human body works and the ways in which daily decisions impact health.

Part 1

Part 1 introduces students to the essential concepts of health and wellness. Students learn to define health and wellness and the importance of setting goals related to well being. The lessons show students how to recognize peer pressure that could lead to poor decision-making, and students learn the strategies of conflict resolution. Part 1 focuses on the benefits of exercise and physical activity and highlights the challenges of avoiding unhealthy behaviors. Part 1 arms students with an understanding of nutrition, food labels, and dietary guidelines.

Part 2

The second part of Health and Fitness helps students develop an appropriate exercise plan and summarizes how physical activity affects different body systems. Part 2 details key exercise concepts: cross training, overload, and flexibility. After a survey of the major body systems and common ailments, Part 2 emphasizes the importance of self-esteem and emotional well-being.

Prerequisite: None

Length: Semester/Year

Introduction to OpenOffice Applications

Introduction to OpenOffice Applications teaches students how to use the OpenOffice.org™ word processing and presentation applications, Write and Impress. In addition, students learn the benefits of the OpenOffice environment.

Part 1

Part 1 covers the basics of OpenOffice Writer, including how to create, save, and customize Writer documents. The skills learned through class assignments enable students to complete real-world OpenOffice Writer tasks. Students learn document management, how to edit and proofread documents, and how to change the appearance of text.

Part 2

Part 2 teaches students to use OpenOffice Impress, the OpenOffice application that helps users create and manage multimedia presentations. Students practice creating, saving, and customizing Impress presentations for school and personal use. It covers creating, editing, and sequencing slides as well as producing corresponding handouts.

Prerequisite: None

Length: Semester/Year

eCourses Options & Details

| | | Course Length | | | Course Options | | |
|----------------|--|---------------|----------|------|----------------|----------------|------------------------|
| | Course | 9-Week | Semester | Year | Prerequisites | Course Format* | Diagnostic Available** |
| English | World Literature I (English 9) | | ✓ | ✓ | | T/C/F | |
| | World Literature II (English 10) | | ✓ | ✓ | | T/C/F | |
| | American Literature (English 11) | | ✓ | ✓ | | T/C/F | |
| | British Literature (English 12) | | ✓ | ✓ | | T/C/F | |
| | SAT® Critical Reading & Writing | ✓ | | | | T/C | |
| Mathematics | General Math | | ✓ | ✓ | | T/C/S | ✓ |
| | Pre-Algebra | | ✓ | ✓ | | T/C/F/S | ✓ |
| | Algebra I | | ✓ | ✓ | | T/C/F/S | ✓ |
| | Geometry | | ✓ | ✓ | Algebra I | T/C/F/S | ✓ |
| | Algebra II | | ✓ | ✓ | Algebra I | T/C/F/S | ✓ |
| | Trigonometry | | ✓ | | Algebra II | T/C | ✓ |
| | Pre-Calculus | | ✓ | ✓ | | T/C | ✓ |
| | Calculus | | ✓ | ✓ | Pre-Calculus | T/C | ✓ |
| | Probability | ✓ | | | | T/C | |
| | Statistics | ✓ | | | | T/C | |
| | SAT® Mathematics | ✓ | | | | T/C | |
| Science | Physical Science | | ✓ | ✓ | | T/C/F/S | ✓ |
| | Earth Science | | ✓ | ✓ | | T/C/F/S | ✓ |
| | Biology | | ✓ | ✓ | | T/C/F/S | ✓ |
| | Chemistry | | ✓ | ✓ | Algebra I | T/C/F/S | ✓ |
| | Physics | | ✓ | ✓ | Algebra II | T/C | ✓ |
| | Astronomy | ✓ | | | | T/C | |
| | Life Science | | ✓ | | | T/C/S | |
| | Superstars of Science | ✓ | | | | T/C | |
| | Environmental Science | | ✓ | | | T/C | |
| | Epidemiology | ✓ | | | | T/C | |
| | Natural Disasters | ✓ | | | | T/C | |
| | Forensics | ✓ | | | | T/C | |
| | Genetics | ✓ | | | | T/C | |
| | Stem Cells | ✓ | | | | T/C | |
| | Biotechnology | ✓ | | | | T/C | |
| | Introduction to Technological Sciences | ✓ | | | | T/C | |
| | Science of Computing | ✓ | | | | T/C | |
| | Sports Medicine | ✓ | | | | T/C | |
| Sports Science | ✓ | | | | T/C | | |

| | | Course Length | | | Course Options | | |
|-----------------|---|---------------|----------|------|----------------|--------------------|------------------------|
| | Course | 9-Week | Semester | Year | Prerequisites | Foundation Course* | Diagnostic Available** |
| Social Studies | World History | | ✓ | ✓ | | T/C/F/S | |
| | Early American History | ✓ | | | | T/C | |
| | American History | | ✓ | ✓ | | T/C/F/S | ✓ |
| | U.S. Government | | ✓ | ✓ | | T/C/F/S | ✓ |
| | World Geography | | ✓ | ✓ | | T/C | ✓ |
| | Macroeconomics | | ✓ | | | T/C/S | |
| | Microeconomics | | ✓ | | | T/C/S | |
| | Psychology | | ✓ | | | T/C | |
| | Sociology | | ✓ | | | T/C | |
| World Languages | Spanish I | | ✓ | ✓ | | T | |
| | Spanish II | | ✓ | ✓ | Spanish I | T | |
| | Spanish III | | ✓ | ✓ | Spanish II | T | |
| | Spanish IV | | ✓ | ✓ | Spanish III | T | |
| | French I | | ✓ | ✓ | | T | |
| | French II | | ✓ | ✓ | French I | T | |
| | French III | | ✓ | ✓ | French II | T | |
| | French IV | | ✓ | ✓ | French III | T | |
| | Chinese I | | ✓ | ✓ | | T | |
| | Chinese II | | ✓ | ✓ | Chinese I | T | |
| | German I | | ✓ | ✓ | | T | |
| | German II | | ✓ | ✓ | German I | T | |
| Electives | Fitness | | ✓ | | | T/C | |
| | Health | | ✓ | | | T/C/S | |
| | Life Skills | | ✓ | | | T/C/S | |
| | Introduction to Music Theory | | ✓ | | | T/C | |
| | Introduction to Office Applications | | ✓ | ✓ | | T/C | |
| | Introduction to OpenOffice Applications | | ✓ | ✓ | | T/C | |
| | HTML | ✓ | | | | T/C | |
| | JAVA™ | ✓ | | | | T/C | |
| | Chemical Engineering | ✓ | | | | T/C | |
| | Computer Engineering | ✓ | | | | T/C | |
| | Electrical Engineering | ✓ | | | Algebra I | T/C | |
| | Mechanical Engineering | ✓ | | | Algebra I | T/C | |

* High School Course Format Legend: T – Traditional; C – Competency-based; F – Foundation; S – System-graded

** The diagnostic allows clients to pre-test students' proficiency level against both state and course requirements. Once tested, students may complete only the portions of the curriculum they have not yet mastered.

Learn More

For more information email us at information@edisonlearning.com or call us at **1-877-422-6532**, or go to www.edisonlearning.com/ecourses.

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EL07.12



EdisonLearning, Inc.
485 Lexington Avenue
New York, NY 10017
www.edisonlearning.com
208

PARENTAL INVOLVEMENT PLAN

The school shall –

- Establish a positive, welcoming atmosphere so that parents will always feel welcome
- Designate a staff member to serve as the Parent Facilitator whose duties are as follows:
 - ✓ Provide a communication line for teachers and parents.
 - ✓ Provide teacher training designed to encourage parental involvement for staff.
 - ✓ Undertake efforts to foster parental participation in the school.
- Develop a system of communication with the parents that consists of the following:
 - ✓ Foster a parent mass email list so that information can be distributed throughout the year.
 - ✓ Send out monthly newsletters and monthly calendars.
 - ✓ Send out interim reports each grading periods.
 - ✓ Maintain a user-friendly website (www.ocbainc.com or www.youngadultacademy.org) with a wealth of information.
 - ✓ Update the school's announcements on the school website about twice a month.
- Implement a campus leadership advisory team and encourage parents, students, community members and teachers to be a part of this Team.
 - ✓ Some of the responsibilities include a review and recommendation for course of study and local graduation requirements.
 - ✓ Changes to the School's discipline policies
 - ✓ Recommend improvements to the School's student wellness program.
- Implement and support a type of PTO and encourage all to join and participate.
- Prepare family kits that will be distributed at the first of the year that may include:
 - ✓ The School's Parental Involvement Plan
 - ✓ Important school information on school policies and procedures.
 - ✓ Recommended roles of parents, students, teachers and administration.
 - ✓ Information on ways a parent can become involved in our school and in the education of his/her student.
 - ✓ A calendar of activities to encourage parental involvement.
 - ✓ A communication process that allows parents, teachers and administrators to communicate in a productive two-way manner.
 - ✓ A process for resolving parental concerns, including who to approach first and how to develop a solution.
 - ✓ Provide tip sheets for parents on how to foster their student's success in school.
- Encourage communication with parents by scheduling at parent-teacher conferences.
To provide opportunities for parents, students, teachers and counselors to dialogue so that everyone is working toward the same goal of meeting each student's needs.
- Provide student orientation each year to help students and their families make a smooth transition into the next term at the school.
- Hold Open Houses -
 - ✓ Fall Open House will encourage parents to meet the teachers, administrators and staff.
 - ✓ Spring- "Come Check Us Out" is designed for prospective students to see what the school has to offer. (Preferably in February)
- Plan various activities throughout the school year that will be beneficial to families and will encourage parental involvement.
- Provide a Parent Center.
- Purchase magazines and books and other informative material that will be housed in the Parent Center and will be available for check-out by the parents.

- Provide a quarterly “State of the School” address that will be presented at each of our campus leadership team meetings.
- Schedule “Parents Make the Difference” evenings on various subjects that will give an overview of the following:
 - ✓ What students are learning.
 - ✓ How students will be assessed.
 - ✓ What parents should expect for their student’s education.
 - ✓ Understanding of Core graduation requirements
 - ✓ How parents can assist and make a difference in their student’s education.
 - Family Science Night
 - The School Health Fair
 - Drug, Alcohol, and Safety Awareness Workshops
 - PTO Meetings
- Survey the parents, so that the school can more effectively meet their needs.
- Encourage local businesses to serve in an advisory capacity.

The teachers shall -

- Provide a positive classroom atmosphere that is conducive to learning.
- Provide students with meaningful classroom instruction on a daily basis.
- Provide course information to Parents at Open House.
- Encourage parents to keep open communication lines to enhance their students’ success.
- Provide interim reports to all students each of the four nine-week grading periods.
- Post students’ grades to the grade site at least once a week.

The parents shall -

- Encourage teachers, counselors and administrators to keep open communication lines to enhance their students’ success.
- Review the monthly calendar that is provided by the school.
- Review their student’s planner/organizer every class.
- Attend parent conferences and workshops and school activities.
- Contact the school if there is an issue that needs to be resolved.
- Become an involved parent at the school. Be involved in one or more of the following ways
 - ✓ Parent/Teacher Organization (PTO), Mentoring or Volunteering at the school
 - ✓ Campus leadership team or Advisory Committee
 - ✓ Drug and Alcohol Task Force.
- Provide a quiet place at home for students to complete their homework and/or study.
- Monitor your student’s learning and provide assistance when needed.
- Monitor your student’s progress as follows:
 - ✓ Review online grade site weekly.
 - ✓ Review the monthly letter and calendar.
 - ✓ Contact the teachers on a regular basis.
 - ✓ Utilize the school’s website for important updates and information
 - ✓ Review the interim reports and the report cards.
- Abide by the school’s parent agreement
- Read "Choosing Civility, the 25 Rules of Considerate Conduct"
- Encourage their student to abide by the rules at school and at home.

Shared Responsibilities for High Student Academic Achievement

Parent-Student-Teacher-Compact

School Mission: The mission of the school is to provide a school organization that encourages high integrity, high performance, and focuses on all our students to excel both academically and ethically in all school and outside life related endeavors. Through the combined efforts of students, faculty, parents, and the community, our students will learn to set and achieve goals that will ensure they are productive citizens in a multicultural and technological society.

School Agreement

The entire school staff will share the responsibility for improved student achievement; therefore we will do the following:

- Hold parent/teacher conferences
- Send frequent reports to parents on their student’s progress.
- Provide opportunities for parents to volunteer and participate in their student’s class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their parents and the diverse culture of the school.

School/Teacher Signature _____

Parent/guratinan agreement

I want my teenager to reach his/her full academic potential; therefore I will do the following to support my teen’s learning:

- Have an on-going communication with the school; including parent-teacher conferences and volunteering.
- See that my student attends school regularly and is punctual
- Supports the school staff and respects cultural differences of others.
- Establishes a time and place for homework and checks it regularly.
- Monitor television and movie viewing.
- Will help to make positive use of extra curricular time

Parent/Guardian Signature _____

Student Agreement

It is important that I do the best I can; therefore I will do the following:

- Come to school each day on time with my homework completed and have the supplies that I need
- Always try to work to the best of my ability
- Believe that I can learn and I will learn
- Conform to the rules of conduct and my school
- Show respect for my school, myself, and other students, and have consideration for cultural differences.

Student Signature _____

CONFLICT OF INTEREST POLICY

Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's, Osceola Communication, Business and Arts, Inc., hereby known as OCBA Inc. or "The Entity" (per Arkansas Department of Education RESOLUTION's Legal Comments), interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an OCBA Inc. officer or director or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. **Interested Person.** Any director, principal officer, or member of an OCBA Inc. committee with governing board delegated owners, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family;
 - a. An ownership or investment interest in any entity with which OCBA Inc. has a transaction or arrangement,
 - b. A compensation arrangement with OCBA Inc. or with any entity or individual with which OCBA Inc. has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which OCBA Inc. is negotiating a transaction or arrangement.
Compensation includes direct or indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate OCBA Inc. governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. **Duty to Disclose**
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the OCBA Inc. directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. **Determining Whether a Conflict of Interest Exists**
After disclosure of the financial interest and all material facts, and after any discussions with the interested person, he/she shall leave the OCBA Inc. governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining OCBA Inc. board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the OCBA Inc. governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the OCBA Inc. governing board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the OCBA Inc. governing board or committee shall determine whether OCBA Inc. can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the OCBA Inc. governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in OCBA Inc.'s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflict of Interest Policy

- a. If the OCBA Inc. governing board or committee has reasonable cause to believe its member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such a belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the OCBA Inc. governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the OCBA Inc. governing board and all committees with board delegated powers shall contain:

- a. The names of persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a. Pursuant to Arkansas School Board member laws concerning compensation, a voting member of the OCBA Inc. governing board may not receive compensation, directly or indirectly, from OCBA Inc. for services

- b. A voting member of any OCBA Inc. committee whose jurisdiction includes compensation matters and who receives compensation directly or indirectly, from OCBA Inc. for services is precluded from voting on matter pertaining to that member's compensation.
- c. No voting member of the OCBA Inc. governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from OCBA Inc., either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of an OCBA Inc. committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understand OCBA Inc. is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure OCBA Inc. operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to OCBA Inc.'s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in **inurement**, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, OCBA Inc. may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the OCBA Inc. governing board of its responsibility for ensuring periodic reviews are conducted.

2013-2014 Application Cycle

Application

**Young Adult Magic Johnson Bridgescape Academy of Crittenden County
Sunset, Arkansas**

RECEIVED

Arkansas Department of Education
Charter and Home School Office
Sep 03, 2013



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Young Adult Magic Johnson Bridgescape Academy of Crittenden

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Young Adult Magic Johnson Bridgescape Academy of Crittend

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 250

Name of Sponsoring Entity: Osceola Communication, Business and Arts, Inc

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Sally Wilson

Address: 851 W. Semmes City: Osceola

ZIP: 72370 Daytime Phone Number: (870) 822-0574 FAX: (870) 563-5582

Email: ocbainc@yahoo.com

Charter Site

Address: 383 Highway 77 North (Phelix School Bldg) City: Sunset

ZIP: 72364 Date of Proposed Opening: August 2014

Chief Operating Officer
of Proposed Charter (if known): TBD Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (____) _____

The proposed charter will be located in the Marion School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

| | | |
|---------------------------------|---|-------------------------------|
| Name: <u>Sally Wilson</u> | Position: <u>OCBA, Inc - President</u> | State of Residence: <u>AR</u> |
| Name: <u>B.J. Bowles</u> | Position: <u>OCBA, Inc - Secretary</u> | State of Residence: <u>AR</u> |
| Name: <u>Terry Coburn</u> | Position: <u>OCBA, Inc - Vice President</u> | State of Residence: <u>AR</u> |
| Name: <u>Mike Malone</u> | Position: <u>Edison Learning</u> | State of Residence: <u>IN</u> |
| Name: <u>Jodie Beckley</u> | Position: <u>Edison Learning</u> | State of Residence: <u>MI</u> |
| Name: <u>Chris Wilberding</u> | Position: <u>Edison Learning</u> | State of Residence: <u>IL</u> |
| Name: <u>Jennifer Parker</u> | Position: <u>Edison Learning</u> | State of Residence: <u>FL</u> |
| Name: <u>Beau Butler</u> | Position: <u>OCBA, Inc</u> | State of Residence: <u>TN</u> |
| Name: <u>Anita Farley-Adams</u> | Position: <u>OCBA, Inc</u> | State of Residence: <u>AR</u> |
| Name: <u>Dr. Sharon Nesbitt</u> | Position: <u>OCBA, Inc</u> | State of Residence: <u>AR</u> |
| Name: _____ | Position: _____ | State of Residence: _____ |
| Name: _____ | Position: _____ | State of Residence: _____ |
| Name: _____ | Position: _____ | State of Residence: _____ |
| Name: _____ | Position: _____ | State of Residence: _____ |

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

4110 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

Earle School District Marion School District West Memphis School District

Hughes School District East Poinsett School District Marked Tree School District

So. MS County School District _____ _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Charter School will implement the Magic Johnson Bridgescape model, a specialized program focused on dropout prevention and recovery for students in grades 9-12 who have dropped out of school or who are at-risk of dropping out of school. The mission of Magic Johnson Bridgescape is to provide an alternative graduation path for those who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions. The program is grounded in the belief that every student, given the right tools, support and environment, is capable of exceeding their expectations. This vision is incorporated in a program that is student-focused and providing individuals an opportunity to earn a high school diploma in an environment that fits their schedule, life circumstances and learning needs.

The Magic Johnson Bridgescape model provides a student-centered, blended learning, community-integrated model which creates a positive and safe learning environment focused on improving attendance and student achievement. Through a strategic alliance with Magic Johnson Enterprises, Magic Johnson Bridgescape draws on EdisonLearning's nearly twenty year history of school improvement success and educational innovation and *the proven track record, passion, and leadership of Magic Johnson Enterprises to address the specific needs of students who are at-risk of not graduating or who have already dropped out of school*

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The Charter School will serve students who want to move forward academically and graduate but find the obstacles overwhelming. This includes students who are pregnant or parenting, working to support themselves or family members, falling behind or struggling with coursework, or disengaging from learning in the traditional setting.

In order to adequately support the population of students, the Magic Johnson Bridgescape program combines several key components: a blended instructional model that includes direct instruction and online learning, an individualized instruction path, and the counseling and behavioral coaching necessary to earn a high school diploma and achieve success beyond graduation. These components work together so that the program focuses on the whole student and not just the student's academic coursework.

Through the blended learning environment, high school students will be able to experience an abbreviated non-traditional school day and maximize the online coursework to focus on specific areas of need. Additionally, through a combination of the individualized instructional path and coaching and counseling, students will receive a roadmap to receive their high school diploma and the counseling to support not only that effort, but to also make post-secondary plans.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Applicant Response:

The Young Adult Magic Johnson Bridgescape Academy of Crittenden County public hearing was held at 6:00 on Monday, August 26, 2013 in the Marion City Hall, 14 Military Road in Marion, Arkansas.

The notices ran in the local paper, The Evening Times, on August 8, August 14 and August 19. The last notice on Monday, August 19 was seven days prior to the public meeting. The size of each notice was 3.5" by 3" and ran on the page with general news. The notice read: "You are invited to a meeting to hear about a proposed charter school. Young Adult Magic Johnson Bridgescape Academy. Monday, August 26, 6:00pm, Marion City Hall. For more details e-mail ocbainc@yahoo.com". **Copies of the three notices are attached.**

The superintendents from all districts where the school is more likely to draw students and the districts contiguous to the Marion School District were invited to attend via e-mail on August 13, 2013. The names and schools of the superintendents invited are as follows:

Mr. Don Johnston, Marion School District;

Mr. Jon Collins, West Memphis School District;
Mr. Rickey Nicks, Earle School District;
Mr. Jimmy Wilkins, Hughes School District;
Mr. Michael Pierce, East Poinsett County School District;
Mrs. Annesa Thompson, Marked Tree School District;
Mr. Gary Masters, South Mississippi County School District

A copy of the e-mail, with the superintendents' contact information visible in the "To:" space is attached.

The Public Meeting was a complete success. Over 30 people attended the meeting including two circuit judges, the juvenile court chief officer, a city councilwoman, the city attorney, local church leaders and school teachers. Mark Randall, a reporter from the local paper attended and wrote a lengthy article that appeared on the front page of the local newspaper, The Evening Times two days after the meeting. The headline for article read, "Support Voice for charter plan." **The article written by the reporter is available to ADE.**

The Public Meeting began at 6:10. Sally Wilson, the President of Osceola Communication Business and Arts, Inc, or OCBA, welcomed the attendees, reminded everyone to sign the attendance sheet. **The signed attendance sheets are available to ADE.** Wilson invited those in attendance who oppose the charter application register their opposition on the "I oppose" sheet.

Wilson gave a brief introduction of OCBA and explained how America's Promise Alliance and GradNation matched OCBA with the Magic Johnson Bridgescape Academy. Wilson also showed the educational need and the large number of non-graduated in the county. Mike Malone, from Indiana, gave the history of EdisonLearning, and explained the educational program and the record of proven success.

Wilson and Mike Malone from EdisonLearning used a PowerPoint presentation.

The 25 minutes powerpoint presentation lasted about 25 minutes included the following topics. A question and answer period followed. The powerpoint presentation included:

- 1) The relationship between OCBA and Magic Johnson Bridgescape Academies/EdisonLearning
- 2) The dropout crisis data for Crittenden County
- 3) OCBA and MJBA's relationship with America's Promise Alliance and GradNation
- 4) The loss of economic impact in Crittenden County by the non-graduates
- 5) EdisonLearning fact sheet
- 6) EdisonLearning student demographics
- 7) Introduction Magic Johnson Bridgescape, MJB and its 17 campuses in five states
- 8) The school's key features, instructional model and curriculum
- 9) The Magic Johnson Bridgescape success rate
- 10) The benefits of the MJB alliance
- 11) A national map showing the Magic Johnson Bridgescape locations
- 12) MJB demographics and performance results
- 13) The Arkansas charter school approval process and timeline
- 14) An invitation to help and how to get involved

The slide showing the dropout crisis showed the dropping enrollment of the cohort groups in the last six graduating classes in Crittenden County. As an example, the combined Crittenden County class of 2011, had 902 students in its 10th grade class count but only 595 seniors graduated 2 ½ years later. The source of this data is the ADE Data Center county enrollment. Furthermore, the loss of economic impact from each graduate per year is \$10,780. This amount totals to \$3.3 million annually for 303 non-graduates from the class of 2011 alone. **A copy of the powerpoint presentation is available to ADE.**

A question and answer period followed with very good questions. The meeting concluded at 7:00.

The attendees appeared supportive of the proposed school. No one voiced opposition to the school and no one signed the "I oppose" sheet. **The "I oppose" sheet is available for ADE review.**

The meeting date was presented in three separate front-page articles in The Evening Times. The articles were

very informative and ran on August 8th, August 9th and August 26th. **Copies of the articles are available to ADE.**

The meeting was promoted to local leaders. On the Friday, before the meeting, and Monday, the day of the meeting, Sally Wilson and Mike Malone visited several community leaders to share information about the charter school proposal, including the city mayor, the county sheriff, the county mayor, the city police chief, the public defender, the juvenile intact officers, the deputy prosecuting attorney, the circuit clerk and the pastors or staff of three large churches. The feedback from the visits was positive. Most of those visited offered to write letters of support for the charter school proposal.

As a result of the meeting and extensive publicity and promotion, area citizens showed their support for the charter school application by signing a petition of support. **Five sheets of the Petition of Support are attached.** To date, there are at least **six additional sheets of the Petition.** **These additional petition sheets are available to ADE.**

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Legal Structure

The non-profit corporation Osceola Communication, Business and Arts Inc., (hereafter referred to as OCBA) is the sponsoring entity of the charter school application. OCBA has a governing board (hereafter referred to the Board) pursuant to its bylaws. The bylaws is posted on the website, <http://www.ocbainc.com> . If the Charter School is approved, this Board will govern the school and will be the ultimate governing body of the charter school.

Non-profit status since 2007

OCBA is a non-profit corporation that is nonsectarian in its programming and operations, and is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. OCBA was founded in 2007 by a group of volunteers dedicated to raising funds for educational efforts and making application for open-enrollment public schools. OCBA was approved by the U. S. Department of the Treasury in 2007. The Internal Revenue Service issued determination letter, which verifies the OCBA's tax exempt status, is attached. OCBA is governed according to its bylaws that have already been approved by the IRS.

Governing Board's Roles and Responsibilities

The Board will control the operation of the proposed Charter School and make all decisions regarding the school. The Board will have final decision-making authority for the Charter School in the areas of finance, purchasing, student discipline, hiring and firing of staff, and hiring and firing of the Program Director and Director of Achievement.

If the charter is approved, the OCBA Board will enter into an agreement with EdisonLearning for the Magic Johnson Bridgescape program. Items in the agreement will include; recommendation for the school's directors, professional development of the teachers and staff, student recruitment, evaluating and assessing student, curriculum delivery, providing support services to the students, etc. **A sample of the agreement can be made available for ADE review**

OCBA will be responsible for fund raising and grant writing for the proposed Charter School. OCBA will incur any debt for the establishment and maintenance of the proposed Charter School. OCBA members abide by all federal rules governing non-profit boards and foundation. Should the Charter School close or be closed, all assets or funds (after debts paid) collected by OCBA on behalf of the Charter School will be returned to the state.

Policies and Procedures for Board Operation and Board election

Pursuant to its bylaws, the OCBA Board is elected to office by the OCBA members at the Annual Meeting held on the third Tuesday in September. OCBA membership is open to everyone dedicated to the mission of the Charter School.

The length of the terms for Board officers is two years. An officer is limited to two consecutive terms in the same office. The Board officers are a President, Vice President, Secretary, and Treasurer. The President presides over the Board meetings. The Secretary maintains minutes of the meetings. The Vice President acts in the President's absence. The Treasurer is responsible for overseeing the finances. If the charter is approved and pursuant to school law, the Board, during its September meeting will pass a resolution identifying the dispersing officer and alternate dispersing officer and file the resolution with the county treasurer and Department of Finance Administration. Pursuant to the OCBA bylaws, if a charter school application is approved, another board member will be elected making the board composition five members. This Board position will become the chairman of an Advisory Committee for the school. The Advisory Committee will not have governing powers but can help to advise the Board in matters concerning the charter school.

The Board will join the Arkansas School Board Association (ASBA) and will utilize the ASBA model policy program. The Board will adhere to requirements of local Board of Directors in Arkansas, including Arkansas' code of ethics for board members, avoiding nepotism and adhering to freedom of information, FOI. The Board members must attend training that is determined by the Corporation members at the Annual Meeting. The Board will oversee a long range plan for the Charter School.

The Board policies, using the ASBA model policy program, identify the specific day-to-day operations of the school and will be reviewed and approved by the Board each year and posted on the school website. **Drafts of the School Board's policy, Student Handbook, Personnel Handbook can be available for review by the ADE staff.**

Delineation

EdisonLearning will recommend a qualified person for the Program Director and the Director of Achievement to the Board. The Program Director will recommend names for campus personnel to the Board to hire, renew, not renew and terminate.

The Board will vote to hire, renew, not renew and terminate all the school employees and consultants. The Board will issue all employee contracts and post the contracts on the school website pursuant to Arkansas law.

The Program Director, serving as the school's business manager. The description of personnel who will perform business duties is in Section C13, Business and Budget Planning of this application.

The Program Director will be responsible for student discipline and will oversee all disciplinary issues related to rules and regulations that are laid out in the student handbook. Per state rules and school policy, if the Director wishes to suspend a student for longer than 10 days, the Director must seek approval by the Board for expulsion. The school board will approve a student handbook, based upon the ASBA model policies, that includes a section on student discipline. The Program Director will ensure that the rules and regulations are carried out and adhered to accordingly.

Plan for Involving Parents, Staff, Students and Community in the Decision-Making of the Charter School

A draft **Parent Involvement Plan** outlines the involvement of parents, staff and community in the decision-making of the Charter School. All parents, staff, adult-age students and supportive citizens are encouraged to join the OCBA non-profit corporation.

A local Advisory Committee of parents, staff, students and community volunteers will be appointed by the Program Director to support the Charter School and the Board. Though the group will not have governing power, the Board will consider suggestions from the Advisory Committee.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The Charter School will implement the Magic Johnson Bridgescape model, a specialized program focused on dropout prevention and recovery for students in grades 9-12 who have dropped out of school or who are at-risk of dropping out of school. The mission of Magic Johnson Bridgescape is to provide an alternative graduation path *for those who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions.* The program is grounded in the belief that every student, given the right tools, support and environment, is capable of exceeding their expectations. This vision is incorporated in a program that is student-focused and providing individuals an opportunity to earn a high school diploma in an environment that fits their schedule, life circumstances and learning needs.

The Magic Johnson Bridgescape model provides a student-centered, blended learning, community-integrated model which creates a positive and safe learning environment focused on improving attendance and student achievement. Through a strategic alliance with Magic Johnson Enterprises, Magic Johnson Bridgescape draws on EdisonLearning's nearly twenty year history of school improvement success and educational innovation and the proven track record, passion, and leadership of Magic Johnson Enterprises to address the specific needs of students who are at-risk of not graduating or who have already dropped out of school

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

Filling a Critical Need

Through its involvement with America's Promise Alliance, <http://www.americaspromise.org>, and the GradNation initiative, OCBA is aware of the need for innovative education to address the dropout crisis in the U.S., in Arkansas and in the Arkansas Delta. Nationwide, a student drops out of school every 26 seconds. The numbers of students leaving Arkansas schools can be studied using the ADE Data Center October 1st enrollment counts and graduation numbers. A typical illustration is an analysis of the statewide enrollment data from the class of 2011. The class of 2011 had 37,819 members in its 9th freshman class. The enrollment of this class dropped to 35,853 the next year, in their sophomore year. By the time the class of 2011 graduated, the number had dropped to 28,921 students.

For that class in Crittenden County, there were 902 sophomores but only 595 graduates in 2011.

For the same class in Mississippi County, there were 747 freshmen but only 536 graduates in 2011.

Studying the ADE Data Center enrollments over the past few years, there appears to have been shrinkage in the graduating classes of about 200 students per year in Mississippi County schools and about 250 students per year in Crittenden County schools. If these numbers are indicative of the number of non-graduates each year, *there could be 800 non-graduates between the ages of 18 and 22 living in Mississippi County, and about 1,000 non-graduates of the same age living in Crittenden County.* These non-graduates are the primary target group for the Young Adult Magic Johnson Bridgescape Academy.

This ADE data, from the last few years, was entered into line graphs. These graphs were presented at the public meetings and **are available to ADE.**

Innovations

OCBA recognizes that there is a need for an educational program to allow students to reach their potential in a non-traditional high school structure. OCBA proposes using EdisonLearning's Magic Johnson Bridgescape program; a scalable, cost-effective dropout prevention and recovery solution.

The Magic Johnson Bridgescape program will be different from the current comprehensive high schools and Alternative Learning Environments offered in area schools. The program provides a blended learning environment, where each student follows an individualized instructional path and is continually supported through coaching and counseling in order to earn a high school diploma and explore post graduation options.

The guiding goals for the Magic Johnson Bridgescape program are:

- Provide a challenging, enriching, and meaningful curriculum;
- Establish an environment that is safe and conducive to learning;
- Respect and celebrate a diverse community of learners;
- Assist students in developing good coping and problem solving skills that will allow them to meet challenges in a positive manner;
- Provide students with the tools necessary to achieve academic success, thus building the skills and confidence needed to become productive and contributing members of society; and
- Prepare students for post-secondary options including workforce readiness through Magic Johnson Enterprises workforce solutions and resources.

In the Magic Johnson Bridgescape model, differentiating program and instructional needs begins at the time of enrollment when students complete an initial assessment to determine any skill gaps that may be barriers to success. Once gaps are identified, students will be prescribed a reading and/or math remediation track to address specific needs. All historical data (*i.e.*, transcripts, IEPs, state assessment results) and any other available records and data will be reviewed by the teachers and staff who will collaborate with the student and parent or guardian (if available) to create the student's Individual Graduation Plan (IGP). Remediation, if needed, is included as a component of the IGP. Furthermore, students will be enrolled in an online career preparation course that will allow them to identify individual strengths and skills and to investigate employment and career options.

The blended instructional model gives students the opportunity to work at their own pace, take advantage of flexible scheduling, and learn through a variety of instructional methods. EdisonLearning's proprietary online coursework (eCourses) is designed to personalize the learning experience. eCourses are self-guided and self-paced, enabling students to complete coursework at their own pace, while fully monitored and supported with daily assessments and interventions. Structured based on a modular design with lessons limited to one or two standards based on objectives that are clear and attainable, students maintain focus and motivation by accomplishing achievable goals in each lesson, a technique which has been shown to foster success in online learning. Each lesson is accompanied by an assessment that tests mastery of lesson content and includes a host of interactive multimedia features that support the diverse needs of students as well as reinforce key concepts in the curriculum.

The eSchoolware learning and content management system allows teachers and staff to review student results, grades, time-on-task, and incorporate notes on achievement of student goals. When students are identified as struggling within a content area they will be provided the individualized assistance needed to master the material and move on. Individual or small group instruction is driven by student needs as identified through progress monitoring and will be provided as needed, both formally and informally. Small group instruction will be provided not only to address remediation needs but also to provide enrichment, specifically in the area of character education to promote good citizenship and decision making skills as well as to develop core values that include compassion, integrity, justice, and responsibility.

Teachers and staff will regularly monitor progress of their students according to the IGP on at least a weekly basis and adjust any expectations or conduct conferences to determine interventions and remediation that may be needed to keep the student on track. Progress Monitoring Logs are kept at the program location and notes are made regularly so that information can be shared among the team.

Further, focused on the student as an individual, the teachers, paraprofessionals, and counselors offer more than instructional and academic guidance, but a support network that enhances the student experience with life skills coaching, post-graduation planning and goal setting and measurement to ensure that every student has a clear path to graduation and beyond. Assistance with job placement and job training is available, many times working with community groups to provide local support and opportunities. One such resource is Magic Johnson Enterprises, which will provide students connections to workforce solutions and partner businesses. Students graduating from Magic Johnson Bridgescape programs are eligible for high school to workplace or high school to college resources. Through the program, students will have access to job readiness and mentorship resources to assist in career preparation and post-secondary planning. The program will partner with local businesses, civic organizations, and non-profits to create career platforms for students, providing workplace exposure and training and Magic Johnson Enterprises will leverage its full service staffing business and its other businesses and local partnerships to help identify job opportunities for graduates. The Magic Johnson Foundation will offer scholarship opportunities for students who graduate from the Magic Johnson Bridgescape programs.

The research on preventing dropouts by the U.S. Department of Education identifies key strategies for effective programs including creating more personalized learning environments for students; providing extra support and academic enrichment for struggling students; assigning adult advocates to students deemed to be at risk of dropping out; and providing rigorous and relevant instruction to engage students in learning. The blended learning environment, individualized instructional path, and counseling and coaching offered through the Magic Johnson Bridgescape programs are based on the U.S. Department of Education's recommendations.

The targeted student population for the Magic Johnson Bridgescape program is students who want to move forward academically and graduate but find the obstacles overwhelming. This includes students who are pregnant or parenting, working to support themselves or family members, falling behind or struggling with coursework, or disengaging from learning in the traditional setting. In order to adequately support these students, the teachers and staff, including a qualified guidance counselor, focus on the whole student and not just the student's academic coursework. In focusing on the whole student, at the time the student is enrolled in a Magic Johnson Bridgescape program, the teachers and staff and specifically the counselor determine the social and emotional needs of the individual students. These needs will inform the IGP to determine the supports needed for success. As the student progresses through the program, the social and emotional needs will be continually monitored by all staff members. To provide these supports, the guidance counselor will identify the necessary community partners and create a network of external social agencies to provide the needed resources and services for the students. For example, in the metropolitan Columbus area, the program has partnered with the Youth Empowerment, Mothers Helping Mothers, Franklin County Children Services, the Ohio Department of Youth Services, Ohio Health, and the American Red Cross. If a student is hungry, doesn't have a place to stay, or is lacking basic needs, we strive to identify those needs and the agencies or support network that can meet these and thus eliminate barriers to learning.

Based on our experience in serving similar student populations, the main social and emotional needs of students who have dropped out of school or who are at-risk of dropping out of school are the basic necessities which are not always available in poorer communities (food, clothing, and shelter) and the issues that plague today's students (drug and alcohol abuse, bullying, gang activity). Magic Johnson Bridgescape works with students to address and ensure that to the best of our abilities their needs are satisfied so that they can learn.

Career and Technical Education

Responding to the community leaders' requests for additional career and technical education, OCBA may apply for a pilot program through Arkansas Career and Technical Education. The courses of study considered include Steel Technology and/or Logistics/Warehousing.

Distinguishing characteristics

It is not just our extensive experience of both OCBA and EdisonLearning that will set the Charter School apart from other schools, but the Magic Johnson Bridgescape's model's ability to still focus on the student's needs

through practical research-based strategies, and more modern, involved ways of instructional support.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

Description of educational program

The Charter School will offer both a direct instruction and online educational program. The online courses are provided through Edisonlearning's proprietary eCourses, self-guided and self-paced online high school curriculum *that enables students to complete coursework at their own pace, while being fully monitored and supported with daily assessments and interventions.*

The primary source of curriculum is online coursework provided through EdisonLearning's proprietary eCourses, which are designed to personalize the learning experience. The courses are self-guided and self-paced, enabling students to complete coursework at their own pace, while fully monitored and supported with daily assessments and interventions. Each lesson is also accompanied by an assessment that tests mastery of *lesson content. An online PDF textbook is also included with each course that serves as a companion guide to the content presented in each lesson.*

Viable education program

The online coursework is designed to allow for individualization and customization based on specific student needs and includes a host of interactive multimedia features that support these diverse needs as well as reinforce key concepts in the curriculum. Features such as interactive demonstrations, interactive games, videos, and virtual science labs make courses *engaging and support learning. Not only do students work at their own pace and focus on the learning components of each lesson that resonate with their own particular learning style, but the Foundation eCourses require that students demonstrate mastery (i.e., receive a score of 80% or better) of the current lesson's assessment in order to advance to the next lesson. Additionally since students in alternative education may be struggling readers, Foundation eCourses are designed to support reluctant or struggling, while still maintaining the same academic rigor. Further audio programming components of the online curriculum, such as the text to speech functionality, allow lessons to be heard as well as read to support struggling readers and English Language Learners.*

The eCourses are delivered through an engaging and competency-based platform called Course Player. This system delivers content to students in a linear fashion one learning object at a time and presents material appropriate to each learning modality. For example, visual learners will find comfort in direct video instruction covering examples and lesson objectives. Auditory learners are accommodated through text-to-speech software available for all textual content. Kinesthetic learners will be drawn to activities that require drag-and-drop tools, model building, laboratory simulations and other online manipulatives embedded into the curriculum.

In addition to their online learning, students will engage with teachers offering direct instruction for remediation, intervention, and enrichment, which may include, but is not limited to:

- Direct Instruction
- Project Based Learning
- Small Group
- One-on-One Support
- Cooperative Learning
- Role Play
- K-W-L
- Simulations

A description of the **Blended Learning Pedagogical Model for Magic Johnson Bridgescape Academies is available to ADE.**

School day and calendar

The length of the school year exceeds the state requirements. There are 178 days of instruction scheduled between early August and late May. Additionally there is a term scheduled for the summer. The school is

requesting a waiver on the start and ending days to accommodate this extended year. The school day has two four-hour blocks, one scheduled for the morning and one for the afternoon. An additional block in the evening will be offered as needed. The school is also requesting waiver for the length of school day to accommodate this extended day. **The calendar and daily/weekly schedule are attached.**

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
 - The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

For the population of students that the Charter School proposes to serve, the Charter School' goals focus on student achievement and student engagement.

Student Achievement:

- Based on the overall average of students demonstrating proficiency (in reading, reading comprehension, mathematics, and mathematics reasoning), the percentage of enrolled students demonstrating proficiency on the mandated state assessment, as applicable, will increase at least 2% each year.
- The percentage of students meeting 100% of their IGP goals will increase by at least 2% each year.
- The Charter School's annual graduation rates will increase at least 2% each year.
- The Charter School's average ACT or COMPASS scores will increase at each year. And the number of students attaining the ACT minimum benchmark of 18 for English and 22 for Math (or equivalent COMPASS) will increase each year.

Student Engagement:

- The Charter School will average at least 55% attendance each school year for all students.
- The attendance rate will increase at least 2% each year for all students.
- As demonstrated through anonymous student surveys, at least 90% of students will recommend the Charter School to their peers.

In addition to the state assessment required under law and State Board of Education regulations, within the Charter School student assessment and testing will be administered throughout the academic year in order to improve the instructional program at the Charter School; assess the progress of individual students in relation to standards; and assess the progress of the students within the curriculum. Regular and systematic measures of learning are useful guides for parents, teachers, students, and community members as indicators of individual and group attainment of state and district standards.

Assessment tools

Upon enrollment in the school, students will take a diagnostic reading assessment in order to determine any skill gaps that may be barriers to success. Once identified, students will be prescribed a remediation track to address specific needs. The teachers and staff will regularly monitor progress of their students and adjust any expectations or conduct conferences to determine interventions and remediation that may be needed to keep the student on track. Students will also take an annual reading diagnostic assessment to measure growth. The creation of the IGP also includes a review of any state assessment data and/or academic improvement plans, AIP, to help inform each individual student's academic goals.

Further, individual assessment items within the eCourses are correlated to the Arkansas Curriculum Frameworks and the Common Core State Standards. Teachers continually monitor student progress in the eCourses and intervene as needed. For example, if a student's assessment across a particular standard dips below

proficiency, a teacher may point the student back to the portion of the course or to a web resource that presents the material in another way, or provide tutoring sessions with the individual student or a small group.

All assessments are designed so that the results are used by the teachers and staff to evaluate instructional practices and to initiate appropriate educational support for students in order to improve the instructional program; assess the progress of individual students in relation to standards; and assess the progress of the students within the curriculum.

The Charter School will also create, implement and sustain its Arkansas Comprehensive School Improvement Planning (ACSIP) model annually. This planning and fund distribution design will help school leaders develop a comprehensive school improvement plan. The plan will be used in our applications for federal programs administered by the ADE, under No Child Left Behind (NCLB), in addition to Student Special Use Funds. The plan will include priorities based on the school's greatest needs. The plan will identify the performance of student subgroups if the subgroup did not meet the achievement level necessary for Adequate Yearly Progress. The improvement plan will be submitted electronically by October 1st or by the date determined by ADE.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

In developing the eCourses, EdisonLearning synthesized best practices from over a decade of online education experience and nearly two decades of experience driving student achievement in brick-and-mortar schools. The curriculum was developed by teachers with backgrounds in both the brick-and-mortar and online education communities to deliver an achievement-driven and engaging solution for both students and teachers. The eCourses solution was validated through a rigorous independent review process spearheaded by Dr. Paul Kim, Assistant Dean and Chief Technology Officer at Stanford University School of Education. This review process ensured that the usability and design of the courses effectively serves a broad population of students' needs and learning styles.

Aligned with ADE content standards and Common Core Standards

EdisonLearning's eCourses curriculum is fully-aligned to the Arkansas Curriculum Frameworks, the Common Core State Standards, and a global set of standards produced by EdisonLearning. Since the eCourses are developed in-house, EdisonLearning's Curriculum Team can make necessary modifications to address changes in standards and any gaps in curriculum that do not currently meet standards. The eCourses are modular in nature. Each lesson is freestanding and builds in prerequisite knowledge, objective-based instruction and assessment pools that do not depend on or refer to previous or future lessons. This feature allows for any alignment gaps to be filled with content from the EdisonLearning repository of more than 8,000 unique lessons. This alignment process ensures that every standard is covered by both the instructional content and assessment items comprising the curriculum.

EdisonLearning is accredited as a Learning Service Provider by the Middle States Association Commission on Elementary and Secondary Schools (MSA-CESS). EdisonLearning is also accredited as a Distance Education School by the Northwest Accreditation Commission (NWAC), an accreditation division of AdvancED. For NCAA initial-eligibility core-course requirements, EdisonLearning has an approved course list that meets the requirements for establishing the initial-eligibility certification.

Annual curriculum review

During the school's staff annual curriculum review and alignment, the staff will verify that standards, benchmarks and performance standards are addressed in the appropriate manner, such as lesson plans, pacing guides, etc. The staff also ensures that best practices are used and recommends improvements.

A table showing the alignment of ADE course codes with the EdisonLearning's eCourses can be provided to ADE.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

As a part of the Magic Johnson Bridgescape program, the teachers, paraprofessionals, and counselors offer more than instructional and academic guidance, but a support network that enhances the student experience with life skills coaching, post-graduation planning and goal setting and measurement to ensure that every student has a clear path to graduation and beyond.

The Charter School's Guidance Counselor will have the main responsibility for providing these services. For experience and skills, the Counselor will have a Master's of Social Work or Master's in Counseling, appropriate state credentials, clinical experience with at-risk children, strong communication skills, ability to work collaboratively with teachers/staff, and experience developing and managing community-based initiatives or school-business partnerships.

B) Health services;

Applicant Response:

The Charter School requests a waiver for the school nurse requirement. The Charter School will use the local Health Department or health consortium to deliver the required health services such as vision Screenings.

C) Media center;

Applicant Response:

The Charter School requests a waiver the media center. Students will have access to video library at the Charter School. Students will also have access to public libraries in the area communities.

D) Special education;

Applicant Response:

All students enrolled in the Charter School who are eligible for special education services will have a current Individualized Education Plan (IEP) that reflects their educational needs and services. The Charter School will be responsible for ensuring that each eligible student's IEP is fully implemented. The Charters School will provide special education and related services both directly and under contract with outside providers. The Charter School will offer a continuum of special education services per the services defined in the IEPs of all enrolled students with disabilities.

Students with an IEP will be served in the general Magic Johnson Bridgescape program and all accommodations written into the plan will be provided. Teachers and staff will ensure that the program meets the student's needs and/or accommodations according to his or her IEP.

Postsecondary transition will be a consideration for students with IEPs and as with regular education students, Teachers and will include appropriate postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living and the transition services including a course of study needed to assist the student in reaching those goals.

E) Transportation;

Applicant Response:

The Charter School requests a waiver from the transportation requirements. Should the need for transportation be deemed necessary to address, monies may then be budgeted to allow students the ability to use public transportation.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Charter School's focus will be dropout prevention and recovery and as such anticipates offering an Alternative Learning Environment. The Magic Johnson Bridgescape program is an intervention program designed to remove traditional barriers that student encounter in school. Students will be assessed at entry and *provided intervention services based on their individualized IGP. The Charter School may pursue a consortium with area schools and serve as an ALE lead school site.*

G) English Language Learner (ELL) instruction

Applicant Response:

English Language Learners (ELL) will be identified early in the application process in order to provide timely access to ELL services. A Home Language Survey and other assessments will be completed for all students to guide the teachers in developing an appropriate educational program. The Charter School will be responsible for ensuring that ELL students and their families are served pursuant to all applicable state and federal laws.

Services for ELL students will be provided by appropriately qualified teachers in classroom settings, small groups, and/or individual tutoring sessions. The focus of instruction for ELL students will be teaching subject matter. However the subject matter will be introduced in a way that can be understood by the ELL students. Teachers will be provided information on the language proficiency of ELL students and adjust instruction accordingly.

Additionally, for ELL students, audio programming components of the online curriculum can be heard as well as read to support language learners. With the text-to-speech tool, a student is able to play an audio reading while the student reads the instructional material or replay it at their leisure to support their learning style. The online curriculum also has over 1200 multimedia items including virtual science labs and demonstrations to deliver visual, concrete explanations of abstract concepts

H) Gifted and Talented Program.

Applicant Response:

The Charter School requests a waiver from this requirement. As the Charter School is focused on at-risk students by offering a dropout prevention and recovery program, the Charter School does not anticipate offering a Gifted and Talented Program.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

As outlined in Section C4: Education using the ADE Data Center class enrollments and graduation numbers, there appears to have been, over the last few years, a shrinkage in the graduating classes of about 250 students per year in Crittenden County schools. If these numbers are indicative of the number of non-graduates each year, there could be about 1,000 non-graduates between the ages of 18 and 21 years old living in Crittenden County. These non-graduates are the primary target group for the Young Adult Magic Johnson Bridgescape Academy. Therefore there should be a very small number of students transferring from Crittenden County schools to the charter school.

This ADE data, from the last few years, was entered into line graphs. These graphs were presented at the public meetings and **are available to ADE.**

The Charter School's 200 students will most likely be Crittenden County residents, and come from within the district boundaries of Marion School District, West Memphis School District and Earle School District.

According to the 2012-13 enrollment information housed on the Department of Education Data Center's website, the districts in Crittenden County contain 3,027 students in grades 9-12.

The map attached shows the geographic areas listed above.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

Applicant Response:

Timeline for Annual Report to Parents and Community

By November 15 or a date determined by state law, the Charter School will publish an annual report to the public in the local newspaper. The report will detail the school's progress toward goals, accreditation status and proposals to correct deficiencies.

The Board will hold a public meeting by November 15, or by the date determined by state law, to review and discuss the annual report detailing the school's progress toward goals, accreditation status and proposals to correct deficiencies. Documentation of this meeting may include minutes of the meeting, the agenda including progress toward goals.

Performance report card

The Board will publish the school's performance report card in the local newspaper pursuant to §6-15-2006(b).

Probationary status notification

In the unfortunate event that the school be placed on probationary status, the school will publish the report immediately on the school's website and will run the status report in the local newspaper for two weeks pursuant to §6-15-205.

Report to the ADE Charter School Office

The school will provide a progress report and updated data to the ADE Charter school office by the deadline determined by ADE.

ACSIP

The Charter School will develop, with appropriate staff and community participation a comprehensive plan. The school's goals shall be compatible with state and national education goals and shall address local needs. The plan shall be filed with and reviewed by Department annually on October 1st or the date determined by ADE. The ACSIP will be viewable to the public through the ADE website or the Charter School's website.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

As an open-enrollment charter school, the Charter School will enroll all eligible Arkansas students, provided that the program may accommodate the students.

Student recruitment plan

The Charter School will utilize EdisonLearning's Enrollment Department for student recruitment and admission services. EdisonLearning's Enrollment Department offers expertise in enrolling schools throughout the country, and consists of seasoned marketing professionals, enrollment managers, support staff, and an Enrollment Service Center which manages all phone calls, follow up calls, and document processing for the Magic Johnson Bridgescape programs. The Enrollment Department will design and produce brochures, posters, direct mail postcards, banners, promotional items for giveaway, advertising for local newspapers and transit systems and radio spots. The budget for this recruitment is reflected in the attached budget template.

Students are required to complete an enrollment application online to initiate the enrollment process. Applicants will then receive a call from an enrollment specialist to review their application, discuss their eligibility for the program obtain parental or legal guardian approval and explain the admissions requirements. Eligible students are then emailed or mailed a policy packet to fill out with state mandated information, which must then be returned with proof of residence, and any other official documents needed to hand off the student's application to the school for review. The Charter School will hold an enrollment process that is open, fair and in accordance with applicable law. EdisonLearning will manage all student contact information according to FERPA guidelines.

Open, fair admissions process and public lottery

If more applicants enroll in the school than are spaces available a public lottery will be held to draw for the names of students that will fill the school. The names of the students not selected will be saved in the event a selected student relinquishes his/her slot. If an opening comes available, another name will be pulled, by random selection, from that lottery pool. In the years that follow, existing students wishing to return for the next year are not required to enter the lottery pool. Returning students are required to complete an "intent to return" to the Charter School.

Newly enrolled students are assigned a Learning Coach who provides the student the initial support and resources to promote student success. The Learning Coach provides the student with the Code of Conduct and Student Handbook, including the Statement of Understanding, reviews a Note Taking and Study Skills Tutorial, and provides a Student Orientation Packet. In the course of the orientation, new students complete a Cyber Essentials Course that helps familiarize students with the eCourses and provides an overview on how to navigate the eCourses. Students complete a New Student Worksheet to help identify why the student has dropped out of their prior school or program, what are their ultimate goals, and what they need to succeed at the Charter School. Students also complete an Academic Assessment to assess his or her basic skills. These tools are used to develop an IGP that is tailored to meet each student's unique learning needs and career goals.

Samples of these forms and policies can be made available to ADE.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

N/A

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Director of Achievement - The main responsibility of this part-time regional position is managing EdisonLearning's primary focus of student achievement in schools. The role, which will be similar to that of a superintendent, also ensures excellence in service delivery of all Magic Johnson Bridgescape by collaborating and partnering with district and charter school boards to drive consistently superior achievement gains. As required, this role will manage relationships as well as the operational/financial/budgetary/legal management of the Magic Johnson Bridgescape program. The Director of Achievement should be experienced in school finance and familiar with APSCN's Financial Management System (FMS). The Director of Achievement will oversee responsibilities, ACSIP development and submission, Technology Plans & E-rate, Federal Programs Coordinator, Schedule the Annual Audit by year's end, School Budget by Sept 30th, Monthly financial reports, APSCN Financial Cycle reports, Security Policy, Salary schedules, Annual Report by Aug 31, Arkansas Retirement System, State and Public School Employee insurance Program, Procurement and bidding, Statewide Information System, SIS, EDGAR, Equipment inventory, NSLA, Initial and Annual Tier 1 training, Write grant applications, Work financials with Educational Coop, Promotional events

School Operations Manager - The Schools Operations Manager, a regional position, akin to the Director of Achievement. Whereas the Director of Achievement ensures that the academic pieces are being implemented with fidelity, the School Operations Manager ensures that the operations/financial pieces are being implemented with fidelity

Program Director - The Program Director is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school including primary responsibility for achievement and financial performance. The Program Director, which will be similar to that of a school principal, is the overall leader of the school, with a dominant focus on instructional leadership. The Program Director will be held accountable for the continuous improvement of the school and its staff and for increased student achievement. The Program Director should be experienced with school administration and APSCN's SMS (student side) and FMS (financial side). And preferably, should have at least a master's degree and be experienced in managing a charter school. The Program Director will oversee responsibilities such as Standards of Accreditation, Statewide Information System, SIS, Board relations and policies-including discipline, Compliance to this Charter, Charter renewal, Long range planning, Quality Management System, Legal issues, Monitor ADE Commissioner's memos, Ensure all ADE reports are filed, Statement of Assurances by October 15th, Maintain job descriptions and employee contracts, Research and Development, Teacher training, Highly Qualified assurance, NSLA, Food services and nutrition, Liaison with Educational coop, Curriculum and Instruction, Testing and Assessments, Creating Master Schedule in APSCN, Initial and Annual Tier 1 training, Equity compliance report and assurance, ALE Reports & Program description, APSCN Student Management System, Cognos, Triand, APSCN Cycle reports, Manage student data, Required website postings (such as Student Handbook, Salary Schedule, Personnel Policies by September 15th, Parent Involvement Plan, Annual School Performance Report, Board meetings and information, Contracts). The Program Director is also responsible for control student records and transcripts, Control schedules and grades, Report attendance, Set student and staff discipline per Board Policy, Manage staff, Record staff professional development, Review student handbook, Evaluate transfer students' credits, Set up Parent Center, Arrange building inspections, Conduct safety and fire drills, Ensure compliance with IDEA, Ensure criminal background for staff, Ensure child mistreatment checks, Comply with Special Education, Schedule Parent Teacher Conference, Recruit targeted student, Enroll and retain students, Plan Closing Achievement Gap efforts, Encourage community involvement, Oversee graduation and diplomas, Delegate student functions and activities, Review lesson plans or pacing guides, Recruit and recommend teachers, Evaluate teachers, Observe classrooms, Serve as Instructional leader, Serve as Office of Teacher Quality, Plan Minority Teacher Recruitment, Parent Involvement Plan requirements, Purchase goods up to \$10,000 or amount set by the Board and ADE.

Teacher - The budget reflects that 4 teachers, a part time ALE teacher and part-time ELL teacher will be hired in the first and second years. As a member of a teaching team, the teacher will be responsible for facilitating student learning in an instructional technology learning environment and supplementing computer-based

instruction with direct instruction as needed. He or she uses a variety of instructional methodologies and curriculum resources to teach content and skills to students in small- or pull-out group instruction. The teacher regularly meets with students to advise and plan for students' IGPs, providing coaching and mentoring in an advisory capacity. The teacher works as a team member to meet the needs of all students. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success. Teachers collaborate with team members to analyze different means of meeting student needs and communicates with students, parents, and other team members about student progress and plan for next steps.

The Charter School requests the waiver on teacher certification, but the teachers must meet the highly qualified teacher status requirements. The School will use certified teachers as the ACTAAP Test Coordinator and to administer the state mandated assessments as required by ADE. All staff members will uphold the professional code of ethics and conflict of interest.

Special Education Teacher - The budget reflects that one special education teacher will be hired in the first and second years. The Special Education Teacher is responsible for implementing and ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the school's program of services. Responsibilities include, but are not limited to: providing student interventions and modifications to the academic program as needed; managing the school's special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

Aide/Paraprofessional - The budget reflects that two aides will be hired in the first and second years. The Aide or Paraprofessional, as a member of the instructional team, works under the supervision of the Program Director. This person primarily works in classroom, assisting the teacher in implementing instruction and related services. Such assistance may include: providing instructional assistance, guiding additional practice opportunities, re-teaching, and monitoring behavior.

Guidance Counselor - The budget reflects that one counselor will be hired in the first and second year. The qualified Guidance Counselor champions the behavioral, social/emotional and mental health needs of students in support of student achievement across the program. They take a leadership role in providing professional development within the school to create a solid understanding of the psychosocial development of students and the influences of family, community, and cultural differences on student achievement. They are a crucial voice in determining, planning and supporting the implementation of interventions, particularly related to the behavioral/social/emotional issues of students. Within this unique and alternative setting, it is critical that specific student needs be identified and met early on in an effort to provide students a support system that is often lacking outside of this environment. The Guidance Counselor will be trained (most likely at the educational cooperative) and appropriately qualified with APSCN student side.

Enrollment Coordinator - The budget reflects that one will be hired in the first and second years. The Enrollment Coordinator develops a student recruitment strategy, recruits students who are at-risk or who have dropped out of schools and maintains student enrollment.

Office Manager - The budget reflects that one will be hired in the first and second years. The Office Manager will play a key support role, serving as the focal point for communication by mail, telephone and in person. The Office Manager will manage the flow of information, both within the school and between the school and the state, and will be responsible for maintaining all school records. To be effective, the Office Manager must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the Office Manager as representative of the program. He or she must be flexible, personable, able to communicate the program's mission and vision, and possessed of the same EdisonLearning core values. The Office Manager will be trained (most likely at the educational cooperative) and qualified to enter financial data and coding in APSCN information. The OfficeManager will also be trained to enter Cycle data into APSCN.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

Business Office and managing fiscal responsibility

The Charter School will have a formal business office with the Program Director acting as the campus business manager. This Program Director will work with the local education cooperative(s) in composing and preparing the school's annual budget and financial reports for the Board's input and approval. The upcoming year's annual budget will be created and approved by the Board on or prior to September 30 or the date determined by ADE.

The Program Director will have the decision-making authority in finance and purchasing, in consultation with the school director, for purchases under \$10,000 or the amount set by statute. Any purchase or financial decision over that amount must be approved by the Board. The Program Director will prepare the monthly statements of finances and present them to the Board for approval. The Program Director will be responsible for maintaining financial records and ensure the information is provided to the auditor for the annual school audit.

Additional financial responsibilities are listed under the job descriptions in the Staffing Plan in Section C12 of this application.

Procurement Policy

The Charter School has a draft of the purchasing and procurement policy. **This draft policy can be made available to ADE upon request.** The policy includes bidding procedures.

Annual Budget Timeline

Upon approval of the Charter School, the ADE Public School Finance and Administrative Support Section will *provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter.* That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network

Two-year Budget Estimate

The Budget Worksheet has been developed for application purpose. It is formatted to expedite the application *process and does not include funds that are not presently guaranteed and does not include one-time grants* such as the Charter School Program implementation grant. **The sample two-year budget worksheet is attached.**

Budgeting for student enrollment

Year One: Enrollment - 200 students

Year Two: Enrollment - 200 students

The "Number of Students" is the number of students expected to be enrolled in the open-enrollment public charter school. *The student numbers including addition of students by year and or grade is clearly be defined in the application's budget page.*

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

Annual Audit

OCBA has previously worked with Hudson Cisne, a Little Rock auditing firm, and therefore will ask Hudson Cisne to conduct the Charter School's first-year audit. Their contact information is listed below.

Hudson Cisne & Co. LLP
Rami Kassissieh, CPA
11412 Huron Lane
Little Rock, AR 72211 (501)2 21-1000

The audit will be carried out after the end of the school year. The fee for the audit will be \$10,000. This amount is reflected in the attached budget worksheet in year two.

Information needed to be reported to ADE

The schedule of statutes required by ADE to be addressed in independent auditor's report on compliance include;

Bidding & Purchasing commodities
School officials prohibited from Sales
Collateralization & Investments
Deposit of Funds
District Finances
Bonded & non-bonded Debt,
District School Bonds
Petty Cash,
Investment of Funds
Management of Schools
Board of Directors
District Treasurer - Warrants
Management letter for Audit
Nonrecurring Salary Payments
Revolving Loan Fund
Salary Laws
School Elections
Teachers and Employees
Personnel Policies
Employment & Assignment
Teacher's License Requirement
Contracts
Certification Requirements
Fair dismissal Act
Sick leave policies
Teacher Salaries, the Minimum Foundation Program Aid Act
Teacher Salary Fund
Trust Funds

Use of Contractors, Improvement, Contracts
Use of District M & O Millage (N/A)

Information Reported to the Community

The audit will be posted on the Charter School's website



15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

A former school building

The proposed Charter School will be housed on the former Phelix (High) School Building in Sunset, Arkansas. The facility is vacant but still meets the needs of the proposed school. There are 30 classrooms in the building, but the Charter School plans to use 10 classrooms in the first and second years. The Charter School will pay rent only for the space used, but the owners will allowed the school to add classrooms as needed.

Facilities and maintenance budget

The attached budget worksheet reflects the following line items, annually; \$30,000 for rent, \$20,000 for supplies and materials, \$12,000 for utilities, \$24,000 for phone/internet, \$24,000 for custodial, \$26,000 for facility maintenance.

The Board is experienced with safety and health inspections needed for the facility including the requirements for Fire Marshall's approval. This approval must be in hand before the school can open. The organizers are experienced with meeting Arkansas health and safety requirements, certificates of occupancy, and compliance with IDEA.

Facilities use form

The ADE supplied **Facilities Use form has been signed and is attached**. The building owners understand and invite representatives from ADE to visit the site within the next couple of months.

If the charter is approved, OCBA acknowledges that the lease or a loan for equipment purchase must be approved by the Commissioner of Education.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The building is owned by Big Cypress Land Company, LLC, who principals are James Hale, Richard Williford and Mark Bell. There are no relations with the property owners and those listed in (1), (2) and (3). There is no school staff at this time.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
 No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

IDEA

The Charter School's proposed facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If during the ADE inspection, a nonconformance is discovered, the Charter School will repair or fix the facility to meet the requirement.

The land for the school is on farmland and is suitable for a school building. No liquor stores or sales are within 1000 feet of the facility.

17. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

- (A) Any other individual specifically identified by name in Section A of the application;
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
- (C) The owner(s) of the facilities to be used.

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

There are no relationships as described in Question 17.

(B) If approved, OCBA plans to contract with Magic Johnson Bridgescape/EdisionLearning to manage the school. *Any conflict of interest will be addressed through a management agreement between the Board and any other organization involved with the school.* The OCBA bylaws includes a policy for Conflict of Interest. If approved, the Board will also approve and abide by a Conflict of Interest policy.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

There are no conflicts of interest among the individuals involved with this proposed Charter school. There is no family or financial relationship between any of the those listed. The bylaws of the non-profit ensure that there are no conflicts of interest.

Draft of Conflict of Interest Policy

The Board will utilize the ASBA model policy program and adopt a Conflict of Interest Policy that ensures that all actions are in the best interest of the school and the students at the school. A draft of a procedure:

Board members believe that school board membership is an act of public service and as such no monetary reward is expected by the individual members. Further, the Board strives to avoid any impropriety or appearance of impropriety in its use of school funds. In accordance with statute the Board will not purchase supplies, equipment or personal services from any member of the Board, or from a firm or corporation in which a Board member has a significant interest unless such purchases are made on the basis of open competition bids or quotations requested through public advertising.

OCBA, Inc also includes a Conflict of Interest statement in its bylaws.

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Food service for all eligible students

The Charter School apply for the Federal Free- and Reduced-Priced breakfast, lunch programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value and reporting requirements.

It is the intention of the Charter School to bid out the food service, for the first year or two, to Food Service Management Companies. Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. The Charter School Board will set all meal prices for both students and adults and will ensure those meal prices are also compliant with all state and federal regulations.

Food Service Management Plan

The school will develop a full Management Plan, pursuant to §§20-7-124, 20-7-135. The Plan includes the following components:

1. Program Management

Child Nutrition program; The application process and deadlines

Menu Planning Tool, Production Records, meals Per hour labor worksheet, on-site review, Self review form, Eligibility Master Roster, Direct Certification of Students, Certification of Disability for Special Dietary needs form, Time certification form, bid tabulation form

2. Reimbursement claim reimbursement, cash management worksheet, daily record form, edit check worksheet, safety net listing

3. Summer Meals Program - seamless summer schedule

4. Verification Reporting, forms and letters

5. Free and Reduced price meals, Eligibility guidelines and applications

6. After school snack

7. Healthy schools, Wellness Committee

8. Wellness Policy Checklist

9. Cycle 2 reporting and student report

10. Staff requirements

Child Nutrition Unit Requirements and Deadlines, Certification of Child Nutrition, (CN) Director, School Nutrition Association, (SNA), Duties of the CN Director, Non-profit food service account, Source of CN Director salary, Certification of Child Nutrition (CN) Manager, Child Nutrition (CN) Manager's Training, Training of Child Nutrition (CN) Workers

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parent Involvement in educational programs

Parent and community involvement is essential in establishing a strong foundation for a school. For the population of students who traditionally enroll in Edison Learning's Magic Johnson Bridgescape Academies, the student's parent or guardian is not always the person supporting the student to achieve their academic and career goals. For that reason, teachers and staff of the Charter School will work with each student to identify the adults in their lives who positively influence the student's life and will support the student. The Charter School has a draft Parent Involvement Plan and will involve the parents and community in the development of the final Parent Involvement Plan by October 1st or the date determined by ADE. The Parent Involvement Plan will be posted on the school's website by October 21st or the date determined by ADE.

The Charter School will seek to involve parents/guardians and the community throughout the start up process. The Charter School will ask for parent/guardian and community volunteers to help with outreach, and other efforts such as student activities, field trips, and community partnerships that will enrich the experiences of the students. Parents/guardians, students, and community members will be encouraged to promote the school to their contacts, to refer friends, and to help the school establish mutually beneficial relationships and partnerships with community organizations and local businesses.

Continued involvement

The Charter School will seek to involve parents and the community throughout the development process. As the Charter School will bring together the community, including parents, business people, educators, and community leaders to serve on a Advisory Committee. This OCAB Board will encourage the Advisory Committee to provide feedback throughout the school year. As previously discussed, one of the Charter School's primary focuses will be to serve students who are at risk of or who have already dropped out of school and foster a conducive learning environment that will lead to the student graduating. It is imperative to have a whole-child approach to education and as a result parent and guardian involvement will be an integral component of the learning process. Parent and guardian satisfaction will be gauged by conducting twice-annual parent satisfaction surveys.

The OCBA and Magic Johnson Bridgescape staff will also identify and engage with community organizations that provide services and opportunities for at-risk youth. This outreach to local organizations will increase awareness in the community for the drop-out recovery and re-engagement services that the Magic Johnson Bridgescape program will provide. One such resource is Magic Johnson Enterprises, which will provide students connections to workforce solutions and partner businesses. Students graduating from the Magic Johnson Bridgescape programs are eligible for high school to workplace or high school to college resources. Through the program, students will have access to job readiness and mentorship resources to assist in career preparation and post-secondary planning. The program will partner with local businesses, civic organizations, and non-profits to create career platforms for students, providing workplace exposure and training and Magic Johnson Enterprises will leverage its full service staffing business and its other businesses and local partnerships to help identify job opportunities for graduates. Magic Johnson Enterprises currently has a strong network of government and corporate relationships in 22 states and 98 cities. Further, the Magic Johnson Foundation will offer scholarship opportunities for students who graduate from the Magic Johnson Bridgescape program. To date, the Magic Johnson Foundation has awarded scholarships to 386 students with an 87% graduation rate. Currently, there are 137 scholarship recipients attending 96 colleges and universities.

Student Services Annual Report SurveyThe Charter School will also participate in the Student Services Annual Report Survey as required by ADE.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

The Charter School respectfully requests waivers from the following provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the Standards for Accreditation of Arkansas Public Schools and School District in order to meet the goal of the Charter School and offer the Magic Johnson Bridgescape program.

Waivers from Title 6 of Arkansas Code Annotated (Education Code)

§6-10-106 Uniform dates for beginning and end of school year. The school operated on an extended school year

§6-13-109 Licensure requirements for School Superintendents. The school will hire a Director that has been interviewed and recommended by the Magic Johnson Bridgescape Academy partnership therefore the school requests the waiver on superintendent's requirements.

§6-13-608 Length of Director's terms - The Board is elected pursuant to the nonprofit bylaws posted on the nonprofit's website, <http://www.ocbainc.com>

§6-13-611 Vacancies Generally - The Board is elected pursuant to the nonprofit bylaws

§6-13-616(a) Qualifications of Directors -Board is elected pursuant to the nonprofit bylaws. None of the Board members shall be eligible for employment in the charter school

§6-13-619 Meetings & Removing Directors- The Board will follow the nonprofit bylaws for removing and replacing Board members

§6-13-620 (i) Powers and duties - The school will not hire a Superintendent but will hire and will evaluate annually a Director of Achievement and a Program Director to share the duties identified as those of a Superintendent.

§6-13-630 Election by Zone and at Large - The Board is elected pursuant to the nonprofit bylaws

§6-13-633 Vacancy- The Board is elected pursuant to the nonprofit bylaws

§6-13-634 School District Board of Directors - The Board is elected pursuant to the nonprofit bylaws. Per these bylaws, the charter school will have (the odd number of) five members on its Board

§6-14-101 through 6-14-122 General Election Laws-School Boards - The Board is elected pursuant to the nonprofit bylaws, <http://www.ocbainc.com> .

§6-15-213 38 units. The EdisonLearning curriculum does not have a Journalism course nor all of the arts courses therefore the school requests a waiver to teach 38 units

§6-15-902 (c)(3)(B) Weighted credit for concurrent credit - The School will award weighted credit for 2nd year (sophomore) level concurrent credit college courses that a student is using for a core course graduation requirement.

§6-15-1004 Qualified teachers in every public school classroom - The School will use highly qualified teachers

as determined by federal requirements.

§6-15-2302 (b) General Business Manager - The school will hire and train qualified staff through its partnership with *Magic Johnson Bridgescape/EdisonLearning*. The staff entering financial data into APSCN will be trained, probably at the local educational cooperative, Crowley's Ridge Coop.

§6-16-102 School Day - The School will hold classes during the day for more than six hours per day and will hold classes in the evening as the interest increases for night classes. Therefore the school will hold classes for more than six hours a day. But in the Magic Johnson Bridgescape Academy model, students are allowed to complete some of their coursework away from the campus, therefore the school requests a waiver on the school day.

§6-16-103 Course of Study - (c)(1) Mail the courses to be taught to every parent. The school will mail the letter to the students who are 18 years or older instead of their parents.

§6-16-124 Arkansas History-Required Social Studies course. The school will not require students missing this half credit up if they did not take the course in 7th or 8th grade.

§6-17-111 Duty-free lunch - The staff may be needed to eat with the students during lunch.

§6-17-114 Daily Planning Period - The teachers will not have a paid daily planning period.

§6-17-203 and §6-17-205 Committee for each school district (Personnel Policy Committee) and Organization - The board will adopt personnel policies, using the ARSBA model policy, but school will not have a personnel policy committee

§6-17-204 (b)(2)(A) Incorporating into teachers' contract. Voting by personnel policy committee - The school will not have a personnel policy committee.

§6-17-302(a) Public school principals-Qualifications and responsibilities - The school will use a Program Director instead of a principal. Many of the Director's responsibilities are listed in the Job Description section of this application.

§6-17-309(a)(1) Certification - Teachers teaching out of area. The school is requests teacher certification waiver for classroom teachers and substitute teachers

§6-17-401 Teacher's license requirement - The teachers will teach multiple subjects. But the School will use only highly qualified teachers as determined by federal requirements.

§6-17-427 School superintendent monitoring. The school seeks the waiver on superintendent monitoring for its campus leader, the Program Director

§6-17-418 Teacher certification - Arkansas history - The School will use highly qualified teachers as determined by federal requirements.

§6-17-702 Arkansas History in-service Training - The school will provide professional development according to the professional development plan used by Magic Johnson Bridgescape/Edisonlearning

§6-17-704 thru §6-17-705 Professional Development Plan and credit - The school will provide professional development according to the professional development plan used by Magic Johnson Bridgescape/Edisonlearning. **A copy of the Professional Plan in use at other sites in the U.S. is available to ADE**

§6-17-901 through 6-17-922 AR Teachers' Salary Law - The school requests waiver from the AR Teacher's Salary Law

§6-17-1501 through 6-17-1510 Subchapter 15 Teacher Fair Dismissal. Employees will be afforded constitutional due process in all dismissals.

§6-17-1702 through 6-17-1705 Subchapter 17 Public School Employee Fair Hearing Act. Employees will be afforded constitutional due process in all dismissals.

§6-18-211(a) and (b)(1), *Mandatory attendance. In the Bridgescape model, students are allowed to complete school work at home. The school requests the waiver requiring its students in grades 9-12 to attend a full day.*

§6-18-223 Credit for college classes. School students can substitute college classes for additional high school requirements per the sample concurrent credit matrix that is available to ADE. The School will pay the students' college tuition, fees and books for the dual enrolled college courses.

§6-24-106 Administrators

The school directors will have at least a Bachelor's degree and a business background. Most of the administrator's responsibilities are listed in Section 12 of this application. The salary is commensurate with performance, years of experience and level of graduate college work

§6-47-406 (1), (2)(A), (f)(1) Virtual school. The school seeks waivers to offer distance learning to students outside of the district where the charter school is located, to allow student to take the distance learning course off-campus (except the state tests and assessments must be taken on site), to expand the potential students to those who have dropped out of school or are at serious risk of leaving their high school.

§6-48-101 through §6-48-104 Direct instruction is primary education component in ALE. Plus ALE participate in school wide activities. The school requests to be able to offer its Edison Learning eCourses in the ALE setting.

Waivers from SBE Rules and Regulations

Business Manager Qualifications. The staff entering financial data into APSCN (FMS) will have training provided by the local educational cooperative or similar provider.

Concurrent Credit Classes. The school will pay for the concurrent credit classes

Distance Learning. The home schooled or private school students may enroll in the school distantly. The students would be required to come to the charter school only to take state test and assessments.

Gifted and Talented Program Approval Standards. The School will focus on basic academic, skills and workforce preparedness.

Mandatory Attendance in Grades 9 through 12. In the Magic Johnson Bridgescape Academy model, the students are allowed to complete some of their coursework away from the campus. The school seeks the waiver requiring 350 minutes of instruction per day

Personnel Policies and Salary Schedules, The school will award pay and pay increases based upon performance not years of service. The school will post the personnel policies and financial data on its website as required in Section 9

Professional Development The school will use the Magic Johnson Bridgescape Academies professional development plan. A copy of the Profession Development used at MJBA is available to ADE.

Waivers from Standards for Accreditation

In the rules concerning parents, the school requests that the students, 18 years and older, be able to act in the role of the parent, such as rule 9.03.1, 12.04 and other rules requiring a parent signature or approval.

Standard IV (CURRICULUM)

Rule 9.03.1.2 The school requests the waiver to teach the 38 units. The EdisonLearning curriculum does not include a Journalism course, some of arts courses.

Rule 9.03.04 38 units. *The school requests waiver from teaching the 38 units, from requiring a minimum of laboratory experience of 20%, and from requiring 9 units of sequenced CTE courses in 3 occupational areas* The School will schedule all 38 units on its Master Schedule in ASPCN but if the full or half course is not needed by any student for graduation, the course will not have to be taught. **The EdisonLearning course catalog is available to ADE.**

Standard V (INSTRUCTION)

Rule 10.01.2 190 day contract for teachers. *The School will use adjunct and part time teachers*

Rule 10.01.3 Ten days of professional development. The Magic Johnson Bridgescape Academies have an established **professional development plan. It is available to ADE.**

Rules 10.02.5 Class Size and Teaching Load. With the Magic Johnson Bridgescape model a teacher may need to teach more students than this rule allows.

Standard IX (GRADUATION REQUIREMENTS)

Rule 14.03 Clock time. The school requests a waiver for the 120 clock hours for 1 unit and 60 clock hours for ½ unit. In the Magic Johnson Bridgescape Academy model the students are allowed to complete some of their coursework away from the campus therefore this waiver is requested.

Standard X (PERSONNEL)

Rules 15.01 through 15.02 School District Superintendent and Principal. The school requests the Director of Achievement and the Program Director not be required to be licensed

Rule 15.03.1 to Rule 15.03.3 Licensure and Renewal. *The school requests this waiver for all staff including substitute teachers. Teachers will meet highly qualified status as required by federal guidelines.*

Rule 15.04 Professional Development and In-Service Training. The school is requesting a waiver form the professional development requirements. The School will use part time and adjunct faculty and the will be scheduled to teach at different and various school sessions during the year. The faculty will be trained in accordance with the existing Magic Johnson Bridgescape Academy professional development plan. Professional development records will be maintained by the school. The school has a **sample professional development plan used at other Magic Johnson Bridgescape locations available to ADE.**

Standard XI. (SUPPORT SERVICES)

Rule 16.01.3 Guidance and Counseling. The School will use a qualified counselor to advise students and to provide counseling services

Rule 16.02 Media Services. *The School will utilize local libraries, and the EdisonLearning eCourse program in place of an on-site library*

Rule 16.03.1 and 16.03.2 Health. The School will use contracted services to provide the health program

Standard XIII (GIFTED AND TALENTED EDUCATION) School students will focus upon the basic courses.

Standard XVI (AUXILIARY SERVICES) The school will not transport students.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Charter School will not impact any court order or statutory obligations.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Sally Wilson, OCBA President and Founder

Wilson was a member of the Osceola School Board from 2002 through 2009, attended ARSBA training and received outstanding school board member recognition. Since 1999, Wilson has helped numerous groups write charter applications, some successful and some not. In 2007, she helped OCBA, Inc write the OCABS charter application that the State Board approved. Wilson worked as the OCABS School Director in its start up year and in its second year. In its start up year, OCABS received full accreditation from ADE, without any probationary items or any citations. In the second year, OCABS had an on-site review and was one of few schools in the area to receive full accreditation without any probationary items or citations. During the same two years, Wilson served on the Arkansas Public School Resource Committee. Wilson has been a presenter at the Charter School conference. Wilson has a bachelor's degree in Engineering and consults and teaches for area community colleges' technical programs. In 2006, Wilson was the lead instructor of the ADTEC team that created the Advanced Manufacturing course of study for Arkansas Career and Technical.

Michael Malone

Michael Malone is the Regional Vice President of Development for EdisonLearning. A former Assistant Superintendent, Michael has twenty-five years of executive experience in K-12 education spanning positions in large urban districts, a non-profit education reform partnership, and two for-profit educational management companies. In his current position, Michael works with school districts and charter school boards to implement high achieving and innovative school designs, such as Magic Johnson Bridgescape. For example, Michael worked in Cleveland, Columbus, and Cincinnati, Ohio, to develop and implement ten Magic Johnson Bridgescape Academy charter schools.

The Magic Johnson Bridgescape Academy Management Team

Jodie Beckley

Jodie Beckley is the Senior Vice President of Alternative and School Improvement Solutions. A life-long educator, Jodie taught Spanish for 10 years at the elementary, middle, and high school levels in Wichita, Kansas before she joined EdisonLearning in 1996 to start up one of the first Junior Academies in our system. She then became a principal and moved to Michigan to open Edison-Oakland Public School Academy, which served 840 Detroit students in grades K-8 and her school earned a "Golden Apple Award" – Michigan's highest recognition for outstanding achievement gains on the state's high-stakes test at that time. Since 2002, Jodie has held a number of positions, including Vice President of Education Services and Regional General Manager.

Chris Wilberding

Chris Wilberding is the Vice President of Operations for Alternative Education Solutions and has extensive experience in management of operations. Mr. Wilberding began his career as a social studies teacher and coach prior to operating alternative schools and programs for students at risk of dropping out of school.

Jennifer Parker

Jennifer Parker is the Executive Director and Education Service Lead for Alternative Education Solutions and as such is responsible for developing the educational models and designing the implementation model for the Magic Johnson Bridgescape Academies. A former middle and high school English teacher, Ms. Parker transitioned to administration and has served as Program Director for schools serving at-risk, and

behaviorally and learning-challenged students at the elementary, middle and high school levels. Additionally, Ms. Parker has supervised schools regionally, serving as an Executive Director for multiple school programs in the state of Florida. In these roles she has gained a wide range of experience in curriculum development, school management, training and professional development. Ms. Parker's background in curriculum, instruction, and training is key to Magic Johnson Bridgescape's success.

Natalie Williams

Natalie Williams is the Vice President, Strategic Alliances and Operational Excellence. Ms. Williams is responsible for managing strategic alliances to ensure they deliver value to both partners and achieve stated goals. As the primary liaison with Magic Johnson Enterprises, Ms. Williams' work with "Friends of Magic" and community partners is critical to the success of Magic Johnson Bridgescape. Ms. Williams also supports operational excellence through the management of regional staff training and the evaluation of client relationships.

Sponsoring Entity, OCBA, Inc

OCBA, Inc is the sponsoring entity of this charter school application. OCBA members have experience with successfully governing a charter school in 2008, 2009 and 2010. During this time the school won accolades for careful compliance to its charter and state requirements. Per the OCABS charter, OCBA delegated governance of the school to newly formed group, called the OCABS Board that was designed to be elected from the school's families. Unfortunately the new group hired administrators that did not comply with the intent of the charter and ultimately the school was closed.

In this charter application, the governance of the school will remain with OCBA, Inc. And to help ensure the long-term success of the school, OCBA will enter into contract with Magic Johnson Bridgescape EdisonLearning to manage the school.

America's Promise Alliance and GradNation

All of the organizations are involved with America's Promise Alliance and the GradNation initiative. Magic Johnson Bridgescape has 17 academies in five states. EdisonLearning works with about half a million students across the globe.

OCBA, Inc.'s Determination Letter

The "eligible entity" is an organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). A copy of the entity's letter from the IRS reflecting tax exempt status.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: ~~MAY 01 2008~~

OSCEOLA COMMUNICATION BUSINESS AND
ARTS INC
C/O SALLY L WILSON
PO BOX 94
OSCEOLA, AR 72370

Employer Identification Number:
26-1309516
DLN:
17053008315008
Contact Person: JOYCE DARBY ID# 95011
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 28, 2007
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

-2-

OSCEOLA COMMUNICATION BUSINESS AND

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Bad Boy Mowers will add 200 jobs

Arkansas News Bureau

LITTLE ROCK — A Batesville company that manufactures riding lawn mowers and utility vehicles said Wednesday it will add more than 200 jobs over the next three to five years.

Bad Boy Mowers said it has completed a \$7.5 million expansion of its 650,000 square-foot plant in Batesville that will allow it to mass and the weeds are so bad that it's hard to see the stop

Intimidator multi-terrain vehicle to Arkansas State University Chancellor Tim Hudson on Wednesday.

The company said it is adding 10 new models of multi-terrain and utility terrain vehicles, bringing the total number it produces to 16. The company said the expansion will bring its total employment in Arkansas to 550.

Bad Boy Mowers began operating in Diaz in 1998 and moved to Batesville in 2008. "We can't get some of that taken care of now,"

the college provides training designed to lead to professional licensures and/or certifications as well.

The cost of attending college does not have to break the bank. MSCC's tuition for Crittenden County residents is only \$90 a credit hour, one of the lowest rates in the tri-state area. The out-of-county cost is just \$110 per hour and applies to all other Arkansas counties as well as DeSoto County, Miss.; Fayette County, Tenn.; Marshall County, Miss.; Shelby County, Tenn.; Tate County, Miss.; Tipton County, Tenn.; and Tunica County, Miss.

MSCC offers financial assistance and scholarships to

qualified students, and it's not too late to apply. All transfer students planning to seek financial aid must submit an official transcript from ALL previous colleges attended before receiving monetary assistance.

For more information about opportunities at Mid-South Community College, visit the campus at 2000 West Broadway in West Memphis, call the Admissions Office at (870) 733-6728, email admissions@midouthcc.edu, or see the college's website at www.midouthcc.edu.

WEATHER

West Memphis Readings

| | |
|--------------------------|---------------|
| at 7 a.m. | |
| Temperature..... | 77 F |
| Barometric Pressure..... | 29.87 |
| Winds..... | S at 5-10 mph |
| Humidity..... | 96% |
| Sunset Today..... | 8:04 p.m. |
| Sunrise..... | 6:24 a.m. |

Local Weather

| | |
|-----------------|--|
| Fri 8/9 | 9376 |
| Variable clouds | with thunderstorms, especially in the morning. |
| Humid. | |

CHARTER SCHOOL

Continued from Page 1
The schools would offer "average" students a year-round, day- and evening-education program. Students could enroll full- or part-time in a blend of classroom work and online study. Students could enroll in classes offering college credit and gain jobs training while working toward the tree year after of year."

At the July 19 A & P meeting, Office of Economic Development Project Manager Krystle Sheals, who has largely taken up the reins of spearheading the city's Christmas plans, said that last year's budget, while much lower than Christmas 2011, still allowed for an adequately festive display.

"I think it went pretty well," said Sheals. "Was it quite as much in the neighborhood when the city was funding a lot of the decorations? No, but the residents put up very nice displays on their own."

In the past, the city had partially funded decorating the homes surrounding Worthington Park as part of creating a holiday-themed route for those partaking in the horse-drawn carriage rides offered at Christmas time. The carriage rides were originally planned for part of last year's cut-backs, but instead Sheals negotiated to have the company that furnishes the rides to take

third time, with state funding scaled accordingly.

Classes generally would be in the evenings. Students fill out their own paperwork and are otherwise considered as adults.

A cap of 250 students is planned, with budgets in place for about 120 students. The Sunset school was closed a

operate the schools.

If all planners follow through with the applications and are approved by the Department of Education's Charter School Council, the state could have as many as 28 open-enrollment charter schools and charter school systems in 2014. There will be 17 open-enroll

Shaun Hair

— Attorney - at - Law

Have you been

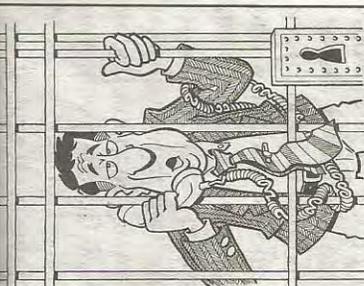
ARRESTED?

Call now!

870.739.1810

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www.shaunhair.com



YOU ARE INVITED

to a meeting to hear about a proposed charter school,

Young Adult Magic Johnson Bridgescape Academy

Monday, August 26, 6:00pm Marion City Hall

For more details e-mail:

OCBAINC@YAHOO.COM



Submitted ballot repeal marriage ban

Beebe criticizes Martin's hiring of outside counsel

Arkansas News Bureau

LITTLE ROCK — Gov. Mike Beebe on Tuesday said the flap over Secretary of State Mark Martin's hiring of outside counsel without prior approval has made all of the state's constitutional officers look bad and compared it to former state Treasurer Martha Shoffner's legal troubles.

Martin called Beebe's comments "slanderous rhetoric." "It's like the Shoffner thing," Beebe told reporters. "Any time you've got a statewide constitutional officer that does something like this, it really causes all of us to look like we've got problems."

A Pulaski County circuit judge ruled Monday that Martin had

outside counsel can be punished with a fine of \$200 to \$2,000 and removal from office upon conviction.

Shoffner is scheduled to stand trial in federal court on March 3 on six counts of extortion, one count of attempted extortion and seven counts of accepting a bribe as an agent of state government. She is accused of accepting \$36,000 in bribes to steer most of the state's bond business to one broker.

Beebe said Tuesday, "The trust of the people in their elected officials is something that you have to constantly try to promote. And you know, sometimes it doesn't work. Sometimes you see things like what happened to our treasurer

does not allow recognition of civil unions or other relationships substantially similar to marriage from other states.

The proposal would neither legalize same-sex marriage in Arkansas nor force religious institutions to acknowledge or perform such marriages, but would allow the state to recognize any relationships that do not violate Arkansas laws or statutes.

Arkansans for Equality submitted its proposal a day after the U.S. Supreme Court struck down the Clinton-era Defense of Marriage Act, which defined marriage as a union between one man and one woman. The ruling makes same-sex married couples eligible for federal benefits, but the nation's highest court left it to individual

states to decide who can marry.

The justices, in a separate but related case, cleared the way for same-sex marriage in California without establishing a constitutional right for gays to marry in all states.

Last month, Arkansas Initiative for Marriage Equality submitted wording to McDaniel's office for a proposed ballot measure that would repeal Amendment 83 and legalize same-sex marriage in the state.

Also, a same-sex Arkansas couple married in Idaho filed a lawsuit in Pulaski County Circuit and three same-sex couples filed suit in federal court lawsuit, all claiming the state's gay marriage ban violates their constitutional rights.

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"Did you really offer to do what this guy said?"
"No."
"So you are saying a guy would lie about this?"
"I didn't talk to the guy."
"You had two cents in your pocket when you were picked up. The police said you propositioned this guy. When did you go to jail?"
"Day before yesterday. I was just trying to get home. I live in Bay."
"Let her out at 8 a.m. in the morning."
A phone went off in the courtroom.
"Give your phone to the bailiff. Turn it off and sit it here

"You don't know who a man was that was in your house with your kids? I don't believe you. That could be a case for abuse if there is someone in your house when you aren't there and your kids are. Are you out of the house?"
"I left July 16."
"Did you return the key?"
"No. I left it at home."
"You left the keys at home when you knew you could be put in jail over this? \$50 plus costs. Now you have time to go home and get the key and come back up here. I will issue a warrant if you don't come back."

— YOU ARE INVITED —

*to a meeting to hear about a
proposed charter school,*

**Young Adult Magic Johnson
Bridgescape Academy**

Monday, August 26, 6:00pm
Marion City Hall

For more details e-mail:
OCBAINC@YAHOO.COM

NOTICE

**Crittenden County
Equalization Board Will Be
Taking Appointments Until**

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The Arkansas Health Insurance Marketplace Legislation Oversight Committee, created by Act 1500 this year, includes two Republicans serving as chairmen, Sen. David Sanders of Little Rock and

Jonesboro and Linda Chesterfield of Little Rock and Republicans Ronald Caldwell of Wynne, Jonathan Dismang of Beebe and Jason Rapert of Conway. The other House

Local

BRIEFS

Deliverance Ministries, 303 Menasha Rd., Gilmore.

- **Riverwest Dental Assisting Institute, LLC** - Dental Assisting School Opening in West Memphis. First class session: Tuesday, Aug. 27 (ending on Thursday, Nov. 21). Class times Tuesdays and

Ascent Children's Health Services, 413 Tyler Cove, West Memphis. Hosted by Ascent and the Boys & Girls Club of Crittenden County. Contact Sarah Peoples at 733-1200 or sarah.peoples@ascentchs.com

School 20th Class Reunion - Friday, Aug. 30, 7-10 p.m. Meet & Greet at Eagle Lane Bowling Alley, Saturday, Aug. 31 Banquet/Party at No. 2 Vance, Memphis, 6-11 p.m. Sunday, Sept. 1 information provided at the meet and greet. \$75 per person, \$125 per couple. For more information contact Thirfield Pamplin at 901-330-6146, Timmy Perry at 870-815-1670 or Stacey Masner at 870-514-9779.

- **West Memphis Class of 1973 Reunion** - Aug. 31-Sept. 1 (Labor Day weekend). Contact Ardrenel Anthony at 870-735-8680 or Carolyn Lytle-Clay at 901-413-9754.
- **West Memphis First Impressions Workshop** - Monday, Sept. 9, and Tuesday, Saturday, Oct. 5. Contact Louise Percer at 735-2457 or Jerry Blansett at 732-3731.
- **Hometown Crawfordsville Harvest Festival** - Saturday, Oct. 12, from 9 a.m. to 4:30 p.m. For 5K information, call Alex Alpe at 870-823-5946; for vendor information, call Corine Miller at 870-823-5854, Jo Zachary at 735-8222 or after 5 p.m. 870-514-6143; for children's parade and bake off information, call Karen

Williams at 901-301-7943; for other information, call Susan Marotti at 870-636-5822 or Joe Marotti at 870-514-04136.

- **Kittens Needing Homes** - The West Memphis Animal Shelter has dozens of kittens ready for adoption. Adoption fee is \$40 per kitten. **Ministries** - 16 Southside, contact Kate Hinton at 870-702-1744. Hope Inheritance Ministries, 604 Park St., Earle.
- **Tutoring** - Kingdom Deliverance Ministries, Gilmore, offering free tutoring, Monday and Tuesday 5:30-6:30 p.m. 901-679-1801.
- **Free After School Care** - Straightway Preschool Academy, 404 N. 14th St., West Memphis, care from

- **Community Development Institute Head Start Program** - Applications taken for Head Start. 870-931-1172. To apply, call 870-400-0300, 870-400-4067, 870-792-8137 or 870-931-1172 or go by the Head Start Center at 111 Jackson or 204 Graham in West Memphis or 1124 Throgmartin in Earle.



Emily Sandusky's first child, Nathan Thomas, weighed in at 8 pounds 9 ounces when he was born Saturday, Aug. 10, at 6:45 p.m. in Memphis. Sandusky is pastor of Earle Baptist Church.

— YOU ARE INVITED —
to a meeting to hear about a proposed charter school,

**Young Adult Magic Johnson
Bridgescape Academy**

**Monday, August 26, 6:00pm
Marion City Hall**

For more details e-mail:
OCCBAINC@YAHOO.COM

**MYSA
FOOTBALL AND CHEERLEADER SIGN-UPS**
at Matt Sample Youth Building at the Marion Methodist Church
on Old Military Rd and Hwy 77

| | | | |
|--------|-------------------------|--------------|------------------|
| TUES. | AUGUST 20 TH | 6 PM - 8 PM | CHEER & FOOTBALL |
| THURS. | AUGUST 22 ND | 6 PM - 8 PM | CHEER & FOOTBALL |
| SAT. | AUGUST 24 TH | 10 AM - 2 PM | CHEER & FOOTBALL |

ALL KIDS ARE REQUIRED TO BE PRESENT FOR THE FOOTBALL TRYOUTS ON AUGUST 26TH AT KAR PARK IN MARION

THE AGES ARE 5YR OLDS THRU 12 YR OLDS. WE HAVE A 5-6 FLAG LEAGUE, A 7-8, 9-10 AND 11-12 TACKLE LEAGUES.

FOR MORE INFORMATION GO TO: WWW.MARIONYOUTHSPORTS.COM

ONLINE REGISTRATION IS OPEN NOW THROUGH THE 24TH

From: Sally Wilson <ocbainc@yahoo.com>
To: Sally Wilson <ocbainc@yahoo.com>; SUPERINTENDENTMarion MrDOnJOHNSTON <djohnston@msd3.org>; "mpierce@mail.epc.k12.ar.us" <mpierce@mail.epc.k12.ar.us>; "thompsona@mtree.cpsc.k12.ar.us" <thompsona@mtree.cpsc.k12.ar.us>; "gary.masters@smc.k12.ar.us" <gary.masters@smc.k12.ar.us>; "gary.masters@smccolts.com" <gary.masters@smccolts.com>; INTERImSUPTEarle MrRICKEYNICKS <rnicks7@hotmail.com>; "jcollins@wmsd.net" <jcollins@wmsd.net>; "jwilkins@hsd4.org" <jwilkins@hsd4.org>; SUPERINTENDENTWestMemphis MrBIIIKESSINGER <bkess@wmsd.net>
Cc: "arkansas.promise@yahoo.com" <arkansas.promise@yahoo.com>; "Michael.Malone@edisonlearning.com" <Michael.Malone@edisonlearning.com>; "mary.perry@arkansas.gov" <mary.perry@arkansas.gov>; "keisha.mattox@arkansas.gov" <keisha.mattox@arkansas.gov>; Sally Wilson <sallylongowilson@yahoo.com>
Sent: Tuesday, August 13, 2013 12:06 PM
Subject: Young Adult MJ Bridgescape Academy: Please attend public meeting on Aug 26 for this Open-enrollment Public Charter School application

**Dear Superintendents,
Please attend our Public meeting!
Monday, August 26, 2013, 6:00 pm
Marion City Hall
14 Military Road
Marion, AR**

**The purpose of this meeting is to present information
about**

**a proposed new charter school,
Young Adult Magic Johnson Bridgescape Academy
of Crittenden County.**

**For more details, e-mail ocbainc@yahoo.com or call me,
Sally Wilson 870-822-0574**

Crittenden County Residents Only!!!

Petition to Start a Charter School

The Young Adult Magic Johnson Bridgescape Academy of Crittenden County will target these non-graduates, offering a full high school diploma and work skills training. Since this school will be a public charter school, there is no cost to the student or to the community.

We, the undersigned, are concerned citizens who urge our leaders to act now to support "The Young Adult Magic Johnson Bridgescape Academy of Crittenden County".

| Printed Name | Signature | Address | Comment | Date |
|------------------|--------------------|---|---------|---------|
| Sherlaw Lankford | <i>[Signature]</i> | 803 Rue Chateau Dupree Dr MARION, AR | De | 8-13-13 |
| Naomi Frazier | <i>[Signature]</i> | 803 Rue Chateau Dupree Dr MARION, AR | | 8-13-13 |
| Tim Lankford | <i>[Signature]</i> | 2206 - Autumn Av | | 8-14-13 |
| Ethel Burton | <i>[Signature]</i> | 513 Corvett Ave W. | Marion | 8-14-13 |
| TONYA L. WALLACE | <i>[Signature]</i> | 210 W. Jackson #A-6 | W. Mphs | 8-14-13 |
| Serge Dent | <i>[Signature]</i> | 507 Edgewood Dr | | 8-14-13 |
| Antanette Smith | <i>[Signature]</i> | Cell Westgate Cove | | 8-14-13 |
| Charles Warren | <i>[Signature]</i> | 403 Birdie Dr #2 | Marion | 8-14-13 |
| Charles Warren | <i>[Signature]</i> | 507 Edgewood Dr Marion | Marion | 8-14-13 |
| ROSEMARY JOHNSON | <i>[Signature]</i> | 1801 Ken Buren W. Memphis AR | | 8/15/13 |
| Anita Adams | <i>[Signature]</i> | Marion AR 72364 | | 8/15/13 |

Crittenden County Residents Only!!!

Petition to Start a Charter School

| | |
|---------------------------------|---|
| Petition summary and background | The Young Adult Magic Johnson Bridgescape Academy of Crittenden County will target these non-graduates, offering a full high school diploma and work skills training. Since this school will be a public charter school, there is no cost to the student or to the community. |
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| Printed Name | Signature | Address | Comment | Date |
|-------------------------|--------------------------------|---------------------------|------------|-----------|
| Re Mah Lee | <i>Re Mah Lee</i> | 543 Par Drive # 5 | Marion | 8/15/2013 |
| Phil Mason | <i>Phil Mason</i> | 257 Whispering Willow Cir | Marion | 8/18/2013 |
| Latasha Phillips | <i>Latasha Phillips</i> | 582 South 14th Street | W. N. Mphs | 8/18/2013 |
| Tammy Russell | <i>Tammy Russell</i> | 989 Iacvey | Marion | 8/18/13 |
| Sherena Loukard | <i>Sherena Loukard</i> | 803 Rue Chateau Dupre Ok | Marion | 8/18/13 |
| Tim Loukard | <i>Tim Loukard</i> | " " " " | Marion | 8/18/13 |
| Carolyn Granser | <i>Carolyn Granser</i> | 3976 E. Sewanee Rd #98 | W. N. Mphs | 8/18/13 |
| Alberta B. Illingsworth | <i>Alberta B. Illingsworth</i> | 3982 E. Sewanee Rd #126 | W. N. Mphs | 8/18/13 |
| Sedree Isabell | <i>Sedree Isabell</i> | " " " " | W. N. Mphs | 8/18/13 |
| Bethy Isabell | <i>Bethy Isabell</i> | 2400 E. Watkins Dr. | W. N. Mphs | 8/18/13 |
| Pranelle Robinson | <i>Pranelle Robinson</i> | 14 South Dunbar | Marion | 8/20/13 |
| Derrick Robinson | <i>Derrick Robinson</i> | ↓ | Marion | 8/20/13 |

Petition to Start a Charter School

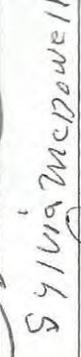
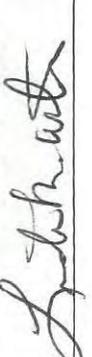
| | |
|---------------------------------|---|
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| Action petitioned is for | We, the undersigned, are concerned citizens who urge our leaders to act now to support "The Young Adult Magic Johnson Bridgescape Academy of Crittenden County". |

| Printed Name | Signature | Address | Comment | Date |
|-----------------|------------------------|--|---------|---------|
| Lentisa Brown | <i>Lentisa Brown</i> | 433 Bidie Dr. #7 Marion, AR 72364 | | 8/24/13 |
| Verica Johnson | <i>Verica Johnson</i> | 437 Birdie Dr. #8 Marion, AR 72364 | | 8/24/13 |
| Andrea Brown | <i>Andrea Brown</i> | 215 Hunters Ln. Marion, AR 72364 | | 8/24/13 |
| Sandra Barnes | <i>Sandra Barnes</i> | 406 East Brinkley Loop #6 P.O. Box 374 Marion, AR 72364 | | |
| Sheela Zanner | <i>Sheela Zanner</i> | 83 Howard Rd Marion, AR | | 8/24/13 |
| Canisha Coleman | <i>Canisha Coleman</i> | 551 Par Dr Apt 5 Marion, AR | | 8/24/13 |
| Bernice Coleman | <i>Bernice Coleman</i> | 46 S. Dunhill Marion, AR | manun | 8/24/13 |
| JANET Brinkley | <i>Janet Brinkley</i> | 1009 Maple Dr West Memphis, AR | | 8-24-13 |
| Sevette Brant | <i>Sevette Brant</i> | 35 Howard Rd Marion, AR | manun | 8-24-13 |
| Rhonda Burnett | <i>Rhonda Burnett</i> | 1002 Maple Pl. West Memphis, AR | | 8/24/13 |
| Kim Callicott | <i>Kim Callicott</i> | 349 Casa view Marion, AR 72364 | | 8/24/13 |
| Tiffany Miller | <i>Tiffany Miller</i> | 427 Birdie Dr #10 Marion, AR 72364 | | 8.24.13 |

C: 3.3

Petition to Start a Charter School

| | |
|---------------------------------|---|
| Petition summary and background | The Young Adult Magic Johnson Bridgescape Academy of Crittenden County will target these non-graduates, offering a full high school diploma and work skills training. Since this school will be a public charter school, there is no cost to the student or to the community. |
| Action petitioned is for | We, the undersigned, are concerned citizens who urge our leaders to act now to support "The Young Adult Magic Johnson Bridgescape Academy of Crittenden County". |

| Printed Name | Signature | Address | Comment | Date |
|-------------------|---|--|------------------|---------|
| Candice Huff |  | 2204 E. MONROE | W. Mphs | 8/16/13 |
| Mary Bali |  | 3101 Beatty | W. Mphs | 8/16/13 |
| D.L. Bates |  | 1908 E. Madison | W. Mphs | 8/16/13 |
| Sperry Land |  | 214 W. center Dr | W. Mphs | 8/16/13 |
| Sylvia McDowell |  | 2204 monroe | We need this | 8/16/13 |
| FALE BURNS |  | 8/6 So 18 st W.M. | We need this Bad | 8-16-13 |
| Freddie Stokes |  | 1602 Ashwood Cir | , , , | 8-17-13 |
| Ellie McDowell |  | 2204 W. Monroe | This is Good | 8/24/13 |
| Wendy McInnis |  | 411 S 17th W. Mphs | WST MEMPHIS | 8/20/13 |
| Jarvis McClelland |  | 2204 E. MONROE | W. Mphs | 8/21/13 |
| Kerrie Bennett |  | 303 N. Phelan Dr #37 W. Memphis, TN 38101 | | 8-24-13 |
| Kimberly Wilson |  | 310 Beelan Dr. MADISON, AR 72364 | | 8/24/13 |

Petition to Start a Charter School

| | |
|---------------------------------|---|
| Petition summary and background | The Young Adult Magic Johnson Bridgescape Academy of Crittenden County will target these non-graduates, offering a full high school diploma and work skills training. Since this school will be a public charter school, there is no cost to the student or to the community. |
| Action petitioned is for | We, the undersigned, are concerned citizens who urge our leaders to act now to support "The Young Adult Magic Johnson Bridgescape Academy of Crittenden County". |

| Printed Name | Signature | Address | Comment | Date |
|-------------------|------------------------------|------------------------------|--------------|---------|
| Racquel Poiree | Racquel Poiree | 11 Windsor Rd | Marion | 8-17-13 |
| Erica Beth Atkins | Erica Beth Atkins | 1102 East Service Rd | W. Memphis | 8-17-13 |
| Alicia Thomas | Alicia Thomas | 1502 Estates Drive | Marion | 8-22-13 |
| Bridget Brown | Bridget Brown | 906 Balfour Yrd | W. Memphis | 8-23-13 |
| Tashley Gaires | Tashley Gaires | 1202 N. Colonial Dr | West Memphis | 8-23-13 |
| Ombrastevens | Ombrastevens | 311 South 8 th | West Memphis | 8-23-13 |
| Pam Williams | Pam Williams | 311 South 8 th | West Memphis | 8-23-13 |
| Antonio Bearden | Antonio Bearden | 310 South 5 th | West Memphis | 8-23-13 |
| Andie Sanders | Andie Sanders | 304 South 8 th | West Memphis | 8-23-13 |
| Robert R. Gray | Robert R. Gray | 315 S 8 th | West Memphis | 8-23-13 |
| Erica R. Gray | Erica R. Gray | 315 S 8 th | West Memphis | 8-23-13 |
| Valerie Gray | Valerie Gray | 600 South 1 st St | West Memphis | 8-23-13 |

C:3.5

Dear ADE, we have at least another six pages of this petition, all names and available on request. All the following 8-29-13

SAMPLE Young Adult MJB Academy 2014/2015 Calender

| July | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| January | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

- Staff report
- Students report
- Staff/Student Break
- Professional Development - AM Session only
- Professional Development - PM Session only
- Prof. Dev, No School; No Students
- Parent Teacher conference

| August | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| February | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

- July 31 Staff Report
- August 6 Student Report
- August 22 Professional Development Day, No School
- September 1 - Labor Day Holiday
- October 8 End of 1st Quarter (44 days)
- October 13 - Columbus Day holiday
- October 27 - November 7 - OGT

| September | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 9 | 10 | 11 | 12 | 13 | 14 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| March | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

- November 26 - 29 Thanksgiving Holiday
- December 19 End of 2nd Quarter
- December 22 - January 2 - Christmas Break
- January 19 - MLK Jr. Holiday
- Feb 16 Professional Development Day, No School
- March 2-13 OGT
- March 11 End of 3rd Quarter (44 days)
- March 22-28 Spring Break (38th week of the year)
- April 3 - Professional Development Day, No School

| October | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| April | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 28 | 30 | | |

- April 6- Easter Holiday
- May 22 End of 4th Quarter (45 days)
- May 26-June 6 Summer break
- June 9 - 27 Summer OGT
- June 27 End of Summer term (15 days)

| November | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

| May | | | | | | |
|-----|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

Month Days

- July 0
- August 18
- Septem 20
- October 21
- Nov 15
- Dec 15
- Jan 17
- Feb 19
- March 17
- April 20
- May 16
- June 15

- Session 1: 7:30am-12:00pm
- Session 2: 11:00am-3:30pm
- Staff Report: 7:00am-4:00pm

| December | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| June | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

193 total number of student days

Make up days for inclement weather:
May 26, 27, 28, 29, June 2

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------|---------------------------|---|---------------------------|---|---------------------------|
| 7:30 – 8:45 | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content |
| 8:45 – 9:15 | Achieve3000 | Achieve3000 | Achieve3000 | Achieve3000 | Achieve3000 |
| 9:15 – 10:00 | eCourses: Core Content | Life Skills / Study Skills / Service Project/Fin Lit | Core Values | Life Skills / Study Skills / Service Project/Fin Lit | eCourses: Core Content |
| 10:00- 11:30 | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content |
| 12:00 – 1:15 | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content |
| 1:15 – 1:45 | Achieve3000 | Achieve3000 | Achieve3000 | Achieve3000 | Achieve3000 |
| 1:45 – 2:30 | eCourses: Core Content | Life Skills / Study Skills / Service Project/Fin Lit | Core Values | Life Skills / Study Skills / Service Project/Fin Lit | eCourses: Core Content |
| 2:30 – 4:00 | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content |

**Public Charter School Application
Personnel Salary Schedule**

| Administrative Positions: | | 2014-2015 | Salary 2014-2015 | 2015-2016 | Salary 2015-2016 |
|----------------------------------|--|------------------|-------------------------|------------------|-------------------------|
| <i>Line#</i> | List Positions | No. FTEs | | No. FTEs | |
| 1 | Program Director | 1 | \$70,000.00 | 1 | \$71,400.00 |
| 2 | Enrollment Coordinator | 1 | \$45,000.00 | 1 | \$45,900.00 |
| 3 | Regional Support (Director of Achievement) | 0.125 | \$100,000.00 | 0.125 | \$100,000.00 |
| 4 | Regional Support (School Operations Mgr) | 0.1 | \$70,000.00 | 0.1 | \$70,000.00 |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Subtotal: | | \$134,500.00 | | \$136,800.00 |
| 8 | Fringe Benefits (rate used 25%) | | \$33,625.00 | | \$34,200.00 |
| 9 | Total Administration: | | \$168,125.00 | | \$171,000.00 |

| Regular Classroom Instruction: | | 2014-2015 | | 2015-2016 | |
|---------------------------------------|---|------------------|--------------|------------------|--------------|
| <i>Line#</i> | | No. FTEs | | No. FTEs | |
| 10 | Teachers | 4 | \$45,000.00 | 4 | \$45,900.00 |
| 11 | Aides | 2 | \$30,000.00 | 2 | \$30,600.00 |
| 12 | Subtotal: | | \$240,000.00 | | \$244,800.00 |
| 13 | Teacher Fringe Benefits (rate used 25%) | | \$45,000.00 | | \$45,900.00 |
| 14 | Aide Fringe Benefits (rate used 25%) | | \$15,000.00 | | \$15,300.00 |
| 15 | Total Regular Classroom Instruction: | | \$300,000.00 | | \$306,000.00 |

| Special Education: | | 2014-2015 | | 2015-2016 | |
|---------------------------|--|------------------|-------------|------------------|-------------|
| <i>Line#</i> | | No. FTEs | | No. FTEs | |
| 16 | Teachers | 1 | \$55,000.00 | 1 | \$56,100.00 |
| 17 | Aides | | | | |
| 18 | Subtotal: | | \$55,000.00 | | \$56,100.00 |
| 19 | Teacher Fringe Benefits (rate used 25%) | | \$13,750.00 | | \$14,025.00 |
| 20 | Aide Fringe Benefits (rate used _____) | | | | |
| 21 | Total Special Education: | | \$68,750.00 | | \$70,125.00 |

| Gifted and Talented Program: | | 2014-2015 | | 2015-2016 | |
|-------------------------------------|---|------------------|--|------------------|--|
| <i>Line#</i> | | No. FTEs | | No. FTEs | |
| 22 | Teachers <i>waiver</i> | | | | |
| 23 | Aides | | | | |
| 24 | Subtotal: | | | | |
| 25 | Teacher Fringe Benefits (rate used _____) | | | | |
| 26 | Aide Fringe Benefits (rate used _____) | | | | |
| 27 | Total Gifted and Talented Program: | | | | |

**Alternative Education Program/
Alternative Learning Environments:**

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | 0.5 | \$45,000.00 | 0.5 | \$45,900.00 |
| 29 Aides | | | | |
| 30 Subtotal: | | \$22,500.00 | | \$22,950.00 |
| 31 Teacher Fringe Benefits (rate used 25%) | | \$5,625.00 | | \$5,737.50 |
| 32 Aide Fringe Benefits (rate used _____) | | | | |
| 33 Total Alternative Education Program/ Alternative Learning Environments: | | \$28,125.00 | | \$28,687.50 |

English Language Learner Program:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|---|-----------------------|-------------|-----------------------|-------------|
| 34 List Positions | | | | |
| Teacher | 0.25 | \$45,000.00 | 0.25 | \$45,900.00 |
| 35 _____ | | | | |
| 36 _____ | | | | |
| 37 _____ | | | | |
| 38 _____ | | | | |
| 39 Subtotal: | | \$11,250.00 | | \$11,475.00 |
| 40 Fringe Benefits (rate used 25%) | | \$2,812.50 | | \$2,868.75 |
| 41 Total English Language Learner Program: | | \$14,062.50 | | \$14,343.75 |

Guidance Services:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|-------------------------------------|-----------------------|-------------|-----------------------|-------------|
| 42 List Positions | | | | |
| Guidance Counselor | 1 | \$45,000.00 | 1 | \$45,900.00 |
| 43 _____ | | | | |
| 44 _____ | | | | |
| 45 _____ | | | | |
| 46 _____ | | | | |
| 47 Subtotal: | | \$45,000.00 | | \$45,900.00 |
| 48 Fringe Benefits (rate used 30%) | | \$13,500.00 | | \$13,770.00 |
| 49 Total Guidance Services: | | \$58,500.00 | | \$59,670.00 |

Health Services:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|--------------------------------------|-----------------------|--|-----------------------|--|
| 50 List Positions | | | | |
| Contracted services, waiver | | | | |
| 51 _____ | | | | |
| 52 _____ | | | | |
| 53 _____ | | | | |
| 54 _____ | | | | |
| 55 Subtotal: | | | | |
| 56 Fringe Benefits (rate used _____) | | | | |
| 57 Total Health Services: | | | | |

Food Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 90 List Positions | | |
| 91 contracted services | | |
| 92 | | |
| 93 | | |
| 94 | | |
| 95 Subtotal: | | |
| 96 Fringe Benefits (rate used _____) | | |
| 97 Total Food Services: | | |

Data Processing:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---------------------------------------|-----------------------|-----------------------|
| 98 List Positions | | |
| 99 n/a | | |
| 100 | | |
| 101 | | |
| 102 | | |
| 103 Subtotal: | | |
| 104 Fringe Benefits (rate used _____) | | |
| 105 Total Data Processing: | | |

Substitute Personnel:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---|-----------------------|-----------------------|
| 106 Number of Certified Substitutes <u>1</u> | 0.25 | 0.25 |
| 107 Number of Classified Substitutes _____ | | |
| 108 Subtotal: | \$11,250.00 | \$11,475.00 |
| 109 Certified Fringe Benefits (rate used <u>25%</u>) | \$2,812.50 | \$2,868.75 |
| 110 Classified Fringe Benefits (rate used _____) | | |
| 111 Total Substitute Personnel: | \$14,062.50 | \$14,343.75 |
| 112 TOTAL EXPENDITURES FOR SALARIES: | \$697,125.00 | \$710,580.00 |

**Public Charter School Application
Estimated Budget Template**

REVENUES

2014-2015 Amount: 2015-2016 Amount:

State Public Charter School Aid:

Line#

2014-2015

| | | | | | | |
|---|-----------------|------------|---|-------------------|-----------------------------|-----------------------|
| 1 | No. of Students | <u>200</u> | x | <u>\$6,521.00</u> | State Foundation Funding | <u>\$1,304,200.00</u> |
| 2 | No. of Students | <u>200</u> | x | <u>\$44.00</u> | Professional Development | <u>\$8,800.00</u> |
| 3 | No. of Students | <u>200</u> | x | <u>\$1,549.00</u> | eligible rate* NSL Funding | <u>\$309,800.00</u> |
| 4 | No. of Students | _____ | x | _____ | Other: <i>Explain Below</i> | _____ |

2015-2016

| | | | | | | | |
|----|--|------------|---|-------------------|-----------------------------|------------------------------|------------------------------|
| 6 | No. of Students | <u>200</u> | x | <u>\$6,521.00</u> | State Foundation Funding | <u>\$1,304,200.00</u> | |
| 7 | No. of Students | <u>200</u> | x | <u>\$44.00</u> | Professional Development | <u>\$8,800.00</u> | |
| 8 | No. of Students | <u>200</u> | x | <u>\$1,549.00</u> | eligible rate* NSL Funding | <u>\$309,800.00</u> | |
| 9 | No. of Students | <u>10</u> | x | <u>\$4,200.00</u> | Other: <i>Explain Below</i> | <u>\$42,000.00</u> | |
| 10 | <u>ALE reimbursement</u> | | | | | | _____ |
| 11 | Total State Charter School Aid: | | | | | <u><u>\$1,622,800.00</u></u> | <u><u>\$1,664,800.00</u></u> |

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

| | | | |
|----|---|---------------------------|---------------------------|
| 12 | Private Donations or Gifts | _____ | _____ |
| 13 | Federal Grants (List the amount) | _____ | _____ |
| 14 | Special Grants (List the amount) | _____ | _____ |
| 15 | Other (<i>Specifically Describe</i>) | _____ | _____ |
| 15 | Estimated Title I and IDEA Funding | <u>\$50,000.00</u> | <u>\$50,000.00</u> |
| 16 | Total Other Sources of Revenues: | <u><u>\$50,000.00</u></u> | <u><u>\$50,000.00</u></u> |

TOTAL REVENUES:

\$1,672,800.00 \$1,714,800.00

EXPENDITURES

2014-2015 Amount: 2015-2016 Amount:

Administration:

| | | | |
|----|---|----------------------------|----------------------------|
| 18 | Salaries and Benefits | <u>\$168,125.00</u> | <u>\$171,000.00</u> |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 19 | V - AD 1 <u>Student Outreach, Recruitment & Retention</u> | <u>\$15,000.00</u> | <u>\$15,300.00</u> |
| 20 | V - AD 2 _____ | _____ | _____ |
| 21 | V - AD 3 _____ | _____ | _____ |
| 22 | V - AD 4 _____ | _____ | _____ |
| 23 | V - AD 5 _____ | _____ | _____ |
| 24 | Supplies and Materials | _____ | _____ |
| 25 | Equipment | _____ | _____ |
| 26 | Other (List Below) | _____ | _____ |
| 27 | _____ | _____ | _____ |
| 28 | _____ | _____ | _____ |
| 29 | _____ | _____ | _____ |
| 30 | _____ | _____ | _____ |
| 31 | Total Administration: | <u><u>\$183,125.00</u></u> | <u><u>\$186,300.00</u></u> |

| Regular Classroom Instruction: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---------------------------------------|---|----------------------------|----------------------------|
| 32 | Salaries and Benefits | <u>\$300,000.00</u> | <u>\$306,000.00</u> |
| | Purchased Services - List Vendors Below | | |
| 33 | V - CI 1 _____ | _____ | _____ |
| 34 | V - CI 2 _____ | _____ | _____ |
| 35 | V - CI 3 _____ | _____ | _____ |
| 36 | V - CI 4 _____ | _____ | _____ |
| 37 | V - CI 5 _____ | _____ | _____ |
| 38 | Supplies and Materials | <u>\$20,000.00</u> | <u>\$20,400.00</u> |
| 39 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 40 | Curriculum & Instrucion Support | <u>\$342,215.00</u> | <u>\$360,619.00</u> |
| 41 | Training and travel | <u>\$5,000.00</u> | <u>\$5,100.00</u> |
| 42 | _____ | _____ | _____ |
| 43 | _____ | _____ | _____ |
| 44 | _____ | _____ | _____ |
| 45 | Total Regular Classroom Instruction: | <u><u>\$667,215.00</u></u> | <u><u>\$692,119.00</u></u> |

| Special Education: | | | |
|---------------------------|---|---------------------------|---------------------------|
| 46 | Salaries and Benefits | <u>\$68,750.00</u> | <u>\$70,125.00</u> |
| | Purchased Services - List Vendors Below | | |
| 47 | V - SE1 _____ | _____ | _____ |
| 48 | V - SE 2 _____ | _____ | _____ |
| 49 | V - SE 3 _____ | _____ | _____ |
| 50 | V - SE 4 _____ | _____ | _____ |
| 51 | V - SE 5 _____ | _____ | _____ |
| 52 | Supplies and Materials | <u>\$2,000.00</u> | <u>\$2,000.00</u> |
| 53 | Equipment | <u>\$5,000.00</u> | <u>\$5,000.00</u> |
| | Other (List Below) | | |
| 54 | _____ | _____ | _____ |
| 55 | _____ | _____ | _____ |
| 56 | _____ | _____ | _____ |
| 57 | _____ | _____ | _____ |
| 58 | _____ | _____ | _____ |
| 59 | Total Special Education: | <u><u>\$75,750.00</u></u> | <u><u>\$77,125.00</u></u> |

| Gifted and Talented Program: | | | |
|-------------------------------------|---|-------|-------|
| 60 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 61 | V - GT1 _____ | _____ | _____ |
| 62 | V - GT2 _____ | _____ | _____ |
| 63 | V - GT3 _____ | _____ | _____ |
| 64 | V - GT4 _____ | _____ | _____ |
| 65 | V - GT5 _____ | _____ | _____ |
| 66 | Supplies and Materials | _____ | _____ |
| 67 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 68 | waiver | _____ | _____ |
| 69 | _____ | _____ | _____ |
| 70 | _____ | _____ | _____ |
| 71 | _____ | _____ | _____ |
| 72 | _____ | _____ | _____ |
| 73 | Total Gifted and Talented Program: | _____ | _____ |

Alternative Education Program/ Alternative Learning Environments:

| | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|----|--|--------------------------|
| 74 | Salaries and Benefits | \$28,125.00 |
| | Purchased Services - List Vendors Below | |
| 75 | V - ALE1 _____ | |
| 76 | V - ALE2 _____ | |
| 77 | V - ALE3 _____ | |
| 78 | V - ALE4 _____ | |
| 79 | V - ALE5 _____ | |
| 80 | Supplies and Materials | |
| 81 | Equipment | |
| 82 | Other (List Below) | |
| 83 | _____ | |
| 84 | _____ | |
| 85 | _____ | |
| 86 | _____ | |
| 87 | Total Alternative Education Program/ Alternative Learning Environments: | \$28,125.00 |

English Language Learner Program:

| | | | |
|-----|--|--------------------|--------------------|
| 88 | Salaries and Benefits | \$14,062.50 | \$14,343.75 |
| | Purchased Services - List Vendors Below | | |
| 89 | V - ELL1 _____ | | |
| 90 | V - ELL2 _____ | | |
| 91 | V - ELL3 _____ | | |
| 92 | V - ELL4 _____ | | |
| 93 | V - ELL5 _____ | | |
| 94 | Supplies and Materials | \$2,000.00 | \$2,000.00 |
| 95 | Equipment | | |
| 96 | Other (List Below) | | |
| 97 | _____ | | |
| 98 | _____ | | |
| 99 | _____ | | |
| 100 | _____ | | |
| 101 | Total English Language Learner Program: | \$16,062.50 | \$16,343.75 |

Guidance Services:

| | | | |
|-----|---|--------------------|--------------------|
| 102 | Salaries and Benefits | \$58,500.00 | \$59,670.00 |
| | Purchased Services - List Vendors Below | | |
| 103 | V - GS1 _____ | | |
| 104 | V - GS2 _____ | | |
| 105 | V - GS3 _____ | | |
| 106 | V - GS4 _____ | | |
| 107 | V - GS5 _____ | | |
| 108 | Supplies and Materials | | |
| 109 | Equipment | | |
| 110 | Other (List Below) | | |
| 111 | _____ | | |
| 112 | _____ | | |
| 113 | _____ | | |
| 114 | _____ | | |
| 115 | Total Guidance Services: | \$58,500.00 | \$59,670.00 |

| Health Services: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|---|--------------------------|--------------------------|
| 116 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 117 | V - HS1 _____ | _____ | _____ |
| 118 | V - HS2 _____ | _____ | _____ |
| 119 | V - HS3 _____ | _____ | _____ |
| 120 | V - HS4 _____ | _____ | _____ |
| 121 | V - HS5 _____ | _____ | _____ |
| 122 | Supplies and Materials | _____ | _____ |
| 123 | Equipment | \$5,000.00 | _____ |
| | Other (List Below) | _____ | _____ |
| 124 | Contracted services | \$5,000.00 | \$5,000.00 |
| 125 | _____ | _____ | _____ |
| 126 | _____ | _____ | _____ |
| 127 | _____ | _____ | _____ |
| 128 | _____ | _____ | _____ |
| 129 | Total Health Services: | <u>\$10,000.00</u> | <u>\$5,000.00</u> |
| | | | |
| Media Services: | | | |
| 130 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 131 | V - MS1 _____ | _____ | _____ |
| 132 | V - MS2 _____ | _____ | _____ |
| 133 | V - MS3 _____ | _____ | _____ |
| 134 | V - MS4 _____ | _____ | _____ |
| 135 | V - MS5 _____ | _____ | _____ |
| 136 | Supplies and Materials | _____ | _____ |
| 137 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 138 | Technology and Service Desk Support | \$13,542.00 | \$13,848.00 |
| 139 | _____ | _____ | _____ |
| 140 | _____ | _____ | _____ |
| 141 | _____ | _____ | _____ |
| 142 | _____ | _____ | _____ |
| 143 | Total Media Services: | <u>\$13,542.00</u> | <u>\$13,848.00</u> |
| | | | |
| Fiscal Services: | | | |
| 144 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 145 | V - FS1 <u>Audit, Hudson, Cisne \$ Co, LLP, Little Rock</u> | _____ | \$10,000.00 |
| 146 | V - FS2 _____ | _____ | _____ |
| 147 | V - FS3 _____ | _____ | _____ |
| 148 | V - FS4 _____ | _____ | _____ |
| 149 | V - FS5 _____ | _____ | _____ |
| 150 | Supplies and Materials | _____ | _____ |
| 151 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 152 | _____ | _____ | _____ |
| 153 | _____ | _____ | _____ |
| 154 | _____ | _____ | _____ |
| 155 | _____ | _____ | _____ |
| 156 | _____ | _____ | _____ |
| 157 | Total Fiscal Services: | _____ | <u>\$10,000.00</u> |

| Maintenance and Operation: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----------------------------------|--|----------------------------|----------------------------|
| 158 | Salaries and Benefits | <u>\$45,500.00</u> | <u>\$46,410.00</u> |
| | Purchased Services - List Vendors Below INCLUDE UTILITIES | | |
| 159 | V - MO1 Custodial | <u>\$24,000.00</u> | <u>\$24,480.00</u> |
| 160 | V - MO2 Utilities (water/sewer, gas/electric) | <u>\$12,000.00</u> | <u>\$12,240.00</u> |
| 161 | V - MO3 Phone/Internet | <u>\$24,000.00</u> | <u>\$24,480.00</u> |
| 162 | V - MO4 | | |
| 163 | V - MO5 | | |
| 164 | Supplies and Materials | | |
| 165 | Equipment | | |
| 166 | Other (List Below) | | |
| 167 | | | |
| 168 | | | |
| 169 | | | |
| 170 | | | |
| 171 | Total Maintenance and Operation: | <u><u>\$105,500.00</u></u> | <u><u>\$107,610.00</u></u> |

| Pupil Transportation: | | | |
|------------------------------|---|--|--|
| 172 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 173 | V - PT1 | | |
| 174 | V - PT2 | | |
| 175 | V - PT3 | | |
| 176 | V - PT4 | | |
| 177 | V - PT5 | | |
| 178 | Supplies and Materials | | |
| 179 | Equipment | | |
| 180 | Other (List Below) | | |
| 181 | | | |
| 182 | | | |
| 183 | | | |
| 184 | | | |
| 185 | Total Pupil Transportation: | | |

| Food Services: | | | |
|-----------------------|---|----------------------------|----------------------------|
| 186 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 187 | V - FD1 | | |
| 188 | V - FD2 | | |
| 189 | V - FD3 | | |
| 190 | V - FD4 | | |
| 191 | V - FD5 | | |
| 192 | Supplies and Materials | | |
| 193 | Equipment | | |
| 194 | Other (List Below) | | |
| 194 | Food Services | <u>\$168,000.00</u> | <u>\$171,360.00</u> |
| 195 | | | |
| 196 | | | |
| 197 | | | |
| 198 | | | |
| 199 | Total Food Services: | <u><u>\$168,000.00</u></u> | <u><u>\$171,360.00</u></u> |

| Data Processing: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------------|---|--------------------------|--------------------------|
| 200 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 201 | V - DP1 _____ | _____ | _____ |
| 202 | V - DP2 _____ | _____ | _____ |
| 203 | V - DP3 _____ | _____ | _____ |
| 204 | V - DP4 _____ | _____ | _____ |
| 205 | V - DP5 _____ | _____ | _____ |
| 206 | Supplies and Materials | _____ | _____ |
| 207 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 208 | _____ | _____ | _____ |
| 209 | _____ | _____ | _____ |
| 210 | _____ | _____ | _____ |
| 211 | _____ | _____ | _____ |
| 212 | _____ | _____ | _____ |
| 213 | Total Data Processing: | ===== | ===== |
| | | | |
| Substitute Personnel: | | | |
| 214 | Salaries and Benefits | <u>\$14,062.50</u> | <u>\$14,343.75</u> |
| | Purchased Services - List Vendors Below | | |
| 215 | V - SB1 _____ | _____ | _____ |
| 216 | V - SB2 _____ | _____ | _____ |
| 217 | V - SB3 _____ | _____ | _____ |
| 218 | V - SB4 _____ | _____ | _____ |
| 219 | V - SB5 _____ | _____ | _____ |
| 220 | Total Substitute Personnel: | ===== | ===== |
| | | | |
| Facilities: | | | |
| 221 | Lease/Purchase Contract for One Full Year | <u>\$30,000.00</u> | <u>\$30,000.00</u> |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | Facility Branding | <u>\$1,500.00</u> | <u>\$1,530.00</u> |
| 223 | Facility Maintenance | <u>\$26,000.00</u> | <u>\$26,120.00</u> |
| 224 | _____ | _____ | _____ |
| 225 | _____ | _____ | _____ |
| 226 | _____ | _____ | _____ |
| 227 | _____ | _____ | _____ |
| 228 | _____ | _____ | _____ |
| 229 | Property Insurance for One Full Year | <u>\$25,588.00</u> | <u>\$25,988.00</u> |
| 230 | Content Insurance for One Full Year | _____ | _____ |
| 231 | Total Facilities: | ===== | ===== |

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Big Cypress Land Company, L.L.C.

Lessee(Tenant): Osceola Communication, Business & Arts, Inc. (OCBA Inc.)

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Vacant school

Address of Premises: 383 Highway 77 North, Sunset, Arkansas

Square Footage: 7,500 room for expansion

Terms of Lease: 1 year and renewable

Rental Amount: \$2,500.00

Contingency: The terms of this agreement are contingent upon

Osceola Communication Business and Arts, Inc. (OCBA Inc)
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2014

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

By: Sally Wilson 8/30/13

Lessee: Osceola Communication, Business & Arts, Inc. (OCBA Inc.)

By: [Signature] Date 8/30/13

Lessor: [Signature] Big Cypress Land Company, L.L.C.

**2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

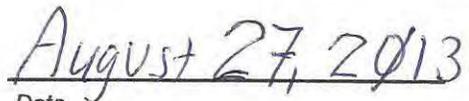
However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

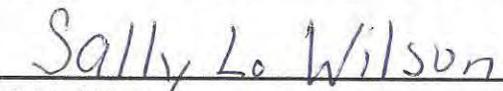
6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.


Signature of President of the Sponsoring Entity Board of Director


Date


Printed Name



ARKANSAS SCHOOL DISTRICTS AND EDUCATION COOPERATIVES EFFECTIVE JULY 1, 2010

Notification of Charter Authorizing Panel Decision

**Young Adult Magic Johnson Bridgescape Academy of Mississippi County
Osceola, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 21, 2013

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Ms. Sally Wilson
Osceola Communication, Business and Arts, Inc.
851 W. Semmes
Osceola, Arkansas 72370

RE: Notification of Charter Authorizing Panel Decision
Young Adult Magic Johnson Bridgescape Academy of Mississippi County

Dear Ms. Wilson:

On November 21, 2013, the Charter Authorizing Panel concluded the hearing, that began on November 14, 2013, about the open-enrollment charter application for the Young Adult Magic Johnson Bridgescape Academy of Mississippi County. The panel denied the charter application. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 12:00 p.m. on Friday, November 22, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Mr. Gary Masters, Superintendent, South Mississippi County School District
Mr. Michael Cox, Superintendent, Osceola School District
Mr. Richard Atwill, Superintendent, Blytheville School District
Mr. Bonard V. Mace, Superintendent, Gosnell School District
Ms. Pamela L. Castor, Superintendent, Manila School District
Ms. Sally Bennett, Superintendent, Armored School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

**Materials Distributed
by the Applicant at
the Hearing**



November 20, 2013

Charter Authorizing Panel
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Young Adult Magic Johnson Bridgescape Academy of Mississippi County

Dear Members of the Charter Authorizing Panel,

The Young Adult Magic Johnson Bridgescape Academy of Mississippi County is a proposed open-enrollment charter school, which will implement a specialized program focused on dropout prevention and recovery for students in grades 9-12 who have dropped out of school or who are at-risk of dropping out of school. The mission of Magic Johnson Bridgescape is to provide an alternative graduation path for those who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions. The program is grounded in the belief that every student, given the right tools, support and environment, is capable of exceeding their expectations. This vision is incorporated in a program that is student-focused and providing individuals an opportunity to earn a high school diploma in an environment that fits their schedule, life circumstances, and learning needs.

After receiving technical assistance from the Arkansas Department of Education (ADE), the Young Adult Magic Johnson Bridgescape Academy respectfully requests a waiver of the requirement found in Sections 9.03.1.2 and 9.03.4 of the ADE's Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts (revised July 2009) to offer and teach the 16 units beyond the 22 units required for high school graduation on the Smart Core and Core Curriculum.

As described in the charter application, each student at the Young Adult Magic Johnson Bridgescape Academy will have an Individual Graduation Plan (IGP). The IGP is the roadmap that leads to a diploma and is intended to be a prescriptive yet fluid document, regularly revised and updated based on student progress and needs. At its core, the IGP will include the necessary requirements to receive a high school diploma in Arkansas (the 22 units of the Smart Core and Core Curriculum). These courses will be offered using EdisonLearning's online curriculum. Attached please find a copy of EdisonLearning's eCourses Course Catalog, which describes the variety of core, STEM, World Language and elective course offerings available to students.

The Young Adult Magic Johnson Bridgescape Academy will offer and teach all of the 22 units required by the Rules Governing Standards of Accreditation. Additionally, the Young Adult Magic Johnson Bridgescape Academy will, through EdisonLearning eCourse offerings and cooperative agreements with community colleges and other public schools, offer its students, upon their request, any of the other courses which comprise the 38 units.

The Young Adult Magic Johnson Bridgescape Academy also requests a waiver from the requirements to offer Advance Placement courses pursuant to 9.03.4.11. If a student request to take an Advanced Placement course, the Academy will make such course available.

Further, the Young Adult Magic Johnson Bridgescape Academy requests a waiver from the Alternative Learning Environment (ALE), specifically Ark. Code Ann. § 6-48-101 et seq., Ark. Code Ann. § 6-15-1005(b)(5) and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding.

Osceola Communications, Business and Arts, Inc. and EdisonLearning appreciate the technical assistance provided by the ADE and appreciate the consideration of the Charter Authorizing Panel in reviewing these waiver requests.

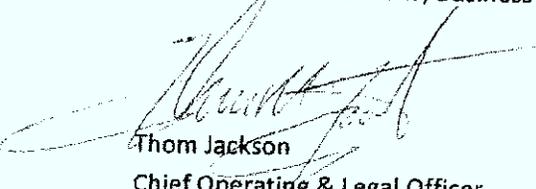
Sincerely,



Sally Wilson

President

Osceola Communications, Business and Arts, Inc.



Thom Jackson

Chief Operating & Legal Officer

EdisonLearning

Arkansas Northeastern

COLLEGE

Office of the President

Phone: (870) 762-3191
Fax: (870) 762-6048
E-mail: jshemwell@arn.ac.edu

IMJ, Drawer 1309
Blytheville, AR 72316-1309

November 19, 2013

Commissioner Tom Kimbrell
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Re: Young Adult Magic Johnson Bridgescape Academy

Dear Dr. Kimbrell,

I have been contacted by Sally Wilson regarding the Young Adult Magic Johnson Bridgescape Academy. Per your request from the November 14th Charter School Authorizing Panel hearing, I would like to verify the availability of our secondary technical skills courses to future students, should the Panel approve this charter. Our secondary center courses are currently made available to all area high school students in Mississippi County at a rate of \$3,250 per full-time enrollment (FTE), therefore students at the Young Adult Magic Johnson Bridgescape Academy in Osceola would be allowed to enroll in these courses for the same tuition cost, as well.

Please contact me if you have any questions or require additional information.

Sincerely,



Dr. James Shemwell
President

Community Letter of Support for Young Adult Magic Johnson Bridgescape Academies

Submission Date: November 14, 2013

Dear Arkansas Department of Education, ADE

We wish to express our support for the charter school applications for the Young Adult Magic Johnson Bridgescape Academies of Crittenden County and Mississippi County as posted on the ADE website and on the sponsoring non-profit's website, www.ocbainc.com.

Our Arkansas Delta area has a significant population of young adults who are at risk or who have already dropped out of school. These underserved students deserve every opportunity we can provide them to re-engage them in high school, earn their diploma and receive the educational, social and technical skills necessary to be successful, productive members of our society. We believe that a Magic Johnson Bridgescape Academy would be of great benefit to the children, families and local community.

The Young Adult Magic Johnson Bridgescape Academies, which would enroll students up to age 22, is a blend of one-on-one and group instruction, infused with interactive online offerings specifically tailored for each individual student. According to their website, <http://magicjohnsonbridgescape.com/>, there are 17 Magic Johnson Bridgescape Academies, in 5 states. As with these academies, the local Academy will be staffed with on-site education teams to assist students in their daily studies using EdisonLearning's online *eCourses* providing much needed flexibility for the students. According to their website <http://edisonlearning.com/about-edisonlearning>, EdisonLearning has nearly 20 years of experience working in partnership with schools, districts and states across the United States to improve student outcomes in some of the most challenging urban and rural areas.

We believe that Magic Johnson Bridgescape Academy/EdisonLearning model has the vision, capacity and educational model necessary to successfully re-engage at-risk students and improve overall student outcomes in our neighborhood. The engagement of the community is a vital component and EdisonLearning would be committed to community partnerships and has existing partnerships that would lend themselves to additional supports and wrap-around services for our youth.

Please consider approving these schools. Sincerely,

Sen. David Burnett, Arkansas Senate
Rep. Ann Clemmer, Arkansas House
Rep. Monte Hodges, Arkansas House
Rep. Wes Wagner, Arkansas House
Ralph Wilson, Jr., Circuit Judge
Barbara Halsey, Circuit Judge
Lee Fergus, Circuit Judge
Fred Thorne, Crittenden Co District Judge
Kirby Massey, Mayor of Sunset
Dickie Kennemore, Mayor City of Osceola
James Sanders, Mayor of Blytheville
Ammi Tucker, Executive Director, Osceola /South Miss. County Chamber of Commerce
Lauren Isbell, Community/Development Officer, Southern Bancorp Community Partners
D.C. Barnes, District Supervisor, Juvenile Department, 2nd Judicial Division

Woody Wheeless, Crittenden County Judge
Scott Ellington, Prosecuting Attorney
Mike Allen, Crittenden County Sheriff
Gary Kelley, Marion Chief of Police
Dave Bradley, Workforce Investment Board
Sandra Brand, Osceola City Council
Sherry Holliman, Marion City Council
Tom Montgomery, Juvenile Public Defender
Brian Williams, Deputy Public Defender
Ken Kennemore, Miss County Quorum Court
Tamika Jenkins, Community Organizer

Documented authorizations of signatures are attached

Community Letter of Support for Young Adult Magic Johnson Bridgescape Academies

Submission Date: November 14, 2013

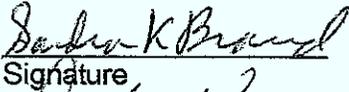
Please indicate if you will allow us to list your name and your title on the attached Community support letter.



Signature

Ralph Wilson Jr. Circuit Judge

Your printed name and title as we should type it



Signature

Sandra K Brand Osceola City Council

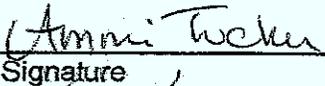
Your printed name and title as we should type it



Signature

Dickie Kenmore, Mayor, City of Osceola

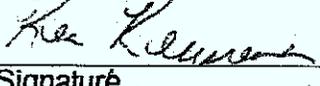
Your printed name and title as we should type it



Signature

Ammi Tucker, Executive Director, Osceola SMC Chamber

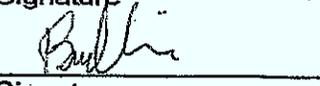
Your printed name and title as we should type it



Signature

Ken Kenmore, Osceola County J.P.

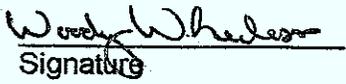
Your printed name and title as we should type it



Signature

Brian Williams, Dep. Public Defender

Your printed name and title as we should type it



Signature

WOODY WHEELLESS CRITTENDEN COUNTY JUDGE

Your printed name and title as we should type it



Signature

Gary Kelley Chief of Police

Your printed name and title as we should type it

Community Letter of Support for Young Adult Magic Johnson Bridgescape Academies

Submission Date: November 14, 2013

Please indicate if you will allow us to list your name and your title on the attached
Community Support Letter

Fred Thorne
Signature

FRED THORNE
Printed name

Crittenton County District Judge
Title as we should type it

Kirby Massey
Signature

Kirby Massey
Printed name

Mayor of Sunset
Title as we should type it

Signature

Printed name

Title as we should type it

My copy

Community Letter of Support for Young Adult Magic Johnson Bridgescape Academies

Submission Date: November 14, 2013

Please indicate if you will allow us to list your name and your title on the attached
Community Support Letter

| | | |
|-----------------------------------|--------------------------------------|--|
| <u>David Burnett</u> Signature | <u>David Burnett</u> Printed name | <u>Senator</u> Title as we should type it |
|-----------------------------------|--------------------------------------|--|

| | | |
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| _____ Signature | _____ Printed name | _____ Title as we should type it |
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| _____ Signature | _____ Printed name | _____ Title as we should type it |
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Sally

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▼ [] [] []

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Drafts (206)

Sent

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Activities, OM, BEST, K...

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Beckmann Volmer (13)

Chamber of Commerce (

Credit card receipts (6)

Curriculum

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facebook (999+)

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Honor society (11)

Key Club (7)

NSLA and lunch

ocabs (4)

Sally

Student contacts

Teacher contacts (23)

Tech Plan and E-rate

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Sign in to Messenger to see who's online.

APPLICATIONS

Photos

Attachments

Notepad

Re: You...

Add me to your list. Good luck!
Rep. Ann Clemmer

Sent from my iPhone

On Nov 12, 2013, at 12:10 AM, Sally Longo Wilson
<sallylengowilson@yahoo.com> wrote:

Ann,
Our application for the two Magic Johnson Bridgescape Academies, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support. If you can support our efforts, will you allow me to add your name on the attached letter along with the other leaders? If so, will you reply back and let me know how you would like for me to type your name and title? Please call me if you have any questions.
Thank you, Sally

Sally L. Wilson, President
OCBA, Inc non-profit
851 W. Semmes Ave.

Subject: Re: Young Adult Magic Johnson Bridgescape Academies

From: Hodges, Monte (monte.hodges@arkansashouse.org)

To: sallylongowilson@yahoo.com;

Date: Wednesday, November 13, 2013 5:36 PM

Sally,

You have my support. I will actually be in Little Rock tomorrow.

MH

Sent from my iPad

On Nov 12, 2013, at 11:39 PM, "Sally Longo Wilson"
<sallylongowilson@yahoo.com<mailto:sallylongowilson@yahoo.com>> wrote:

Monte,

Our application for a Magic Johnson Bridgescape Academy, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support. If you support our efforts, will you allow me to add your name on the attached letter along with the other area leaders? If so, will you reply back and let me know how you would like for me to type your name and title? Please call me if you have any questions.

Thank you, Sally

Sally L. Wilson, President
OCBA, Inc non-profit
851 W. Semmes Ave.
Osceola, AR 72370
870-822-0574

<Support for Young Adult Magic Johnson Bridgescape Academies Nov 12.pdf>

From: Wes Wagner [wagner_lawfirm@yahoo.com]
Sent: Wednesday, November 13, 2013 11:24 AM
To: <bjbowles@rittermail.com>
Subject: Re: Support letter for our school applications

Mrs Bowles,

Can you please tell Mrs Wilson that she can use my name in support.

Thank you so much.

WW

Sent from my iPhone

On Nov 13, 2013, at 11:15 AM, "Billie Bowles" <bjbowles1@rittermail.com> wrote:

Good morning Representative Wagner:

Would you please check your email from Sally Wilson at your earliest convenience? She is trying to get the Young Adult Magic Johnson Bridgescape Academies School lined out. If you have any questions or concerns please contact Sally at her email or by phone at 870-822-0574.

We appreciate the fantastic job you are doing for our communities. Keep up the good work. Thank you for your support.

BJ

Billie J Bowles

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- Inbox (999+)
- Drafts (206)
- Sent
- Spam (142)
- Trash (3)
- FOLDERS
- Activities, OM, BEST, K...
- AVHS (259)
- Beckmann Volmer (13)
- Chamber of Commerce (
- Credit card receipts (6)
- Curriculum
- Extralearning (12)
- facebook (999+)
- Furniture and Gooddeals
- Honor society (11)
- Key Club (7)
- NSLA and lunch
- ocabs (4)
- Sally
- Student contacts
- Teacher contacts (23)
- Tech Plan and E-rate
- MESSANGER
- Me: Offline
- Sign in to Messenger to see who's online.
- APPLICATIONS
- Photos
- Attachments
- Notepad

Re: You...

If Judge Ralph thinks this is kosher, then I am happy to sign
 Just as he did
 Barbara Halsey, Circuit Judge

I do believe the school is needed

Good luck

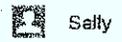
Keep me posted.

Barbara Halsey

On Nov 11, 2013, at 11:49 PM, Sally Longo Wilson
 <sallylango@vshop.com> wrote:

Dear Judge Barbara,
 Our application for the Magic Johnson Bridgescape Academy, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support. If you support our efforts, will you allow me to add your name on the attached letter along with the other area leaders? If so, will you reply back and let me know how you would like for me to type your name and title? Please call me if you have any questions.
 Thank you, Sally

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INBOX CONTACTS CALENDAR Re: Audit report for...

- Inbox (999+)
- Drafts (206)
- Sent
- Spam (142)
- Trash (3)
- FOLDERS
- Activites, OM, BEST, K...
- AVHS (259)
- Beckmann Volmer (13)
- Chamber of Commerce (
- Credit card receipts (6)
- Curriculum
- Extralearning (12)
- facebook (999+)
- Furniture and Gotdeals
- Honor society (11)
- Key Club (7)
- NSLA and lunch
- ocabs (4)
- Sally
- Student contacts
- Teacher contacts (23)
- Tech Plan and E-rate
- MESSANGER
- Me: Offline
- Sign in to Messenger to see who's online.
- APPLICATIONS
- Photos
- Attachments
- Notepad

RE: Young Adult Magic Johnson Bridgescape Ac

judgeleefergus
sallylongowilson@yahoo.com

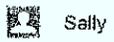
Yes. Please add my name as Circuit Judge, Lee Fergus. Thanks for the support for the babies.

Sent from my Verizon Wireless 4G LTE Smartphone

----- Original message -----
 From: SallyLongo Wilson
 <sallylongowilson@yahoo.com>
 Date: 11/12/2013 7:53 AM (GMT-06:00)
 To: lfergus@2ndjudicial.org
 Cc: OCBA Inc
 <OcbaInc@yahoo.com>, sallylongowilson@yahoo.com
 Subject: Young Adult Magic Johnson Bridgescape Academy for high school dropouts

Lee,
 Our application for a Magic Johnson Bridgescape Academy, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support. If you support our efforts, will you allow me to add your name on the attached letter along with the other area leaders? If so, will you reply back and let me know how you would like for me to type your name

Search input fields and buttons



INDEX

CONTACTS

CALENDAR

Young Adult Magic Johnson Bridgescape Academy

- Inbox (999+)
- Drafts (206)
- Sent
- Spam (146)
- Trash (7)
- FOLDERS
- Activites, OM, BEST, K...
- AVHS (259)
- Beckmann Volmer (13)
- Chamber of Commerce (
- Credit card receipts (8)
- Curriculum
- Extralearning (12)
- facebook (999+)
- Furniture and Gooddeals
- Honor society (11)
- Key Club (7)
- NSLA and lunch
- ocabs (4)
- Sally
- Student contacts
- Teacher contacts (23)
- Tech Plan and E-rate
- MESSANGER
- Me: Offline
- Sign in to Messenger to see who's online.
- APPLICATIONS
- Photos
- Attachments
- Notepad

Re: Young Adult Magic Johnson Bridgescape Academy

James Sanders
Sally Longo Wilson

Hello Sally,

James W. Sanders, Mayor, City of Blytheville

James W. Sanders
Mayor
City of Blytheville
124 W. Walnut St.
Blytheville, AR 72315
(870)763-3602
Fax(870)762-0443

From: Sally Longo Wilson <sallylongowilson@yahoo.com>
To: "sam.scruggs@sbcglobal.net" <sam.scruggs@sbcglobal.net>; "mayorsanders@sbcglobal.net" <mayorsanders@sbcglobal.net>
Cc: OCBA Inc <OcbaInc@yahoo.com>; "sallylongowilson@yahoo.com" <sallylongowilson@yahoo.com>
Sent: Monday, November 11, 2013 11:35 PM
Subject: Young Adult Magic Johnson Bridgescape Academy for high school dropouts

Dear Mayor Sanders and Mr. Sam,
Our application for a Magic Johnson Bridgescape Academy, for young

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Sally

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Attachment for Young Adult Magic Johnson Bridgescape Acad... (4)

Me

To Scott Ellington, Me, Sally Wilson

Scott,

Our application for the Magic Johnson Bridgescape Academies, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support.

If you support our efforts, will you allow me to add your name on the attached letter along with the other area leaders? If so, will you reply back and let me know how you would like for me to type your name and title? Please call me if you have any questions.

Thank you, Sally

Sally L. Wilson, President
OCBA, Inc non-profit
851 W. Semmes Ave.
Osceola, AR 72370
870-822-0574

> 1 Attachment ... Download attachment v

Reply, Reply All or Forward | More

Scott Ellington

To Me

Yes, I want to sign on to this letter. Thanks for the opportunity. Let me know if you want me to do anything more. SE

> Show message history

Scott Ellington

Prosecuting Attorney
P.O. Box 1736
Jonesboro, AR 72403
870-932-1513 office
870-336-4011 fax

Reply, Reply All or Forward | More

Me

To Scott Ellington

Thank you very much. Sally

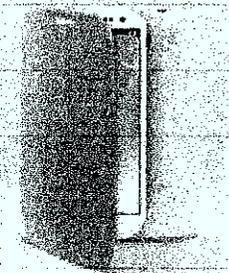
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Subject: RE: Young Adult Magic Johnson Bridgescape Academies
From: Mike Allen (mike.allen@crittcosheriff.com)
To: sallylongowilson@yahoo.com;
Date: Wednesday, November 13, 2013 9:06 AM

I have read the letter and you can add me to the list.

Thanks

Mike Allen

Sheriff

From: Sally Longo Wilson [mailto:sallylongowilson@yahoo.com]
Sent: Tuesday, November 12, 2013 11:52 PM
To: Mike.Allen@crittcosheriff.com
Cc: sallylongowilson@yahoo.com
Subject: Young Adult Magic Johnson Bridgescape Academies

Sheriff Allen,

Our application for a Magic Johnson Bridgescape Academy, for young adults who have dropped out of high school, will be heard in Little Rock on Thursday of this week. We are seeking support from community leaders via the attached Community Letter of Support. If you support our efforts, will you allow me to add your name on the attached letter along with the other area leaders? If so, will you reply back and let me know how you would like for me to type your name and title? Please call me if you have any questions.

Thank you, Sally

Sally L. Wilson, President
OCBA, Inc non-profit
851 W. Semmes Ave.
Osceola, AR 72370
870-822-0574

Subject: FW: Letter of Support Needed

From: Anita Adams (aadams@dominionworld.org)

To: sallylongowilson@yahoo.com; ocbainc@yahoo.com;

Date: Wednesday, November 13, 2013 2:07 PM

Sally,

Please read the email below from Dave Brady. He is the Executive Director for the Workforce Investment Board of Eastern Arkansas. Their office is responsible for the federal funds under the Workforce Investment Act that serves youth ages 14-21. Here is the link to their website <http://www.wibea.org/index.htm>

Anita

From: Dave Brady [mailto:dave@thewib.org]

Sent: Wednesday, November 13, 2013 10:42 AM

To: 'Anita Adams'

Cc: calvin@thewib.org

Subject: RE: Letter of Support Needed

Hi Anita,

Hope you are doing well. Yes please add my name to the letter. Good luck and please keep me posted.

Thanks.

Dave

Dave Brady
Executive Director

Workforce Investment Board of Eastern Arkansas
PO Box 1388

300 Service Rd. W. #4

West Memphis, AR 72303

(870) 733-0601 x126

(901) 484-0111 Cell

(870) 735-0618 Fax
dave@theWIB.org

From: Anita Adams [<mailto:aadams@dominionworld.org>]
Sent: Wednesday, November 13, 2013 10:35 AM
To: Dave Brady
Cc: calvin@thewib.org
Subject: Letter of Support Needed
Importance: High

Hello Dave,

I am working with Sally Wilson and her team to get a charter school in Marion. It is the Magic Johnson Bridgescape Academy. The target group is youth and young adults who are high school drop outs or at-risk of dropping out of high school. I know that this school would be a great asset to our community and a great referral source for the local workforce centers and Title I programs. Please see the attached letter of support that we have developed. If you are in agreement and would like to offer your support, please respond to this email and we will add your name, title and company name to the letter.

Kingdom Blessings,

Anita Adams

Dominion World Outreach Ministries

3700 Interstate 55 / P. O. Box 41

Subject: FW: Letter of Support Needed

From: Anita Adams (aadams@dominionworld.org)

To: ocbainc@yahoo.com; sallylongowilson@yahoo.com;

Date: Wednesday, November 13, 2013 12:58 PM

Sally,

Please read the email confirmation below from Sherry Holliman. She is a City Councilwoman in Marion. She is in support of the school.

-----Original Message-----

From: Sherry Holliman [mailto:investinmoi@hotmail.com]

Sent: Wednesday, November 13, 2013 1:37 PM

To: Anita Adams

Subject: Re: Letter of Support Needed

Yes

Sent from my iPhone

On Nov 13, 2013, at 11:31 AM, "Anita Adams" <aadams@dominionworld.org> wrote:

> Does this mean that you support the school and would like for us to
> add your name to the list?

>

> -----Original Message-----

> **From:** Sherry Holliman [mailto:investinmoi@hotmail.com]

> **Sent:** Wednesday, November 13, 2013 1:18 PM

> **To:** Anita Adams

> **Subject:** Re: Letter of Support Needed

>

> Sherry Holliman City Council

>

> There is a need for this educational system to provide our displaced
> children in a position to continue their studies and be successful.

>

> Sent from my iPhone

>

> On Nov 13, 2013, at 8:39 AM, "Anita Adams" <aadams@dominionworld.org> wrote:

>

>> Hello Sherry,

>>

>>

>>

>>

Subject: FW: Letter of Support Needed
From: Anita Adams (aadams@dominionworld.org)
To: sallylongowilson@yahoo.com; ocbainc@yahoo.com;
Date: Wednesday, November 13, 2013 12:56 PM

Sally,

Please see the email below from Tom Montgomery. He is the Juvenile Public Defender for Crittenden County. He is in support of the school.

Anita

From: Tom Montgomery [mailto:tmontgomery65@hotmail.com]
Sent: Wednesday, November 13, 2013 1:57 PM
To: Anita Adams
Subject: RE: Letter of Support Needed

Anita, please add my name to the support list. Thanks

From: aadams@dominionworld.org
To: tmontgomery65@hotmail.com
Subject: Letter of Support Needed
Date: Wed, 13 Nov 2013 10:38:05 -0600

Hello Tom,

I am working with Sally Wilson and her team to get a charter school in Marion. It is the Magic Johnson Bridgescape Academy. The target group is youth and young adults who are high school drop outs or at-risk of dropping out of high school. I know that this school would be a great asset to our community and a great referral source for the local juvenile justice system. Please see the attached letter of support that we have developed. If you are in agreement and would like to offer

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Sally

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- Inbox (999+)
- Drafts (206)
- Sent
- Spam (146)
- Trash (7)
- FOLDERS
- Activities, OM, BEST, K...
- AVHS (259)
- Beckmann Volmer (13)
- Chamber of Commerce (
- Credit card receipts (6)
- Curriculum
- Extralearning (12)
- facebook (999+)
- Furniture and Goods
- Honor society (11)
- Key Club (7)
- NSLA and lunch
- ocabs (4)
- Sally
- Student contacts
- Teacher contacts (23)
- Tech Plan and E-rate
- MESSANGER
- Me: Offline
- Sign in to Messenger to see who's online.
- APPLICATIONS
- Photos
- Attachments
- Notepad

Re: Young Adult Magic Johnson Bridgescape Ac

Tamika Jenkins
Sally Longo Wilson

Hi Sally -
Can you put me down as a community member or organizer?
You are welcome to use my name - but I don't want to support on behalf of economic development, just myself.

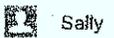
Thank you

Clif Chitwood - County Economic Developer
Tamika Jenkins - Project Coordinator
Great River Economic Development
Mississippi County, Arkansas
www.misscoeda.com
Phone: 870.532.6084
Fax: 870.532.2146

From: Sally Longo Wilson <sallylongowilson@yahoo.com>
To: TamikaJenkins GREDA <tej26@sbcglobal.net>
Cc: "sallylongowilson@yahoo.com" <sallylongowilson@yahoo.com>; OCBA Inc <OcbaInc@yahoo.com>
Sent: Monday, November 11, 2013 11:44 PM
Subject: Young Adult Magic Johnson Bridgescape Academy for high school dropouts

Dear Tamika,
Our application for the Magic

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- INBOX
- CONTACTS
- CALENDAR
- Messages

Previous | Current | Next

- Inbox (999+)
- Drafts (206)
- Sent
- Spam (146)
- Trash (7)
- FOLDERS
- Activites, OM, BEST, K...
- AVHS (259)
- Beckmann Volmer (13)
- Chamber of Commerce (
- Credit card receipts (6)
- Curriculum
- Extralearning (12)
- facebook (999+)
- Furniture and Go-deals
- Honor society (11)
- Key Club (7)
- NSLA and lunch
- ocabs (4)
- Sally
- Student contacts
- Teacher contacts (23)
- Tech Plan and E-rate

RE: Young Adult Magic Johnson Bridges

D. C. Barnes
Sally Longo Wilson

Sounds good to me. My title and address are listed below.

Chip

D.C. Barnes Jr

District Supervisor, 2nd Judicial District
Circuit Court, Juvenile Division

Crittenden County Juvenile Department
116 Center Street, Suite 204
Marion, Arkansas 72364

870-739-4401 phone, 870-739-2342 fax



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- Attachments
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2013-2014 Application Cycle

Young Adult Magic Johnson Bridgescape Academy of Mississippi County

Summary

Young Adult Magic Johnson Bridgescape Academy of Mississippi County Charter School

| | |
|---------------------------------------|--|
| Grade Level(s): | 9-12 |
| Student Enrollment Cap: | 250 |
| Name of the Sponsoring Entity: | Osceola Communication, Business and Arts, Inc. |
| IRS Status | 501(c)(3) Non-Profit Status |
| Address: | Highway 140 at I-55 Osceola, AR 72370 |

Mission Statement

The Charter School will implement the Magic Johnson Bridgescape model, a specialized program focused on dropout prevention and recovery for students in grades 9-12 who have dropped out of school or who are at-risk of dropping out of school. The mission of Magic Johnson Bridgescape is to provide an alternative graduation path for those who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions. The program is grounded in the belief that every student, given the right tools, support and environment, is capable of exceeding their expectations. This vision is incorporated in a program that is student-focused and providing individuals an opportunity to earn a high school diploma in an environment that their schedule, life circumstances and learning needs.

The Magic Johnson Bridgescape model provides a student-centered, blended learning, community-integrated model which creates a positive and safe learning environment focused on improving attendance and student achievement. Through a strategic alliance with Magic Johnson Enterprises, Magic Johnson Bridgescape draws on EdisonLearning's nearly twenty year history of school improvement success and educational innovation and the proven track record, passion, and leadership of Magic Johnson Enterprises to address the specific needs of students who are at-risk of not graduating or who have already dropped out of school.

Information on the School District in Which the Charter Would Be Located

South Mississippi County School District

77.11% free and reduced-price lunch (2012-2013)

Needs Improvement District (ESEA 2012) - Mathematics

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- The misstatement of the judge and sheriff of Mississippi County
- Low expectations and goals for a student population that needs accelerated learning
- Lack of clarity as to if Edison's eCourses are have already been aligned to the Arkansas Curriculum Frameworks or will be aligned to the frameworks
- The basic principles of ALE would need to be restructured to implement the program as proposed
- The ability to meet the needs of gifted and talented students
- The use of a Home Language Survey as an assessment at the time of enrollment to provide information on the language proficiency of English language learners
- Appropriately serving the needs of gifted and talented students

- Requiring a family income form or National School Lunch Program form for enrollment
- The lack of an explanation about the method for determining management fees
- At least half of the sponsoring entity board being comprised of individuals with the same last name
- The lack of the following units of study from the proposed course provider: oral communication, journalism, art, instrumental music, vocal music, 9 units of career and technical courses, advanced placement courses
- No clear explanation of the maximum number of students per teacher
- No content knowledge required for teachers

Documentation Provided in Support of the Charter

Petitions (available for review)

109 signatures

Requested Waivers

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Ark. Code Ann. § 6-15-213 Arkansas Smart Core Incentive Funding Program**
 - The applicant requests a waiver of offering the required 38 units. This statute is not applicable to the 38 units and waiver of the statute does not appear to be necessary.
- **Standards for Accreditation 9.03.4 38 Units of Credit**
 - Traditionally, this waiver has only been granted as charters phase in grades (i.e., the charter will offer all 38 units by the time it has its first 12th grade class) or when the charter will still meet the content requirements of all 38 courses through embedded courses.
- **Standards for Accreditation 10.02 Class Size and Teaching Load**
 - The applicant indicates that the overall teacher to student ratio will be 1:13. If this is the maximum ratio, no waiver is needed. If some classes will have a class size which exceeds the maximum allowed in this standard, the maximum class size should be disclosed.
- **Standards for Accreditation 14.03 Clock Hours for Unit of Credit**
 - The Panel lacks the authority to grant a waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas Frameworks.

From Ark. Code Ann.

| | |
|-------------|----------------------------|
| 6-10-106 | School year dates |
| 6-13-109 | School superintendent |
| 6-13-608 | Length of directors' terms |
| 6-13-611 | Vacancies generally |
| 6-13-616(a) | Director eligibility |
| 6-13-619 | Monthly meetings |

| | |
|--------------------|---|
| 6-13-620(5)(a)(i) | Powers and duties (duty of the board to hire a superintendent to oversee the day-to-day operations of the school district) |
| 6-13-630 | Election by zone and at large |
| 6-13-633 | Vacancy created by nonresidency |
| 6-14-101 et seq. | Applicability of general election laws |
| 6-15-213 | Course considered as taught under certain circumstances (pertaining to 38 units required to be taught) |
| 6-15-1004 | Qualified teachers in every public school classroom(pertaining to alternative learning programs) |
| 6-15-2302(b) | Pertaining to minimum qualifications for a general business manager |
| 6-16-102 | School day hours |
| 6-16-103(c)(1) | To mail a letter of the courses to be taught to students who are 18 or older instead of their parents |
| 6-16-124 | Arkansas history (so as not to require students missing a half credit from middle school to make it up) |
| 6-17-111 | Duty-free lunch periods |
| 6-17-114 | Daily planning period |
| 6-17-203 | Committees on personnel policies—Members |
| 6-17-204(b)(2)(A) | Requiring approval by a majority of certified staff for changes to personnel policies to take place prior to the next fiscal year |
| 6-17-205 | Organization and duties of committee |
| 6-17-302(a) | Requiring the board to employ a principal with a valid license |
| 6-17-309(a) | Restricting to 30 consecutive days the length of time that a teacher not licensed in the grade level or subject area may teach a class |
| 6-17-401 | Teacher licensure requirement |
| 6-17-418 | Teacher licensure—Arkansas history requirement |
| 6-17-427 | Superintendent license—Superintendent mentoring program required |
| 6-17-702 | Staff development sessions (to instead provide professional develop according to the Magic Johnson Bridgescape/Edison plan) |
| 6-17-704 | School districts—Professional development plan (to instead provide professional develop according to the Magic Johnson Bridgescape/Edison plan) |
| 6-17-705 | Professional development credit (to instead provide professional develop according to the Magic Johnson Bridgescape/Edison plan) |
| 6-17-901 et seq. | Arkansas Teachers' Salary Law |
| 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| 6-18-211(a)-(b)(1) | Pertaining to mandatory attendance for students in grades none through twelve |
| 6-25-103 | Library media services program defined |
| 6-25-104 | Library media specialist—Qualifications |
| 6-42-101 et seq. | General Provisions (gifted and talented) |

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|----------|---|
| 9.03.1.2 | The Smart Core curriculum contained within 38 units that must be taught each year |
| 9.03.4 | Grades 9-12 (courses to be taught, requiring the 38 units of credit) |
| 10.01.3 | Requirement of a specified number of days for professional development |

| | |
|---------|---|
| 10.02.5 | Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction |
| 15.01 | School District Superintendent |
| 15.02 | Principals |
| 15.03.1 | Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license |
| 15.03.2 | Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned |
| 15.03.3 | Allowing a person not fully qualified for a position to be used in emergencies only |
| 15.04 | Professional Development and In-Service Training |
| 16.01.3 | Requiring a certified counselor at each school at a ratio of 1 to 450 |
| 16.02 | Media Services |
| 16.03.1 | School nurse |
| 16.03.2 | Requiring facilities, equipment, and materials necessary for the operation of a school health program |
| 18 | Gifted and Talented Education |
| 21 | Auxiliary Services |

From Other Rules

- ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve
- ADE Rules Governing Minimum Qualifications for General Business Managers
- ADE Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade
- ADE Rules Governing Educator Licensure
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites
- ADE Rules Governing Professional Development

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Young Adult Magic Johnson Bridgescape Academy of Mississippi County
Osceola, Arkansas

YOUNG ADULT MAGIC JOHNSON BRIDGESCAPE ACADEMY OF MISSISSIPPI COUNTY

| | |
|-------------------------------------|--|
| Sponsoring Entity: | Osceola Communication, Business, and Arts, Inc. (OCBA) |
| IRS Status: | Recognized non-profit entity |
| Grade Levels: | 9-12 |
| Student Enrollment Cap: | 250 |
| Address of Proposed Charter: | Highway 140 at I-55, Osceola, AR 72370 |

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
 - Published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located
 - The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - The last publication date of the notice was no less than seven days prior to the public meeting.
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located
 - Within seven calendar days following the first publication.

Meets the Standard

C-2 GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain how one becomes a member of OCBA and the role afforded to a member.

Membership to the non-profit corporation is open to the public and very inclusive. For at least two years, OCBA's website has had the following statement posted:

"You are invited to join our OCBA, Inc., non-profit organization. E-mail your name and address to ocbainc@yahoo.com. A membership packet will be sent to you. Please complete the form and return the membership information along with your \$50 annual dues to OCBA, Inc. According to the Corporation by-laws, the officers of OCBA, Inc. are elected by the Corporation members. *Announcing, the Corporation is waiving the dues the rest of the year."
(www.ocbainc.com/ocba-non-profit.html).

Specifically, the OCBA by-laws in Article III, also posted on the non-profit's website (www.ocbainc.com/ocba-bylaws.html), state the following on membership:

1. Any individual who subscribes to the purposes and basic policies of the Corporation may become a member of the Corporation subject only to compliance with the provisions of the Bylaws, application to the Corporation, approval by its Board and payment of the annual dues. Membership in the Corporation shall be available without regard to race, color, creed, sex or national origin.
2. Only the following persons may become a member of the Corporation.
 - a. Must reside in Arkansas or a state contiguous to Arkansas.
 - b. Must be 18 years or older.

Additionally, the attendees of Charter School's August 2013 Public Meeting for the Young Adult Magic Johnson Bridgescape were invited to join the non-profit. Slide 22 of the attached PowerPoint presentation includes this invitation.

- Explain if the Program Director and Director of Achievement will be employees of Edison. If they are Edison employees, explain why salaries are budgeted for the positions separate from management fees.

Both the Program Director and the Director of Achievement will be employees of EdisonLearning; however, since the Program Director and Director of Achievement will spend a significant amount of time onsite at the Young Adult Magic Johnson Bridgescape Academy, 1 FTE and 0.125 FTE respectively, their salaries are included in the school's proposed budget.

- Explain if the OCBA board will approve the student handbook as it is stated that the "school board" will approve the handbook, but "Board" is used in all other parts of this response.

The "school board", the "Board" and the "OCBA Board" are the same, and will approve the student handbook.

- Explain the ways in which parents, staff, and community will be involved in making decisions about the school.

All parents, staff, adult-age students and supportive citizens are encouraged to join the OCBA non-profit corporation. A local Advisory Committee of parents, staff, students and community volunteers will be appointed by the Program Director to support the Charter School and the Board. Though the group will not have governing power, the Board will consider suggestions from the Advisory Committee.

C-3 MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-4 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Partially Meets the Standard

Concerns and Additional Questions:

- Confirm the understanding that there may be reasons other than dropping out of school for ninth graders not to graduate.

Young Adult Magic Johnson Bridgescape Academy understands that there may be reasons other than dropping out of school for ninth graders not to graduate. The anticipated population is students who want to graduate but find the various obstacles that can interfere with academic progress overwhelming. This includes students who are falling behind or struggling with coursework, disengaging from learning in the traditional setting, working to support themselves or family members, gifted and talented, or pregnant or parenting.

- Describe the workforce solutions that will be provided by Magic Johnson Enterprises.

As described in the application, through the Young Adult Magic Johnson Bridgescape Academy, students will have access to job readiness and mentorship resources to assist in career preparation and post-secondary planning. The program will partner with local businesses, civic organizations, and non-profits

to create career platforms for students, providing workplace exposure and training and Magic Johnson Enterprises will leverage its other businesses and local partnerships to help identify internships and job opportunities for graduates.

Magic Johnson Enterprises has also developed a Career Development Rubric and a robust Career Exploration/Job Readiness course with a comprehensive and clearly defined scope and sequence. The course is comprised of 39 lessons. Below are some sample topics:

- Careers Available to Individuals with High School Diplomas
- Careers Available to Individuals with Two-Year Associate Degrees
- Careers Available to Individuals with Bachelor's Degrees
- Education Level and Earning Potential
- Which Industries Are Growing and Which Jobs Will Be Available When I Graduate
- Essential Professional Skills: Teamwork and Interpersonal Interactions
- Essential Professional Skills: Planning, Organizing, and Managing Multiple Priorities
- Essential Personal Attributes: Responsibility and Reliability
- Business Etiquette

- **Name the Arkansas businesses and social organizations that are partners with Magic Johnson Enterprises.**

At this time, Young Adult Magic Johnson Bridgescape Academy does not have any partnerships established with Arkansas business and social organizations; however, once approved the Academy will form partnerships with local businesses and organizations leveraging Magic Johnson Enterprises large network of community organizations and corporate relationships.

Magic Johnson Bridgescape has been successful in identifying the necessary community partners to create a network of external social agencies to provide the needed resources and services for the students. For example, in the metropolitan Columbus area, the Academy has partnered with the Youth Empowerment, Mothers Helping Mothers, Franklin County Children Services, the Ohio Department of Youth Services, Ohio Health, and the American Red Cross.

More recently, Magic Johnson launched a new organization, Friends of Magic, which is a network of individuals, foundations and companies whose mission is to provide Magic Johnson Bridgescape Academy students who are at risk or have dropped out the resources and assistance they need to not only graduate high school, but the opportunity to build their future through educational resources, internships and real world experiences. This organization was launched in Chicago to support the two Academies that opened in the fall.

Members of Friends of Magic reflect the unique business and community landscape of the surrounding area of the Magic Johnson Bridgescape Academy and are selected on a national level to support program expansion and awareness. The primary purpose of Friends of Magic is to serve as a community and business extension of the Magic Johnson Bridgescape Academy, provide vital resources to support the growth and expansion of Magic Johnson Bridgescape, ensure that each academy has the support it needs to enhance the success of every student and to support the individual career development path of each student through internship opportunities, mentoring, and educational field experiences.

- **Explain the ways in which achievement of the guiding goals will be measured.**

The guiding goals of the Young Adult Magic Johnson Bridgescape Academy will be measured through

twice annual Quality Assurance reviews, which will be conducted by the OCBA Board and EdisonLearning to ensure fidelity to the program and to inform future program revisions in efforts towards continuous improvement of student performance and achievement.

These guiding goals are incorporated into the entire Young Adult Magic Johnson Bridgescape Academy program, including the life skills instruction, the core values instruction, the study skills instruction, the collaborative learning opportunities, and the advisory program.

- **Name the community leaders who requested additional career and technical education.**

The following community leaders have requested additional career and technical education opportunities:

- Mississippi County Judge Woody Wheelless requested high school business and career educational programming to align with the county's proposed business incubator program.
- Mississippi County Sheriff Mike Allen requested high school technical educational programming for juvenile and young adult inmates in his county jail.
- With announcement of the Big River Steel mill coming to South Mississippi County, the Osceola/South Mississippi County Chamber of Commerce Director Ammi Tucker expressed the need for as much high school level steel industry career training and education as possible. And Dr. Robert Gunter, Deputy Director of Career and Technical Education, Arkansas Department of Career Education, suggested that the school, if approved, apply for a model C&TE program in Steel Technology.

C-5 EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

Young Adult Magic Johnson Bridgescape Academy understands that under current law every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning. As such, Young Adult Magic Johnson Bridgescape Academy's curriculum provider, EdisonLearning, will complete the Digital Learning Provider Application required by the Arkansas Department of Education pursuant to the Emergency Rules Governing the Digital Learning Act of 2013, dated September 9, 2013.

- Provide the “Blended Learning Pedagogical Model for Magic Johnson Bridgescape Academies” and explain how the model will be used to meet the needs of the charter school students.

Attached please find the “Blended Learning Pedagogical Model for Magic Johnson Bridgescape Academies.” The Blended Learning Pedagogical model demonstrates the four different modes of blended learning (Foundational, Conceptual, Collaborative, and Personal) that may be utilized at the Young Adult Magic Johnson Bridgescape Academy to ensure students achieve academic success. Specifically, it describes the teacher actions and student actions necessary for each of these modes of learning, which may be employed by the instructional staff to meet the individual and group needs of students.

- Provide the projected amount of time each day that a student will be involved on online learning.

The amount of time a student spends each day working on the online coursework will depend on the student’s IGP and the student’s need for one-on-one or small group tutoring or other supplemental instruction. As indicated in the sample schedule, a student may spend during any session between 2 hours and 45 minutes to 3 hours and 30 minutes on the online coursework.

- Confirm that each student will attend one session per day.

Each student attending the Young Adult Magic Johnson Bridgescape Academy will attend one session per day.

- Explain if the sessions are four hours in length as is stated in the response and on the generic sample schedule or four and a half hours in length as is stated on the 2014-2015 calendar.

The sessions are four hours in length; the reference on the calendar was incorrect. The Young Adult Magic Johnson Bridgescape Academy proposes two four-hour sessions each day, an extended school year, and mastery- based learning opportunities to provide flexibility for students.

- Explain if student will be required to attend school during the summer.

Young Adult Magic Johnson Bridgescape Academy will operate on an extended school year, but at this time, the Academy does not plan to offer a traditional summer program.

- Provide the number of days in the summer term and the length of the school day during the summer term.

Not applicable.

C-6: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and

- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain how and when annual measureable objectives on state assessments will be met if an annual increase of 2% achieving proficiency, the established goal, occurs each year.

This goal based on the assumption that the Young Adult Magic Johnson Bridgescape Academy will meet the AMOs as required and in addition to meeting the AMOs, the Academy will increase the percentage of enrolled students demonstrating proficiency by 2% every year. If, however, the AMOs are not met after the first year of operation, then the goal would be adjusted as needed to meet the AMOs within the required timeline.

When determining baseline goals (achievement, graduation, attendance) for the population of students, it is necessary to understand that these students have become disengaged from the learning process and cannot be measured against traditional high school students.

- Explain when the school will expect to exceed state graduation rates if the goal is an increase in graduation rates of 2% per year.

Based on EdisonLearning's experience with similar charter schools focused on dropout prevention and recovery and implementing the Magic Johnson Bridgescape model, for the first baseline year, a graduation rate of approximately 60% should be expected. Each year thereafter this graduation increases due to the increased capacity of the staff and the increased academic momentum of students. For example, as students progress through the academic program, they begin to understand how attendance and focus impacts their progress in earning credits and making graduation an achievable goal. Based on this 2% goal, the Young Adult Magic Johnson Bridgescape Academy should exceed state graduation rates in approximately 10 years or the 2024-25 school year; however, based on the factors described above the increase may accelerate faster than 2% annually.

- Confirm the understanding that with a goal of 55% attendance and a 2% increase in attendance each year, the charter will have a 75% attendance rate in 2024-2025.

Young Adult Magic Johnson Bridgescape Academy understands that with a goal of 55% attendance and a 2% increase in attendance each year, the school will have a 75% attendance rate in 2024-2025. Young Adult Magic Johnson Bridgescape Academy will work with our students to ensure they understand that it is their commitment to be in attendance and use their time wisely. The program has developed a daily, weekly, and monthly goals and progress tracker that assists students in accurately projecting course completion dates and ultimately graduation timeline.

- Explain the meaning of the following, "In addition to the state assessment required under law and State Board of Education regulations, within the Charter School student assessment and testing will be administered throughout the academic year in order to improve the instructional program at the Charter School; assess the progress of individual students in relation to standards; and assess the progress of the students within the curriculum."

In the Young Adult Magic Johnson Bridgescape Academy model, assessment is used to continually monitor student progress (e.g., whether they are understanding key concepts) and to inform instructional needs (e.g., if a students or group of students is not understanding a key concept, the teacher will organize one-on-one tutoring session or a small group instructional time). Within the online coursework, students take daily assessments for each lessons and unit exams. Teachers use data from eSchoolware to pull reports on individual students to identify the need for intervention and remediation

and then develop lessons to support that need. Additionally, students participate in ongoing assessment of Lexile growth.

- Provide the name of the diagnostic reading assessment to be administered to students upon enrollment at the charter.

Young Adult Magic Johnson Bridgescape Academy will use the Achieve3000 Level Placement Test to determine Lexile levels at the time of enrollment. Based on this determination, students are then placed in Achieve3000's online program and Lexile growth is tracked monthly to monitor growth.

- Provide the name of the reading assessment to be administered annually to measure growth. Achieve3000 is used annually measure growth.

- Provide the process used to determine that assessment items in Edison's eCourses correlate to Arkansas Curriculum Frameworks. Explain when this occurred and provide the names, affiliations, and credentials of those who made the determinations.

EdisonLearning's eCourses are aligned to the Arkansas Curriculum Framework through a two-step process. The first is completed by teachers certified in the subject area they are assigned. The teachers are tasked with mapping each lesson and assessment item in the eCourses to a set of skills and standards called the Global Attribute List (GAL). The GAL was developed from several highly rated state standards lists and designed to be a core alignment tool for the eCourses content. After the content and assessments are mapped to the GAL, a partner company, EdGate Correlation Services, aligns the GAL skills to each of the fifty state standards and the Common Core State Standards. The advantage of this process is that the correlations are updated as any changes occur to the Arkansas State Standards and EdisonLearning receives a weekly data update of the correlations. This two step process ensures that the eCourses correlation to the Arkansas Curriculum Frameworks is both accurate and current.

- Explain what standards are referenced in the following, "...assess the progress of individual students in relation to standards..."

This reference refers to the Arkansas Curriculum Framework and/or Common Core State Standards, as applicable. EdisonLearning's online curriculum is structured based on a modular design with lessons limited to one or two standards based on objectives that are clear and attainable students maintain focus and motivation by accomplishing achievable goals in each lesson, a technique which has been shown to foster success in online learning. Each lesson is accompanied by an assessment that tests mastery of lesson content and includes a host of interactive multimedia features that support the diverse needs of students as well as reinforce key concepts in the curriculum.

Further, EdisonLearning's eSchoolware learning and content management system allows teachers and staff to review student results, grades, time-on-task, and incorporate notes on achievement of student goals. When students are identified as struggling within a content area they will be provided the individualized assistance needed to master the material and move on. Individual or small group instruction is driven by student needs as identified through progress monitoring and will be provided as needed, both formally and informally. Small group instruction will be provided not only to address remediation needs but also to provide enrichment, specifically in the area of character education to promote good citizenship and decision making skills as well as to develop core values that include compassion, integrity, justice, and responsibility.

- Remove the reference to meeting adequate yearly progress (AYP) as determinations of AYP no longer occurs in Arkansas.

As the Arkansas Department of Education has received a waiver from ESEA/NCLB by the United States Department of Education, all references to AYP are removed.

- Confirm the understanding, that during the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter's AMOs will be based upon the academic performance of the students who attend the charter.

Young Adult Magic Johnson Bridgescape Academy understand that during the first year of operation, the Academy's AMOs will be based on the state AMOs, and that in following years, the Academy's AMOs will be based upon the academic performance of the students who attend the Academy.

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the inconsistency in the statement that Edison's "eCourses curriculum is fully-aligned to the Arkansas Curriculum Frameworks" and the statement that modifications can be made "to address changes in standards and any gaps in curriculum that do not currently meet standards."

EdisonLearning's eCourses are aligned to the Arkansas Curriculum Framework through a two-step process. The first is completed by teachers certified in the subject area they are assigned. The teachers are tasked with mapping each lesson and assessment item in the eCourses to a set of skills and standards called the Global Attribute List (GAL). The GAL was developed from several highly rated state standards lists and designed to be a core alignment tool for the eCourses content. After the content and assessments are mapped to the GAL, a partner company, EdGate Correlation Services, aligns the GAL skills to each of the fifty state standards and the Common Core State Standards. The advantage of this process is that the correlations are updated as any changes occur to the Arkansas State Standards and EdisonLearning receives a weekly data update of the correlations. This two step process ensures that the eCourses correlation to the Arkansas Curriculum Frameworks is both accurate and current.

Through the process described above, the eCourses content and assessments are comprehensively mapped to the Arkansas Curriculum Frameworks, but there are commonly state-specific skills that do not directly correlate to the existing "off-the-shelf" eCourses. To address these occurrences, the modular structure of the eCourses content allows for custom organizations of lessons to develop a scope and sequence tightly aligned to the complete set of framework skills. Additionally, any gaps can

be filled through new lesson development or through the modification of existing lessons to ensure that the requisite skills are covered and students are well served.

- Confirm the understanding that aligning ADE course codes with Edison's eCourses does not ensure an alignment of content standards.

The Young Adult Magic Johnson Bridgescape Academy understands that aligning ADE course codes with EdisonLearning's eCourses does not ensure an alignment of content standards.

Although EdisonLearning's eCourses content and assessments are comprehensively mapped to the Arkansas Curriculum Frameworks, there are commonly state-specific skills that do not directly correlate to the existing "off-the-shelf" eCourses. To address these occurrences, the modular structure of the eCourses content allows for custom organizations of lessons to develop a scope and sequence tightly aligned to the complete set of framework skills. Additionally, any gaps can be filled through new lesson development or through the modification of existing lessons to ensure that the requisite skills are covered and students are well served.

- Explain how there is alignment between ADE course codes and Edison's eCourses when a waiver is requested from the required 38 courses because, "The EdisonLearning curriculum does not have a Journalism course nor all of the arts courses...."

As described above, there is alignment between the eCourses offered by EdisonLearning and the Arkansas Curriculum Framework; however, EdisonLearning does not offer all of the required 38 courses. As such, a waiver has been requested from teaching the 38 courses.

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

Health Services

- Explain the ways in which daily responsibilities for student health issues will be handled and by whom.

As there will not be a licensed nurse on staff, the entire instructional and operational staff will be

responsible for the safety and well-being of the students. Specifically, for the day-to-day student health issues, the Guidance Counselor and Office Manager will ensure that first aid supplies and station are onsite. Additionally, members of the staff will be trained in emergency procedures, including CPR. If any student health issue arises outside of the basic first aid needs, the student will be referred to the local health clinic. As such, the Guidance Counselor will work on forming partnerships with the local health clinic and any local health agencies. In any emergency situation, the local emergency agency will be called immediately.

Special Education Services

- Confirm the understanding that students who need special education services may enroll in the charter without an Individualized Educational Program (IEP) and that charter staff will have to ensure appropriate assessment and appropriate development of IEPs to meet all state and federal regulations.

Young Adult Magic Johnson Bridgescape Academy understands that students who need special education services may enroll in the school without an Individualized IEP and that Academy staff will have to ensure appropriate assessment and appropriate development of IEPs to meet all state and federal regulations.

- Confirm that understanding that it cannot be predetermined that a student with an IEP will be served in the general program with accommodations and that the charter will be prepared to offer a full continuum of special education services to meet the needs of any student who may enroll.

Young Adult Magic Johnson Bridgescape Academy understands that it cannot be predetermined that a student with an IEP will be served in the general program with accommodations. The school will be prepared to offer a full continuum of special education services to meet the needs of any student who may enroll.

- Confirm that the charter will comply with Child Find.

Young Adult Magic Johnson Bridgescape Academy will comply with Child Find.

Transportation Services

- Confirm the understanding that transportation will be provided when a student's IEP indicates that transportation should be provided.

Young Adult Magic Johnson Bridgescape Academy understands that transportation will be provided when a student's IEP indicates that transportation should be provided.

Alternative Education Services

- Confirm the understanding that creating an ALE consortium and serving as the lead school will require additional information and approvals from the Arkansas Department of Education.

Young Adult Magic Johnson Bridgescape Academy understands that creating an ALE consortium and serving as the lead school will require additional information and approvals from the Arkansas Department of Education.

English Language Learner Services

- Provide the names of the assessments to be administered to English language learners.

At the time of enrollment in the Young Adult Magic Johnson Bridgescape Academy, a Home Language Survey will be administered.

- Explain the ways in which subject matter will be introduced so that it can be understood by ELL students.

In addition to the text-to-speech tools that include a Spanish translator and the English to Spanish and picture dictionaries within the online curriculum, the ELL Teacher working with the instructional staff will create anticipatory guides when introducing new subject matter so that key vocabulary is identified, support online curriculum with necessary intervention and remediation, and provide strategies to best support students' needs. Further, based on its extensive experience working with ELL populations, EdisonLearning has developed targeted and specific professional development to provide for instructional staff working with ELL students to share best practices and maximize student achievement.

- Explain who will provide teachers with information on the language proficiency of ELL students and the source of the information that will be provided.

The ELL teacher will provide the instructional staff information on the language proficiency of ELL students based on Home Language Survey, which is administered time of enrollment

Gifted and Talented Services

- Explain how gifted and talented students will be identified.

Young Adult Magic Johnson Bridgescape Academy requests a waiver on Gifted and Talented programming as this charter school is focused on dropout prevention and recovery; however, if the waiver is not granted, gifted and talented students will be identified through their IEPs, which are requested at the time of enrollment.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in meeting the needs of gifted and talented students.

If the waiver is not granted, all instructional staff will serve all students as the Magic Johnson Bridgescape model was developed to individualize educational plans and challenge students where they are. Students work with online curriculum which is self paced so that students capable of working at an accelerated pace can complete courses and earn credits more quickly than peers. Additionally, extended learning opportunities through collaborative projects and personal learning will enrich the learning experience for all students, including those identified as gifted and talented.

- Explain how the social and emotional needs of gifted and talented students will be met.

If the waiver is not granted, gifted and talented students will participate with their peers in learning opportunities designed to support their social and emotional needs. Through the Core Learning Skills instruction, students learn to identify new interpersonal skills acquired and practice those individually and with peers. Through the advisory program students participate in learning about themselves and their place in the world, problem solving, personal growth, and working as a member of a team.

- Confirm the understanding that gifted students can be at-risk of dropping out or former dropouts.

Young Adult Magic Johnson Bridgescape Academy understands that gifted students can be at-risk of dropping out or former dropouts. Gifted students are particularly at risk of not being challenged in school and thus become disengaged, may feel different and ostracized, or be bullied. For a variety of reasons, all kids are at risk of becoming disengaged with the learning process and environment.

C-9: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

Meets the Standard**C-10: ANNUAL PROGRESS REPORTS**

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community and the Charter Authorizing Panel that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Meets the Standard**C-11: ENROLLMENT CRITERIA AND PROCEDURES**

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Partially Meets the Standard**Concerns and Additional Questions:**

- Confirm that the school will be open-enrollment, that all Arkansas students are eligible to apply, and that the charter will accommodate any student who applies.

Young Adult Magic Johnson Bridgescape Academy will be an open-enrollment charter school. All Arkansas students are eligible to apply and the charter will accommodate any student who applies. Admission to the school will not be unlawfully restricted on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, gender, disability, race, creed, national origin, religion, or any other ground that would be unlawful.

- Explain how students who do not have access to a computer will enroll if it is a requirement to enroll online.

If a student does not have access to a computer, a student may meet with the Enrollment Coordinator in-person or call an Enrollment Specialist. It is not a requirement that students enroll online, although students can also find information about the school and the enrollment process on the website. Students will have the opportunity to meet with an Enrollment Coordinator at events or at a designated site to learn more about the program and to complete the enrollment process. Students can also call an Enrollment Specialist at the Enrollment Contact Center in Knoxville, TN. The Enrollment Specialists are trained on program specifics and can provide information about the enrollment process and provide support for completion of the process.

- Explain what is meant by, “any other official documents needed to hand off the student's application to the school for review.”

The following chart details the documents needed for enrollment.

| Document or Policy Form | Required | Copy Document and Submit | Sign Policy Form, Copy and Submit |
|---|----------|--------------------------|-----------------------------------|
| Student Enrollment Agreement | X | | x |
| Request for Records | X | | x |
| Student Service Intake Form | X | | x |
| Image and Recording Release | X | | x |
| Home Language Survey | X | | x |
| FERPA Consent Form | X | | x |
| Family Income Form or NSLP form | X | | x |
| Student Birth Certificate or Triand | X | X | |
| Proof of Residency (Triand, utility bill, mortgage or lease that has current date and matches address given on enrollment application.) | X | X | |
| Student Immunization Record | X | X | |
| Current progress report, unofficial transcript, report card or Triand | X | X | |
| | | | |
| Required only if applicable to student: | | | |
| Copy of (unexpired) IEP (Individualized Education Plan) and Evaluation Report | | X | |
| Copy of (unexpired) 504 Accommodation Plan | | X | |
| Copy of guardianship/custodial papers | | X | |

- Explain the enrollment process that the “Charter School will hold” after receiving enrollment information.

The Enrollment Coordinator for the Young Adult Magic Johnson Bridgescape Academy will coordinate the enrollment of each student. The Enrollment Coordinator and/or Student Recruiters will be trained on how to enroll a student and will meet with the student at a central location to work through the enrollment process. Necessary documents like a student’s birth certificate will be obtained during the process and follow-up with each potential student will be made until their enrollment is completed and all required documents have been received.

In the event, the number of applications exceeds the number of available seats in the program, a lottery drawing will be held and students not drawn in the initial lottery will have their names placed on a waitlist. As openings in the program become available, students will be contacted by school staff regarding available spots.

Once all documents are received and the student is enrolled, the creation of the IGP will begin. This process is described in more detail in response to the following questions.

- Explain what academic assessment will be administered to new students to assess basic skills.

Upon enrollment in the school, students will take a reading assessment (Achieve 3000) in order to determine any skill gaps that may be barriers to success. Once identified, students will be prescribed a remediation track to address specific needs. In EdisonLearning’ experience working with this specific population of students, reading is the primary challenge and students basic reading skills improve, their success in eCourses improve.

- Explain the process for developing an individual graduation plan (IGP) and identify all who are involved in the development of the plan.

At Young Adult Magic Johnson Bridgescape Academy, differentiating program and instructional needs begins at the time of enrollment when students complete an initial assessment to determine any skill gaps that may be barriers to success. Once gaps are identified, students will be prescribed a reading and/or math remediation track to address specific needs. All historical data (*i.e.*, transcripts, IEPs, state assessment results) and any other available records and data will be reviewed by the teachers and staff who will collaborate with the student and parent or guardian (if available) to create the student’s IGP.

Teachers and staff will regularly monitor progress of their students according to the IGP on about a weekly basis and adjust any expectations or conduct conferences to determine interventions and remediation that may be needed to keep the student on track to graduate. The IGP is the roadmap that leads to a diploma and is intended to be a prescriptive yet fluid document, regularly revised and updated based on student progress and needs.

C-12: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;

- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain how the positions of Program Director and Director of Achievement are regional positions. Describe the region served.

As mentioned above, the Program Director and the Director of Achievement are EdisonLearning employees. The Program Director will be a dedicated FTE for the Academy. The Director of Achievement will be a regional position serving more than one Academy (as indicated in the budget for the Young Adult Magic Johnson Bridgescape Academy, the Director of Achievement is 0.125 FTE). Whereas the Program Director is the instructional and operational leader of the Academy day-to-day, the Director of Achievement ensures fidelity to the Magic Johnson Bridgescape model with a focus on student achievement and success.

- Explain if the Program Director and Director of Achievement will be employees of Edison. If they are Edison employees, explain why salaries are budgeted for the positions separate from management fees.

Both the Program Director and the Director of Achievement will be employees of EdisonLearning; however, their salaries are itemized in the budget to help recognize the costs for personnel.

- Provide the qualifications that are required for the following positions:
 - Director of Achievement;
 - School Operations Manager;
 - Program Director;
 - Special education teacher (must be licensed in special education);
 - Paraprofessional;
 - Guidance counselor
 - Enrollment coordinator; and
 - Office manager.

Attached, please find the job descriptions, including qualifications, for the above mentioned positions.

- Provide the line in the budget that reflects the office manager position.

The Office Manager is included in the budget under Maintenance and Operation, line 74.

C-13: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;

- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

Partially Meets the Standard

Concerns and Additional Questions:

- It is stated that the budget does not include funds that are not presently guaranteed, but revenue for Title I and IDEA are included in the budget. This revenue should be removed from the budget.

This revenue has been removed from the attached revised budget.

- Explain how the management fee of \$100,000 per year was determined.

The \$100,000 management fee was determined by OCBA, Inc. and EdisonLearning based on the following reasoning.

Typically, for the management of a charter school such as Young Adult Magic Johnson Bridgescape Academy, EdisonLearning charges a flat fee of \$250,000 per year. In developing the budget for the 2013 Application, it was clear that for Year 1 and Year 2, the revenue would not support this flat fee; therefore OCBA and EdisonLearning decided to reduce the management fee to \$100,000 with the understanding that once the Academy has been established, the management fee may be increased to the original amount.

- Explain how it is appropriate for budget in the charter application for the Young Adult Magic Johnson Bridgescape Academy of Crittenden County to be identical to budget included in this application.

It is appropriate that the budgets for the two Young Adult Magic Johnson Bridgescape Academies are identical as the applications propose the same program, the same population of students, the same staffing model, etc. It should be noted, however, that this is just a proposed budget and that based on certain factors (e.g., facility rental and staffing costs), the actual budgets may differ.

C-14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.
If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide the procedures and timeline by which the annual audit will be conducted.

The annual audit will be scheduled each year by year's end (June 30th). If the charter for the Young Adult Magic Johnson Bridgescape Academy is approved, the school will utilize the Arkansas School Board Association's model policy program and adopt an audit plan policy similar to the Arkansas School Board Association's Policy 1.18 School Audit. A draft of a model policy is included below:

1.18—SCHOOL AUDIT

The School's annual audit serves as an important opportunity for the School's Board to review the fiscal operations and health of the district. As such, it is vital Board members receive sufficient explanation of each audit report to enable the members to understand the report's findings and help them better understand the school's fiscal operations. The school shall have an audit conducted annually within the timelines prescribed by law. The audit shall be conducted by the Division of Legislative Audit or through the audit services of a private certified public accountant(s) approved by the Board.

The Board shall review each annual audit at the first regularly scheduled board meeting following the receipt of the audit if the District received the audit prior to ten (10) days before the regularly scheduled meeting. If the audit report is received less than ten (10) days prior to a regularly scheduled board meeting, the board may review the report at the next regularly scheduled board meeting following the ten (10) day period.

The Director of Achievement and/or Program Director shall present sufficient supporting background information relating to the report's findings and recommendations which will enable the Board to direct the Director of Achievement or Program Director take appropriate action in the form of a motion or motions relating to each finding and recommendation contained in the audit report. Actions to be taken will be in sufficient detail to enable the Board to monitor the School's progress in addressing substantial findings and recommendations and subsequently determine that they have been corrected. The minutes of the Board's meeting shall document the review of the audit's findings and recommendations along with any motions made by the Board or actions directed to be taken by the Director of Achievement or designee.

The Board of Directors is responsible for presenting the audit's findings each year to the public.

Legal References: A.C.A. § 6-1-101(d)(1)(2)(3)
A.C.A. § 6-13-620(6)(F)

C-15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Meets the Standard

C-16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school.

Partially Meets the Standard**Concerns and Additional Questions:**

- Confirm the understanding that the charter is responsible for all compliance with federal, state, and local facility laws and ordinances and that ADE does not inspect the facility.

Young Adult Magic Johnson Bridgescape Academy understands that it is responsible for compliance with all federal, state, and local facility laws and ordinances. Young Adult Magic Johnson Bridgescape Academy also understands that the ADE do not inspect the facility.

- Provide the permissible uses for the location from the local zoning authority.

The location for the school in Mississippi County is on farm land near I-55 in Osceola. A signed note from Scott Creecy, the zoning and code enforcement officer, is attached. Mr. Creecy states, "According to the Osceola Zoning Map, the undeveloped lands west from the Holthouse Farm house and driveway and east of the Plum Point subdivision road is currently zoned as C-3, which is Highway Commercial. This area is currently approved for the construction of new schools as well as new stadiums and, or arenas."

C-17: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and explain how conflicts, if any, will be addressed.

Partially Meets the Standard

Concerns and Additional Questions:

- **Provide the names of all members of OCBA, Inc.**

The names of all members of OCBA, Inc. are as follows: Tracy Adams, BJ Bowles, Beau Butler, Teresa Coburn, Ray Fulmer, Sharon Nesbitt, Don Wilson, Lance Wilson, Mary Ann Wilson, Miller Wilson, Ralph Wilson, and Sally Wilson.

- **Explain the relationship between Anita Farley-Adams and Tracy Adams.**

Anita Farley-Adams and Tracy Adams were previously married and are now divorced.

- **Explain the conflict of interest policy for school employees.**

If the charter for the Young Adult Magic Johnson Bridgescape Academy is approved, the Academy will utilize the Arkansas School Board Association's model policy program and adopt an employee conflict of interest policy similar to the Arkansas School Board Association's Policy 3.54 Licensed Personnel Ethics. Below is a draft of the model policy.

DRAFT 3.54—LICENSED PERSONNEL ETHICS

Public school employees are, and always have been, held to a high standard of behavior. Staff members are reminded that whether specific sorts of contacts are permitted or not specifically forbidden by policy, they will be held to a high standard of conduct in all their interactions with students and adults. Failure to create, enforce and maintain appropriate professional and interpersonal boundaries with students could adversely affect the school's relationship with the community and jeopardize the employee's employment with the district. The Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators requires school staff to maintain a professional relationship with each student, both in and outside the classroom. The Board of Education encourages all staff to read and become familiar with these rules. Conduct in violation of the Rules Governing the Code of Ethics for Arkansas Educators may be reported to the Professional License Standards Board (PLSB) and may form the basis for disciplinary action up to and including termination.

LEGAL COMMENT

Provide a copy of the conflict of interest policies for OCBA and Magic Johnson Bridgescape/Edison Learning. The procedures must ensure that all actions are in the best interest of the school and students at the school.

OCBA, Inc. approved a Conflict of Interest policy in 2007. This policy was included in the application package to the IRS when the tax-exempt non-profit status was awarded to OCBA, Inc. The Conflict of Interest policy is posted on the non-profit's website, (www.ocbainc.com/uploads/6/7/3/8/6738253/bylaws__2011_2.pdf) (see pages 12-14). A copy of this policy is also attached.

Furthermore, if the charter for the Young Adult Magic Johnson Bridgescape is approved, the school will utilize the Arkansas School Board Association's model policy program and adopt a Board Conflict of Interest policy similar to the Arkansas School Board Association's Policy 1.17 Nepotism. A draft policy of the model policy is below.

All the actions of OCBA and EdisonLearning are in the best interest of the Academy and students at the Young Adult Magic Johnson Bridgescape Academy.

As OCBA's management organization and curriculum provider, EdisonLearning will not have a separate conflict of interest policy, but will according to the management agreement, act in the best interest of the school and its students.

DRAFT 1.17—NEPOTISM

Definitions: Family or family member means: An individual's spouse; Children of the individual or children of the individual's spouse; The spouse of a child of the individual or the spouse of a child of the individual's spouse; Parents of the individual or parents of the individual's spouse; Brothers and sisters of the individual or brothers and sisters of the individual's spouse; Anyone living or residing in the same residence or household with the individual or in the same residence or household with the individual's spouse; or Anyone acting or serving as an agent of the individual or acting or serving as an agent of the individual's spouse.

Initially employed means: Employed in either an interim or permanent position for the first time or following a severance in employment with the school; A change in the terms and conditions of an existing contract, excluding; Renewal of a teacher contract under A.C.A. § 6-17-1506; Renewal of a noncertified employee's contract that is required by law; or Movement of an employee on the salary schedule which does not require board action.

New Hire of School Board Member's Relative as School Employee

The school shall not initially employ a present board member's family member for compensation in excess of \$5,000 unless the district has received approval from the Commissioner of the Department of Education. The employment of a present board member's family member shall only be made in unusual and limited circumstances. The authority to make the determination of what qualifies as "unusual and limited circumstances" rests with the Commissioner of the Department of Education whose approval is required before the employment contract is effective, valid, or enforceable.

Initial employment for a sum of less than \$5,000 per employment contract or, in the absence of an employment contract, calendar year does not come under the purview of this policy and is permitted.

The board member whose family member is proposed for an employment contract, regardless of the dollar amount of the contract, shall leave the meeting until the voting on the issue is concluded and the absent member shall not be counted as having voted.

Exception: Substitutes

Qualified family members of board members may be employed by the school as substitute teachers, substitute cafeteria workers, or substitute bus drivers for a period of time not to exceed thirty (30) days per fiscal year. A family member of a school board member having worked as a substitute for the school in the past does not "grandfather" the substitute. The 30 day maximum limit is applied in all cases.

Existing Employees Who Are Family Members of School Board Members—Raises, Promotions or Changes in Compensation

Any change in the terms or conditions of an employment contract including length of contract, a promotion, or a change in the employment status of a present board member's family member

that would result in an increase in compensation of an amount that is equal to or greater than that provided for by law, and that is not part of a state mandated salary increase for the employee in question, must be approved by the Commissioner of the Department of Education before such changes in the employment status is effective, valid, or enforceable.

Qualifications for Running for School Board Member Unchanged

The employment status of a citizen's family member does not affect that citizen's ability to run for, and, if elected, serve the school board provided he/she meets all other statutory eligibility requirements.

Legal Reference: A.C.A. § 6-24-102, 105

C18: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Confirm that the charter will follow federal procurement regulations 7 CFR 3016 and 3019 with regard to procurement of a food service vendor/management company using open and free competition.

Young Adult Magic Johnson Bridgescape Academy will follow federal procurement regulations 7 CFR 3016 and 3019 with regard to procurement of a food service vendor/management company using open and free competition.

- Confirm the understanding that the information provided is not a comprehensive food service management plan.

Young Adult Magic Johnson Bridgescape Academy understand that the information provided in the 2013 Application for Open Enrollment Charter School is not a comprehensive food service management plan.

- Remove the references to §20-7-124 and §20-7-135 as these statutes do not apply to food service management plans.

As §20-7-124 and §20-7-135 do not apply to food services management plans, these reference are removed.

- Explain how the charter will make provisions for food services and procure a food service management company.

After further research, it may be more practical for the Young Adult Magic Johnson Bridgescape Academy to contract with a food vendor who can provide meals that meet the meal pattern and caloric level requirements at a fixed price. The school will follow federal procurement regulations 7 CFR 3016 and 3019 with regard to procurement of a food service vendor using open and free competition. Plus, when selecting a vendor, the school will look at vendor menus and consider quality and price. The school will hire staff to handle the meals and will attend the all day Child Nutrition training in May. The

salary for child nutrition staff and the line item for the food vendor are included in the attached, revised budget.

C19: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain the ways in which parents, staff, and community will be involved in making decisions about the school.

The attached draft Parent Involvement Action Plan outlines the involvement of parents, staff and community in the decision-making of the Young Adult Magic Johnson Bridgescape Academy.

Additionally, all parents, staff, adult-age students and supportive citizens are encouraged to join OCBA. Also a local Advisory Committee of parents, staff, students and community volunteers will be appointed by the Program Director to support the school and the OCBA Board. Though the group will not have governing power, the Board will consider suggestions from the Advisory Committee.

Finally, a policy similar to the draft included below will be adopted

PARENTAL INVOLVEMENT POLICY

Even though the Young Adult Magic Johnson Bridgescape Academy targets adult for enrollment, the school realizes that some underage students will be enrolled. That being the case, the school encourages parental involvement in all facets of the underage students' education. The following is brief summary of the school's Parental Involvement Plan. If you have any questions about these district goals, please contact (*name of parent coordinator*), Program Director at (870) 555-5555. The School will foster effective parental involvement strategies and support partnerships among school, parents, and the community to improve student achievement. The School will provide coordination, assistance, and support necessary to assist schools in planning and implementing effective parental involvement. The School will build the capacity in each of its schools for strong parental involvement. The School will partner with parents to conduct ongoing evaluation of the content and effectiveness of parental involvement initiatives so as to increase parental participation. The School will involve parents in the joint development of the district Title I application under section 1112 (Arkansas Comprehensive School Improvement Plan).

- Describe the workforce solutions that will be provided by Magic Johnson Enterprises. As described in the application, through the Young Adult Magic Johnson Bridgescape Academy, students

will have access to job readiness and mentorship resources to assist in career preparation and post-secondary planning. The program will partner with local businesses, civic organizations, and non-profits to create career platforms for students, providing workplace exposure and training and Magic Johnson Enterprises will leverage its other businesses and local partnerships to help identify internships and job opportunities for graduates.

Magic Johnson Enterprises has also developed a Career Development Rubric and a robust Career Exploration/Job Readiness course with a comprehensive and clearly defined scope and sequence. The course is comprised of 39 lessons. Below are some sample topics:

- Careers Available to Individuals with High School Diplomas
- Careers Available to Individuals with Two-Year Associate Degrees
- Careers Available to Individuals with Bachelor's Degrees
- Education Level and Earning Potential
- Which Industries Are Growing and Which Jobs Will Be Available When I Graduate
- Essential Professional Skills: Teamwork and Interpersonal Interactions
- Essential Professional Skills: Planning, Organizing, and Managing Multiple Priorities
- Essential Personal Attributes: Responsibility and Reliability
- Business Etiquette

• Name the businesses in Mississippi County that are partners with Magic Johnson Enterprises.

As mentioned above, at this time, Young Adult Magic Johnson Bridgescape Academy does not have any partnerships established with Mississippi County businesses and social organizations; however, once approved the Academy will form partnerships with local businesses and organizations leveraging Magic Johnson Enterprises large network of community organizations and corporate relationships.

Magic Johnson Bridgescape has been successful in identifying the necessary community partners to create a network of external social agencies to provide the needed resources and services for the students. For example, in the metropolitan Columbus area, the Academy has partnered with the Youth Empowerment, Mothers Helping Mothers, Franklin County Children Services, the Ohio Department of Youth Services, Ohio Health, and the American Red Cross.

More recently, Magic Johnson launched a new organization, Friends of Magic, which is a network of individuals, foundations and companies whose mission is to provide Magic Johnson Bridgescape Academy students who are at risk or have dropped out the resources and assistance they need to not only graduate high school, but the opportunity to build their future through educational resources, internships and real world experiences. This organization was launched in Chicago to support the two Academies that opened in the fall.

Members of Friends of Magic reflect the unique business and community landscape of the surrounding area of the Magic Johnson Bridgescape Academy and are selected on a national level to support program expansion and awareness. The primary purpose of Friends of Magic is to serve as a community and business extension of the Magic Johnson Bridgescape Academy, provide vital resources to support the growth and expansion of Magic Johnson Bridgescape, ensure that each academy has the support it needs to enhance the success of every student and to support the individual career development path of each student through internship opportunities, mentoring, and educational field experiences.

C-20: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

Partially Meets the Standard - DOES NOT MEET THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

Legal Comments

Generally:

Brief, but specific rationale other than "the school requests a waiver" for each waiver should be included.

Requested Waivers:

- **Ark. Code Ann. § 6-15-902(c)(3)(B) Weighted Concurrent Credit**
 - The applicant should explain why a waiver from the ADE approval process for weighted credit for concurrent credit classes is necessary.
 - Upon re-reviewing this statute, a waiver is not requested.
- **Ark. Code Ann. § 6-16-102 School Day Hours**
 - The applicant should explain why this waiver is necessary including how many hours each student will attend each day and how the applicant intends to track attendance when students complete some coursework remotely.
 - This waiver is necessary to implement the flexible, Magic Johnson Bridgescape model. This Academy is designed for students who have either at-risk of dropping out of school or who have dropped out already, so the model is built around providing flexibility to students while still engaging them in the learning process. There will be two four-hour sessions each day (a morning session and an afternoon session) and each student will attend one four-hour session each day at the brick and mortar facility, a blended learning environment where student will work on their online coursework and receive direct instruction from teachers. Only if a student has demonstrated engagement in the learning process can the student access the coursework outside of the brick & mortar facility and then only if they are also attending one session per school day. In other words, coursework completed remotely is not a substitute for coursework completed onsite. If necessary, attendance online can be tracked using EdisonLearning's eSchoolware system which tracks log-ins and time on task.
- **Ark. Code Ann. § 6-18-211 Mandatory Attendance Grades 9-12**
 - The applicant should explain how many hours each student will attend each day and how the applicant intends to track attendance.
 - This waiver is necessary to implement the Magic Johnson Bridgescape model. Each student will attend one four-hour session each day. Attendance will be tracked based on actual physical attendance at the Young Adult Magic Johnson Bridgescape Academy.
- **Ark. Code Ann. § 6-18-223 and ADE Rules Governing Concurrent Credit**
 - The applicant should explain why this waiver is necessary. The concurrent credit program is an optional program available to all public high schools that wish to participate. Schools who participate in the concurrent credit program are required to follow the ADE Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.
 - Upon re-reviewing this statute, a waiver is not requested.

- **Ark. Code Ann. § 6-24-106 Administrators**
 - The applicant should explain why this waiver is necessary. This statute deals with ethical obligations for administrators who have direct or indirect interests in transactions with the public educational entity employing him or her. Traditionally, ethical obligations are not waived.
 - Upon re-reviewing this statute, a waiver is not requested.
- **Ark. Code Ann. § 6-47-406 Distance Learning**
 - The applicant should explain why this waiver is necessary. This statute is a permissive statute for public schools to offer distance learning courses to private and home school students. The applicant is required to accept students for enrollment regardless of the district where the student resides. If the applicant is proposing an entirely virtual school, the application should reflect its virtual nature throughout.
 - Upon re-reviewing this statute, a waiver is not requested. Young Adult Magic Johnson Bridgescape Academy is not a full-time virtual school, but rather a blended learning school where students work on online coursework and with direct instruction at a physical location with the teacher.
- **ADE Rules Governing Distance Learning**
 - The applicant should explain why this waiver is necessary.
 - Upon re-reviewing these rules and the emergency rules, a waiver is not requested. However, it should be noted that the Young Adult Magic Johnson Bridgescape offers online coursework in a blended learning environment, i.e., students complete their coursework onsite with supplemental direct instruction from a teacher on the campus.
- **38 Units**
 - The applicant should clarify whether the required 38 units will be offered.
 - The Young Adult Magic Johnson Bridgescape Academy requests to not teach the required 38 units annually. First, the courses that students are enrolled in will depend on their Individual Graduation Plan and the coursework that they have already completed. Second, EdisonLearning does not currently offer all 38 units; specifically EdisonLearning catalog does not currently offer the following courses: a full unit of oral communication, 1 unit journalism, 1 unit of art, 1 unit of instrumental music, 1 unit of vocal music, 9 units of Career and Technical Education or Advanced Placement core courses.
- **Standards for Accreditation 10.01.2 190 Days Teacher/Administrator Contracts**
 - The applicant should explain its staffing plan for part-time and adjunct teachers.
 - Upon re-reviewing this statute, a waiver is not requested.
- **Standards for Accreditation 10.02 Class Size and Teaching Load**
 - The applicant should explain its why this waiver is necessary. Typically, a waiver for class size and teaching load is only granted if the applicant proposes a specific alternative maximum teacher-student ratio.
 - Due to the flexible nature, individualized instructional path, and open classroom design of the Young Adult Magic Johnson Bridgescape Academy, one teacher may oversee more students than this standard allows. For example, some of the instructional staff may be overseeing the majority of students in the main learning lab, while other members of the instructional staff are providing individual or small group instruction. However, the overall teacher to student ratio proposed in the application is much lower than this 1:13 (7.75 instructional staff to 100 students)

- **Standards for Accreditation 14.03 Graduation Requirements**
 - The authorizer lacks authority to grant a waiver for graduation requirements.
 - Upon re-reviewing this statute, a waiver is not requested.
- **Standards for Accreditation 16.01.3 Guidance and Counseling**
 - The applicant should confirm that it will comply with all other statutes and rules governing guidance counseling other than assigning an appropriately certified counselor for every 450 students.
 - The Academy confirms that it will comply with all other statutes and rules covering guidance counseling other than assigning an appropriately certified counselor for every 450 students.
- **Standards for Accreditation 16.03.1 and 16.03.2 Health and Safety Services**
 - The applicant should explain why this waiver is necessary if it intends to provide a health services program through a contracted provider. The applicant did not budget any expenditures for health services.
 - The Academy requests the waiver of employing a licensed nurse. The school will provide daily health services through trained staff on-site, will have a health station on-site and budgeted for equipment in the attached proposed budget on Line 123. The school will utilize local or regional health agencies for health services required by ADE for high school students, such as vision screening and budgeted for the services in the attached proposed budget on Line 124.
- **Standards for Accreditation 21 Auxiliary Services**
 - Based on the application, it does not appear this waiver is necessary.
 - Unless required in a specific student's IEP, the Young Adult Magic Johnson Bridgescape Academy does not intend to offer transportation services.

Waivers Not Requested:

- **ADE Rules Governing the Superintendent Mentoring Program**
 - The applicant requested a waiver of Ark. Code Ann. § 6-17-427. In order to effectuate this waiver, the applicant must request a waiver of the accompanying rules.
 - As the Program Director will be the instructional and operational leader, a waiver is requested from these rules.
- **ADE Rules Governing Educator Licensure**
 - It appears the applicant is requesting a waiver of teacher and administrator licensure. In order to effectuate this waiver, the applicant must request a waiver of these rules.
 - A waiver is requested from the ADE Rules Governing Educator Licensure. But the Academy will use highly qualified teachers as determined by federal requirements.
- **Alternative Learning Environments**
 - The applicant requested a waiver of Ark. Code Ann. § 6-48-101 et. seq. In order to effectuate this waiver, the applicant should also request a waiver of Ark. Code Ann. § 6-15-1005(b)(5) and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding.
 - Upon re-reviewing this statute, a waiver is not requested for Ark. Code Ann. § 6-48-101 et. seq. and Ark. Code Ann. § 6-15-1005(b)(5). But the Academy requests waivers from following subsections in Section 4.00, ADE Rules Governing the Distribution of Student Special Needs Funding.
 - The Academy has already requested a waiver for Teacher licensure. Using the same rationale, the Academy also requests a waiver for 4.02.1.2 teacher licensure for ALE. The Academy will use highly qualified teachers in ALE as required by federal requirements.
 - The Academy has already requested a waiver for 10.02-Class size/teaching load in traditional

- classes. The Academy also requests a waiver for 4.02.1.4 Student/teacher ratio.
- The Academy has already requested a waiver for Ark. Code Ann. § 6-16-102 School Day Hours School day. Along the same rationale, the Academy requests a waiver for the part of 4.03.3 that gives the formula for the ALE day as the number of hours taught in an eligible ALE each day “divided by 6 hours.” We wish for the formula to be “divided by 4 hours”.
- The rule seems to limit ALE funding to courses taught only through direct instruction. If so, the Young Adult Magic Johnson Bridgescape Academy wishes to be able to fund our ALE students in our blended learning environment.
- **Gifted and Talented**
 - The application requested a waiver of the Gifted and Talented Program Approval Standards and Section 18.0 of the Standards for Accreditation. In order to effectuate this waiver, the applicant should also request a waiver of Ark. Code Ann. § 6-42-101 et seq.
 - To effectuate the waiver from Gifted and Talented Program Approval Standards, a waiver is requested from Ark. Code Ann. § 6-42-101 et seq.
- **Media Services**
 - The applicant requested a waiver of Section 16.02 of the Standards for Accreditation. In order to effectuate a waiver of library media services, the applicant should request a waiver of Ark. Code Ann. § 6-25-103 and 104.
 - To effectuate the waiver of Section 16.02 of the Standards for Accreditation, a waiver is requested from Ark. Code. Ann. § 6-25-103 and 104.

C-21: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant’s understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

Legal Comments

The applicant should describe any desegregation obligations of the affected public school district(s) and how the applicant determined it will not impact any court order or statutory obligations.

There are no desegregation obligations in the affected public school district(s), therefore there will be no court order or statutory obligations.

C-22: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants’ plan to ensure continued success of the charter school over time.

Evaluation Criteria:

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application; and

- The plan to ensure the sustainability of the charter in the future.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide details of the plan to ensure the sustainability of the charter in the future.

To ensure success for the Young Adult Magic Johnson Bridgescape Academy when others are in leadership roles, OCBA, Inc. is focusing its efforts and its partnership with EdisonLearning on two critical components: strong fiscal responsibility and increasing academic success. These two components will be negotiated in the management agreement to ensure that regardless of who is in the leadership role, the school is financially solvent and that students are continuing to excel and graduate from the Young Adult Magic Johnson Bridgescape Academy.

The OCBA Board will ultimately be responsible to ensure that the school is operationally and financially viable and as a result has spent significant time vetting its proposed educational partner and program. Both OCBA and EdisonLearning understand that building and sustaining a supportive relationship between the OCBA Board EdisonLearning’s Program Director is imperative for the ongoing success of the school both financially and academically. Accordingly, several steps will be taken to ensure all parties work together to provide effective and sound leadership including well-defined and understood roles and responsibilities, a fair evaluation system, and clear policies. The roles and responsibilities will be clearly articulated in the final negotiated management agreement. Steps that have been or will be taken to ensure sustainability of the school include:

- Preparation of the OCBA Board
 - The Board understands that they are serving at-risk students and have a passion for providing alternative opportunities for students in their communities to earn a high school diploma.
 - The Board collectively has a shared vision of what educational success will mean for the school and the students. This will allow for consistent academic oversight of the school.
 - The Board will also be diligent with financial oversight.
- Capacity and Composition of the OCBA Board
 - The Board is established and has been serving the community for years.
 - The Board is composed of members with diverse perspectives with the skills, time and experience necessary to oversee a successful school.
 - The Board members are objective.
 - The Board members have connections to and a deep understanding of the community they are planning on serving.
- Governance Structure aligned with best practices
- Clear delineation of the authority and duties of the OCBA Board, Program Director, and EdisonLearning
- Regularly reporting to the OCBA Board by EdisonLearning
- Accurate and timely budget development and monitoring process
- Continuous evaluation by the OCBA Board of the services provided by EdisonLearning

REQUIRED ATTACHMENTS

- Provide the daily schedule with specific courses for the Young Adult Magic Johnson Bridgescape Academy of Mississippi County.

The daily schedule depends on the individual student’s IGP and the courses that they need to graduate. Due to the flexible nature of the program, different students may be working on different courses at

different times. Additionally, a student may choose to focus time on one course over another. Combining the IGP and the flexibility provided in the blended learning environment, each student is working on their own coursework at their own pace; however, the students progress and pace is monitored by the instructional staff who provide individual and group instruction as necessary and ensure students are effectively moving towards completing the courses outlined in their IGP.

In lieu of a daily schedule with specific courses, below are examples of how students may utilize their time at the Academy.

For example, on Tuesday during the eCourses: Core Content time designated in the sample schedule from 10:00 to 11:30 in the first session:

- Student A may work on American Literature (English 11) for the full hour and a half.
- Student B may work on Algebra 1 for a full hour, then for the last half hour working with the teacher and a small group of students on key algebra concepts.
- Student C may work half the time working on Biology and half the time working on Geometry.

OTHER

Provide copies of the following documents referenced in the application:

- Newspaper articles written by reporter of *The Osceola Times*
- Signed attendance sheets from the public hearing
- The PowerPoint presentation used at the public hearing
- The agreement between OCBA and EdisonLearning for the Magic Johnson Bridgescape program
At this time, OCBA, Inc. and EdisonLearning have not entered into a formal agreement to establish the Young Adult Magic Johnson Bridgescape Academy. Upon approval of the charter by the Arkansas Department of Education, OCBA, Inc. and EdisonLearning will negotiate the management agreement. Attached is a sample agreement
- Graphs about shrinking graduating classes presented at public hearing
- A description of the Blended Learning Pedagogical Model for Magic Johnson Bridgescape Academies
- Samples of forms and policies pertaining to admission
- The purchasing and procurement policy
- The professional development plan
- The concurrent credit matrix- Since the school is requesting a waiver from being required to teach the 38 units, the waiver request involving the matrix for concurrent credit courses is withdraw and this matrix is no longer applicable.
- The EdisonLearning course catalog

ADDITIONAL ATTACHMENTS

- Parental Involvement Action Plan
- OCBA, Inc. Conflict of Interest Policy
- Revised Budget
- Job Descriptions
- Osceola Permissible Zoning Description

JOB DESCRIPTIONS

Director of Achievement

Role: Director of Achievement

Direct Reports: Program Directors

Job Summary:

The main responsibility of this position is managing the primary focus of student achievement in schools. The role also ensures excellence in service delivery of all EdisonLearning products by collaborating and partnering with district and charter school boards, driving consistently superior achievement gains and profitability within assigned sites. As required, this role will manage client relationships as well as the operational/financial/budgetary/legal management of the schools.

Main Responsibilities:

Achievement Management

- Monitor student achievement data to ensure students are performing highly
- Supervise, observe, evaluate and assess program managers and principals from an instruction, school culture and school operations perspective. This is done by visiting schools and attending leadership team meetings
- Work collaboratively with local district superintendents and assistant superintendents to leverage influence in supervision and evaluation of the principals in schools where the principal reports to the district.
- Formalize and execute customized professional development training modules specific to clientele and work closely with district officials to create a plan and set measurable goals for program implementation
- Support and monitor professional development plans of teachers
- Develop and annually adjust the school's support plans (mid-year for intensives); identify areas of focus and improvement for particular schools and codify how Edison will support schools to make improvements in these specific areas
- Develop, conduct and participate in all Edison Achievement Conferences (i.e. HQ Quarterly Meetings, Summer Institutes, Edison Leadership Development Academy, Instructional Leadership Conferences, Client Conferences)
- Prepare academic reports and attend board meetings in order to provide academic and financial updates on the sites. Ensure monthly academic and financial reports are submitted to headquarters. Prepare reports for specific school boards when requested
- Develop and facilitate regional principal & program managers meetings by putting together the agenda and providing professional development
- Attend regional meetings called by SVP Solutions in order to provide updates and keep the SVP Operations informed of developments within school achievement management

Client Relationship Management

- Work with schools and SVP Solutions to ensure that charters and all contracts, and client contracts are renewed as directed by the business
- Prepare reports for school boards when requested, keeping clients informed of academic and financial results in schools
- Attend school district meetings when requested, staying abreast of local issues and building relationships with client

Operations/ Financial/ Budgetary/ Legal Management

- Participate in HQ Meetings that supplement the monthly calls to build morale and school culture while developing short and long-term school plans
- Supervise and support principals' implementation of financial and operating activities,
- Proactively resolve school operational issues in conjunction with the School Operations Manager
- Maintain awareness of requirements dictated by teachers' unions for specific school districts (i.e. contractual requirements, process for grievances, school policies, etc.)
- Supervise principals' ongoing budget and financial planning processes to ensure revenue, enrollment and expense targets are met (Managed Schools only)

Key Relationships:

Internal: Supervises, observes, assesses and supports principals to effectively manage achievement in schools. Utilizes the Education Department for support when needed. Works with the Finance, Human Resources, Enrollment and Legal to support schools as needed.

External: Manages relationships with Edison's customers and constituency groups for their assigned sites (District Superintendents, District Boards, Charter Boards)

Key Behavioral Competencies:

- Demonstrated ability to collaborate with team members located across multiple geographies and organizational levels
- Strong written and oral communication skills, extensive experience building client relationships
- Demonstrates drive and commitment that inspires others to achieve results
- Anticipates and creatively addresses obstacles to achievement of goals
- Adept at dealing with changes in work schedules and assignments caused by developments the external environment
- Identifies and gains the support of key people by understanding and addressing their needs and concerns; builds strong working relationships; shares information and seeks input of others where appropriate
- Creates opportunities to bring teams and/or cross-functional teams together to collaborate on Edison initiatives

Requirements:

- Mastery level knowledge of Standards-Based Instruction and Assessment; knowledge and experience with what makes good school organizations, familiarity with state and federal standards
- Experience identifying good instruction, diagnosing problems and making effective recommendations in a school setting
- Familiarity with assessment methods and data analysis
- Administrative certification preferred
- Minimum 10 years experience in K-12 education
- Master's Degree
- Proficient in Microsoft Office (i.e. Outlook, Word, Excel, and Power Point)
- Candidate must live in the region in which he/she will work or relocate to that region

Preferences:

- Minimum 5 years experience as a building administrator (principal/assistant principal) or comparable educational supervisory position
- Demonstrated knowledge of budget management, finance, and operating procedures to support P & L of up to \$20 million

Program Director

Direct Reports: Teachers, Office Manager, Counselors, Paraprofessionals, Enrollment Coordinator

Job Summary:

The Program Director is responsible for providing the instructional, operational and administrative leadership necessary to ensure the success of the school including primary responsibility for achievement and financial performance. The Director is the overall leader of the school, with a dominant focus (estimated at 75% of time spent) on instructional leadership. The Director will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

Main Responsibilities:

Achievement Management

- Implement School Organizational Structure including culture, staffing, scheduling Ensure teachers receive appropriate and relevant training in curriculum, learning environment, and state requirements
- Implement and monitor student achievement (ecourse completions, consistent attendance rates, personal/social curriculum achievement, progress monitoring of individual graduation plans)
- Recruit, select and hire school staff (teachers and school-based support staff)
- Ensure effective implementation of student support systems
- Engage parents in a collaborative effort for implementing and planning of school programs (parent meetings)
- Complete and present the annual school progress report to EdisonLearning, district and/or charter board and school community
- Support and monitor PD plans of teachers and school support staff
- Supervise and evaluate staff to ensure quality instruction and student achievement

Financial Management

- Ensure revenue, enrollment and expense targets are met (profit and loss)
- Ensure facility and operational services are effective
- Steward of company assets

Relationship Management

- Build/maintain client relationships (i.e. Board leadership, superintendents, authorizers, community leadership, political leaders, etc.)
- Develop and maintain positive community and parent relationship

Compliance Management

- Oversee compliance to federal, state, local and contractual requirements

Facility Management

- Lead the day to day operations of the program to ensure students and teachers work in a environment that is safe, clean and conducive to learning.

Key Relationships:

Internal: Regional Vice President of Operations, Executive Director – Education Service Lead, Vice President of Center Operations and other EdisonLearning Support

External: EdisonLearning’s customers and constituency groups, Charter Boards and Districts, Parents

Key Behavioral Competencies:

- Uses different behaviors as necessary to achieve desired outcomes; able to amend own behavior to influence and gain acceptance
- Shift priorities to address changes in events or assigned goals
- Inspires groups of individuals to work together to achieve a common purpose; promotes a culture of open communication and respect
- Actively establishes and promotes best practices for EdisonLearning work processes and standards
- Analyzes reasons behind results, takes actions to address failures and seeks to improve outcomes
- Never accepts excuses for breaches of ethics, values or regulations and confronts potentially unethical behavior in others
- Develops and uses subtle strategies to influence others in order to achieve organization objectives; anticipates reactions and works hard to find common ground between stakeholders within opposing views
- Coaches employees and team members on ways to enhance their level of performance and develop their skills
- Encourages constructive feedback and a culture that provides opportunities for development. Attracts, assesses, develops, motivates and retains a diverse workforce that drives results
- Engages young adults in the learning process, promoting academic and life skill growth; provides a model for at-risk youth through EdisonLearning’s core values

Background:

- Master’s Degree in Curriculum and Instruction or Master’s Degree in a specialty area such as Secondary Education or Educational Administration & Supervision / Ed Leadership
- Minimum of 5 years teaching experience
- Minimum of 5 years experience in instructional leadership including at least two years as an assistant principal
- Administrative Certification
- Relevant experience with student population
- Knowledge of teacher evaluation and observation methods
- Knowledge of various instruction and teaching methodologies
- Excellent organizational, planning and implementation skills
- Proficiency in Microsoft Excel, PowerPoint, Word and Outlook

School Operations Manager

Reports to: Director of Achievement -**Direct Reports:** None

Primary Function:

Oversees operational performance at a cluster of Magic Johnson Bridgescape centers, through undertaking or managing, finance, administration and general school operations. The School Operations Manager is an EdisonLearning employee. This is a year round position which requires some travel.

Principal Duties and Responsibilities:

Center Operations

- Responsible for site level procurement of supplies, materials, equipment, and inventory management
- Local manager for Transportation, Facilities Maintenance, Security and other 3rd party service contracts, ensuring ongoing monitoring and implementation of contracts
- Work with enrollment coordinators and Enrollment Manager to track and manage student enrollment campaign budgets and assist in meeting enrollment targets
- Work with center personnel to maintain integrity and accuracy of Student Records, including maintenance and tracking of attendance and retention
- Work with center staff to manage reporting and data tracking for all Special Education programs
- Prepare reports on center operations and attend board meetings
- Respond to and resolve routine internal and external inquiries with students, parents, and employees

Financial Administration

- Develop the annual budget for each center, working with the Program Director and Controller
- Responsible for center level budget monitoring and management
- Review monthly financial reports and update monthly financial estimate templates
- Work with the board Treasurer and Controller to provide financial data and meet reporting deadlines
- Support board Treasurer with all Federal, State, Local grant applications and reporting
- Provide financial oversight including invoice approval
- Manage AP and payroll processes
- Assist in coordination with the board Treasurer and Controller, year-end audits as well as any center audits from State or Federal agencies

People Management/HR responsibilities

- Partner with the EdisonLearning Human Resources department to implement policies and procedures at centers (e.g., compensation; paid time off days; all aspects of recruitment - screening, state specific background checks, etc.)
- Oversee the processing of all new hire paperwork Responsible for maintenance of personnel files for all employees
- Responsible for tracking Teacher Certification status
- Lead in orientation of new hires
- Participate in Employee Relations issues with Program Directors and EdisonLearning Human Resources

Key Relationships

Internal: Center Staff (teachers, Program Directors, School Receptionist), all support functions within EdisonLearning (Finance, Human Resources, Site Services, etc.), Senior Directors of Achievement, Controller, and Alternative Education Solution leaders.

External: Charter Boards, Board Treasurer, State Department of Education, Third party-vendors, Community Leaders, and Parents.

Key Behavioral Competencies:

- Demonstrates persistence in overcoming and removing obstacles that impact goal achievement
- Understands the importance of confidentiality when dealing with sensitive information
- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Implements and monitors relevant work procedures in line with defined internal and external standards
- Proactively approaches others with a view to engaging in dialogue and building strong working relationships
- Recognizes people who may be of critical importance to achievement of one's objectives and involves them to get their input
- Requests input from others to work towards a more effective outcome
- Holds employees/colleagues accountable for achieving results and publicly acknowledges effective performance
- Proven experience multitasking

Background:

- Demonstrated success in monitoring budgets of \$5 million to \$10 million
- Demonstrated success in managing contracts of up to \$500,000
- Experience in charter or educational arena a plus, particularly in educational administration and or grant tracking and reporting
- Previous exposure to staffing processes and general HR procedures
- Independently and effectively manage operations and facilities
- Knowledge of audit procedures
- Skilled in interpreting and managing Service Level Agreements and contracts for outsourced services
- Skilled in use of MS Excel or other financial and organizational modeling software
- Demonstrated ability to manage staff of up to 5-10 exempt and nonexempt employees
- BS in Business, Accounting or Finance

Enrollment Coordinator

Reports To: Program Director

Direct Reports: Not Applicable

Job Summary:

The Enrollment Coordinator leads implementation efforts for local student enrollment. The Enrollment Coordinator is required to give frequent presentations and build/maintain relationships on behalf of the program. Excellent presentation, communication and organizational skills are required. This position requires travel throughout a region to make presentations to civic groups, religious organizations, parents, students and other audiences identified through market research. The Enrollment Coordinator will lead teams of student and staff recruiters for promotion at school and community events. Knowledge of local school systems is desired. The Enrollment Coordinator will enroll students at each site, meeting with family and student to ensure a smooth transition to the program. This position will also be responsible for monitoring FTE counts and the ramp up activities to ensure appropriate and representative attendance during this critical time.

Main Responsibilities:

➤ **Administrative**

- Enroll students at each site, meeting with family and student to ensure a smooth transition to the program.
- Monitor FTE counts and the ramp up activities to ensure appropriate and representative attendance during this critical time.

➤ **Promotion**

- ≈ Lead and coordinate implementation of defined local recruitment and enrollment initiatives
- ≈ Proactively identify and develop opportunities to promote applicable enrollment efforts
- ≈ Cultivate interest in the program through dynamic involvement with local civic organizations, religious groups, community groups, and other relevant organizations and clubs
- ≈ Participate actively in local Chambers of Commerce, business, professional, and education organizations as determined through market research and administrative leads
- ≈ Build a database of contacts through local and regional involvement

➤ **Campaign Management**

- ≈ Prepare program of events and timetables for promotional events
- ≈ Recruit and supervise teams of Student Recruiters engaged in canvassing, attending school and community events, etc.
- ≈ Plan and manage for material needs at promotional events
- ≈ Provide operational updates and reports as needed

➤ **Professional Responsibilities**

- ≈ Learn the program design and product advantages
- ≈ Adhere to and enforce EdisonLearning and district policies and procedures
- ≈ Represent the program and the company in a positive and professional manner at all times
- ≈ Communicate with colleagues and supervisors on a regular basis and participate in internal meetings as scheduled

Key Relationships:

Internal: Program Director, VPES, and Charter Board Members.

External: Parents/Guardians, Students, Community Organizations

Key Behavioral Competencies:

- ≈ Excellent interpersonal and communication skills, and ability to converse comfortably with business, community, and education leaders at all levels
- ≈ Focus on details and accuracy
- ≈ Prioritize activities in a multi-task position
- ≈ Operate with a sense of urgency and accountability
- ≈ Meet deadlines
- ≈ Seek assistance when confronting obstacles to achievement of goals
- ≈ Ability to develop appropriate relationships with students in an alternative setting

Background:

- ≈ BA or BS in a relevant field
 - ≈ At least one year of relevant experience in sales, business development/marketing, or public relations
 - ≈ Strong written and verbal skills
 - ≈ Knowledge of regional social, political, and economic issues preferred
 - ≈ Knowledge of K-12 public education preferred
 - ≈ Ability to create multimedia presentations in PowerPoint required
 - ≈ Bilingual in English and Spanish preferred; may be required in specified regions
 - ≈ Must possess a local Driver's License and a clear driving record
 - ≈ Proficiency with Microsoft Excel, Word, Outlook, PowerPoint and internet applications required
 - ≈ Proficiency with multimedia communication tools, such as discussion boards, webinars, email, instant messaging, digital photography preferred
-

Teacher

Reports to: Program Director
Direct Reports: Not Applicable

Job Summary:

As a member of a teaching team, the teacher will be responsible for facilitating student learning in an instructional technology learning environment and supplementing computer-based instruction with direct instruction as needed. He or she uses a variety of instructional methodologies and curriculum resources to teach content and skills to students in small- or pull-out group instruction. The teacher regularly meets with students to advise and plan for students' individual learning plans, providing coaching and mentoring in an advisory capacity.

The teacher works as a team member to meet the needs of all students. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success. Teachers collaborate with team members to analyze different means of meeting student needs and communicates with students, parents, and other team members about student progress and plan for next steps.

Main Responsibilities:

- ≈ Implement EdisonLearning, school and district policies and procedures;
- ≈ Work closely with teachers and other colleagues to develop and build teaching skills;
- ≈ Collaborate with colleagues on curriculum, student needs and assessment;
- ≈ Contribute to a culture of professionalism among team members;
- ≈ Monitor academic progress of students in their coursework
- ≈ Monitor student progress towards graduation
- ≈ Maintain ongoing communication with parents, staff, and community;
- ≈ Become proficient in the use of computer based instruction and software;
- ≈ Manage the learning environment and coach students as an advisor and mentor;

Key Behavioral Competencies:

- ≈ Generally asks relevant and insightful questions to establish facts
- ≈ Seeks to understand key decision making issues and characteristics when guided by others
- ≈ Shows increasing understanding of EdisonLearning work processes and standards
- ≈ Thinks to ask questions about actions required to produce expected results
- ≈ Expresses interest in taking on varied projects and tasks to develop new skills in most situations
- ≈ Develops and maintains positive working relationships with co-workers by being punctual, collaborative, and maintaining a pleasant work attitude
- ≈ Shows that understands accepted professional conduct within the EdisonLearning environment by acting honestly and openly and responding positively to any feedback on professional conduct
- ≈ Establishes appropriate and supportive relationships with students

Background:

- ≈ Bachelor of Arts or Bachelor of Science degree required
- ≈ Appropriate teacher certification required
- ≈ Minimum of 2 years of teaching experience required
- ≈ Evidence of educational experiences after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
- ≈ Evidence of working knowledge and comfort level with instructional technology
- ≈ Experience working with student population in some capacity preferred

Guidance Counselor

Reports to: Program Director

Direct Reports: N/A

Job Summary:

The Counselor is a critical member of the Comprehensive Support Team, championing the behavioral, social/emotional and mental health needs of students in support of student achievement across the program. They take a leadership role in providing professional development within the school to create a solid understanding of the psychosocial development of students and the influences of family, community, and cultural differences on student achievement. They are a crucial voice in determining, planning and supporting the implementation of interventions, particularly related to the behavioral/social/emotional issues of students. Within this unique and alternative setting, it is critical that specific student needs be identified and met early on in an effort to provide students a support system that is often lacking outside of this environment.

Main Responsibilities:

- Provide leadership as a standing member of the Comprehensive Support Team;
- Provide leadership as a standing member of the Learning Team;
- Evaluate program wide behavioral data to identify trends and promote universal, small group and individual responses;
- Conduct small-group or 1:1 intervention/counseling at Tier II and Tier III, in response to needs identified by the Comprehensive Support Team and or Individual Education Plans (IEPs);
- Evaluate student progress specific to behavioral, emotional, and mental health concerns and the effects on academic progress;
- Participate in conducting functional behavior assessments and developing, implementing and monitoring behavioral intervention plans for students identified in need;
- Assist parents/guardians in effectively participating in their child's education and strengthening their parenting skills;
- Engage parents/guardians as partners on behalf of their children through phone, email, notes, conferences, home visits, etc., both directly and by supporting the efforts of classroom teachers;
- Form a consortium of service providers to deliver a wide variety of services to the school community based on identified program and student needs;
- Act as point of contact for outside organizations working with students and their families to ensure coordination of services to best meet students' needs;
- Work in collaboration with the office staff to produce reports in order to analyze attendance trends and ensure appropriate action is taken as needed;
- Work directly with individual teachers, house teams, and families to ensure the timely attendance of every child;
- Work in collaboration with the special education team to coordinate services and communication with parents of students with special needs;
- Lead the crisis response team for students in critical need (e.g. suicide ideation, self-harm, family crisis, homelessness, etc.)

Key Relationships:

Internal: Program Staff

External: Community outreach resources, local businesses for employment opportunities, social service organizations and outside service providers

Key Behavioral Competencies:

- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Identifies, analyzes and discusses decision making alternatives with multiple stakeholders
- Resolves requests and complaints in a timely manner, demonstrating a high level of commitment to meeting requirements within policy and compliance guidelines
- Makes frequent and regular contact with clients to keep them informed and to learn of any new issues or challenges that can impact expected outcomes
- Works closely with direct client contacts to establish relationships, starting to establish credibility by demonstrating fairness, equity and consistency in transactions
- Recognizes people who may be of critical importance to achievement of one's objectives and involves them to get their input
- Uses considerable judgment and initiative to determine the approach or action to take in non-routine situations
- Shifts priorities to address changes in events or assigned goals
- Brings ideas for service delivery improvements to the attention of others and pursues these ideas through to resolution or completion
- Maintains a pleasant attitude being tactful and courteous with all program personnel, students and visitors
- Responds to information request in a cooperative, courteous, and timely manner
- Is attentive, patient and fair with students

Background:

- A Master's of Social Work or Master's in Counseling degree
- Appropriate state licensure
- Clinical experience with at-risk children
- Strong communication skills; ability to work collaboratively with teachers/staff
- Experience developing and managing community-based initiatives or school-business partnerships

Special Education Teacher

Reports to: Program Director

Direct Reports: N/A

Job Summary:

The Special Education Teacher is responsible for implementing and ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the school's program of services. Responsibilities include, but are not limited to: providing student interventions and modifications to the academic program as needed; managing the school's special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

Main Responsibilities:

- ≈ Maintain educational records for students with disabilities (e.g., IEPs, evaluation reports, staffing forms, eligibility forms, meeting summary notes, IEP progress reports, etc.) across multiple sites in one city/region
- ≈ Ensure that all students with disabilities have a current IEP.
- ≈ Maintain all LEA special education profile data on IDEA Part B and Part C (if applicable) indicators for Department of Education State Performance Plan (SPP) reporting.
- ≈ Coordinate the provision of special education services and related services per the students' IEPs.
- ≈ Ensure that all IEPs adhere to least restrictive environment (LRE) and free appropriate public education (FAPE) guidelines as specified in IDEA regulations and state guidelines.
- ≈ Ensure that all initial referrals for special education services are completed within 60 days (calendar or school depending on state) from the date parental consent is obtained.
- ≈ Collaborate with regular education personnel on Response to Intervention/Comprehensive Student Services initiatives.
- ≈ Provide school leadership team regularly with the following: reports on issues regarding special education services, progress monitoring data for students with disabilities, and special education compliance data.
- ≈ Collaborate with school personnel (e.g., administration, regular education teachers, special education teachers, etc.) on special education service models (i.e., monitoring; collaboration or consultation; co-teaching or team teaching; facilitated instruction; direct instruction.).
- ≈ Coordinate progress monitoring of students with disabilities (e.g., CBM, Benchmark Assessment System, etc.).
- ≈ Communicate regularly with Regional Special Education Director on IDEA, FAPE, LRE, and IEP successes and challenges at assigned school(s).
- ≈ Maintain accurate and current inventory on instructional and curricular resources and materials. Replenish inventory as needed.

Key Relationships:

Internal: Core Content Teachers

External: School District Special Education Compliance Officer

Key Behavioral Competencies:

- ≈ Developing Others
 - Encourages constructive feedback and a culture that provides opportunities for development. Attracts, assesses, develops, motivates and retains a diverse workforce that drives results.
 - Helps others to secure resources and provides guidance in decision making and problem solving
- ≈ Courageous Leadership

- Addresses difficult issues; puts self on line to deal with important problems; stands firm when necessary.
- Analyzes reasons behind results, takes action to address failures and seeks to improve outcomes
- ≈ Collaboration
 - Willingly cooperates and works collaboratively towards solutions which generally benefit all involved parties; works cooperatively with others to accomplish company objectives; promotes collaboration and partnerships.
 - Gives credit and recognition to others who have contributed towards team or group goals; respects different opinions, seeking them out to challenge thinking and enhance collaborative efforts
 - Works collaboratively to creatively problem solve with staff to meet students' unique needs in a technology- based instructional learning environment
- ≈ Organization
 - Maintains accurate records across multiple sites
 - Plans and organizes for a schedule that requires flexibility and structure to serve students at multiple sites

Background Requirements:

- Minimum of 3 to 5 years special education teaching experience required
 - Bachelor of Arts or Bachelor of Science degree required
 - Appropriate special education teacher certification required
 - Demonstration of mastery in specified area/s of the curriculum required
 - Demonstration of teaching techniques and classroom management skills (i.e., effective instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal required
 - Evidence of educational experiences after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
-

Office Manager

Reports To: Program Director

Direct Reports: Not Applicable

Job Summary:

The Office Manager will play a key support role, serving as the focal point for communication by mail, telephone and in person. The Office Manager will manage the flow of information, both within the school and between the school and the state, and will be responsible for maintaining all school records. To be effective, the Office Manager must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the Office Manager as representative of the program. He or she must be flexible, personable, able to communicate the program's mission and vision, and possess the program's core values.

Main Responsibilities:

- ≈ Responsible for creating and maintaining a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork
 - Greet and announce all visitors appropriately
 - Use proper telephone etiquette and direct calls appropriately to school staff
 - Provide needed assistance and communicate effectively with Director and all staff
 - Be attentive, patient and fair with students
 - Treat parents as valued and respected customers
- ≈ Maintain all records, including schedule, student waitlist (using applicable EdisonLearning systems/software), attendance records, and calendar
- ≈ Responsible for recording, tracking and following up on student tardiness, absences
- ≈ Collect student related data (including demographics, financial data, test results, attendance) and provide it to the state, which uses the data to determine per pupil funding for the school
- ≈ Collect all student data and manage free and reduced lunch program components for the school, which impacts school funding
- ≈ Perform basic Accounts Payable and Accounts Receivable functions in the routine course of daily operations
- ≈ Provide and/or manage standard operations, including, but not limited to:
 - Student entrance/exit procedures
 - Safety and emergency procedures/guidelines
 - Correspondence and schedule for Director
 - Business related processes as assigned by Director and/or Enrollment Coordinator (purchasing/expenses, invoices, shipping and receiving, etc.)
 - Coordination of volunteer hours/participation
 - Responsibility for all voicemail administration including setting up new mailboxes and changing site voicemail greeting for vacations, snow days, etc.

Key Relationships:

Internal: Site faculty and staff.

External: School visitors. Outside vendors, contractors.

Key Behavioral Competencies:

- ≈ Thinks ahead to set up requirements in advance. Prepares effective program of activities; timetabling; etc.
- ≈ Consistently tries new and different approaches to doing work
- ≈ Demonstrates a strong sense of urgency by prioritizing and following through on commitments
- ≈ Identifies potential obstacles to goal achievement and seeks assistance in addressing these obstacles
- ≈ Detail oriented and ability to multi-task
- ≈ Demonstrates ability to develop appropriate relationships with students in an alternative setting

Background:

- ≈ High school diploma required; postsecondary training or schooling preferred
 - ≈ Familiarity with office equipment such as computers, typewriters, fax machines, calculators, and photocopiers, as well as word processing and spreadsheet programs required school district database maintenance preferred
 - ≈ Minimum of 3 years of experience in office management or in a secretarial position preferred with responsibilities including basic bookkeeping
-

Paraprofessional

Reports to: Program Director

Direct Reports: N/A

Job Summary:

The Paraprofessional, as a member of the instructional team, works under the supervision of the classroom teacher and the principal. This person primarily works in classroom, assisting the teacher in implementing instruction and related services. Such assistance may include: providing instructional assistance, guiding additional practice opportunities, re-teaching, and monitoring behavior.

Main Responsibilities:

- ≈ Meet Paraprofessional requirements as established by state and local mandates;
- ≈ Implement school and district policies and procedures;
- ≈ Establish and maintain solid working relations with colleagues;
- ≈ Participate in planning sessions with the learning team;
- ≈ Provide support and assistance to students;
- ≈ Demonstrate creativity, flexibility, and perseverance in dealing with challenging learning, behavioral, family, and classroom situations;
- ≈ Provide strategic instruction within the classroom for students who are in need of support learning core curriculum;
- ≈ Provide support and supervision of students as assigned (during transitions, in special classes, during lunch, etc.);
- ≈ Assist in the administration and scoring of assessments used to monitor individual progress;
- ≈ Assist with paperwork and clerical duties as needed.

Key Behavioral Competencies:

- Demonstrates the ability to work effectively under the direction of others;
- Demonstrates a willingness to assume all responsibilities assigned which are appropriate for the position.
- Demonstrates initiative, always keeping in mind the best interest of the students and the program
- Willingly cooperates and works collaboratively towards solutions which generally benefit all involved parties; works cooperatively with others to accomplish company objectives; promotes collaboration and partnerships.
- Gives credit and recognition to others who have contributed towards team or group goals; respects different opinions, seeking them out to challenge thinking and enhance collaborative efforts
- Works collaboratively to creatively problem solve with staff to meet students' unique needs in a technology- based instructional learning environment

Background Requirements:

- Meets NCLB requirements: Has obtained a HS diploma or GED and:
 - Completed two years of full-time study at an institution of higher education (48 semester hours in some states and 60 in others); or
 - Obtained an associate's degree; or
 - Meets rigorous standards of quality and demonstrates through a formal assessment the knowledge of, and the ability to assist in, reading, writing or mathematics.
- Meets appropriate age, diploma and certification requirements as defined by the state.

Director of Achievement

Role: Director of Achievement

Direct Reports: Program Directors

Job Summary:

The main responsibility of this position is managing the primary focus of student achievement in schools. The role also ensures excellence in service delivery of all EdisonLearning products by collaborating and partnering with district and charter school boards, driving consistently superior achievement gains and profitability within assigned sites. As required, this role will manage client relationships as well as the operational/financial/budgetary/legal management of the schools.

Main Responsibilities:

Achievement Management

- Monitor student achievement data to ensure students are performing highly
- Supervise, observe, evaluate and assess program managers and principals from an instruction, school culture and school operations perspective. This is done by visiting schools and attending leadership team meetings
- Work collaboratively with local district superintendents and assistant superintendents to leverage influence in supervision and evaluation of the principals in schools where the principal reports to the district.
- Formalize and execute customized professional development training modules specific to clientele and work closely with district officials to create a plan and set measurable goals for program implementation
- Support and monitor professional development plans of teachers
- Develop and annually adjust the school's support plans (mid-year for intensives); identify areas of focus and improvement for particular schools and codify how Edison will support schools to make improvements in these specific areas
- Develop, conduct and participate in all Edison Achievement Conferences (i.e. HQ Quarterly Meetings, Summer Institutes, Edison Leadership Development Academy, Instructional Leadership Conferences, Client Conferences)
- Prepare academic reports and attend board meetings in order to provide academic and financial updates on the sites. Ensure monthly academic and financial reports are submitted to headquarters. Prepare reports for specific school boards when requested
- Develop and facilitate regional principal & program managers meetings by putting together the agenda and providing professional development
- Attend regional meetings called by SVP Solutions in order to provide updates and keep the SVP Operations informed of developments within school achievement management

Client Relationship Management

- Work with schools and SVP Solutions to ensure that charters and all contracts, and client contracts are renewed as directed by the business
- Prepare reports for school boards when requested, keeping clients informed of academic and financial results in schools
- Attend school district meetings when requested, staying abreast of local issues and building relationships with client

Operations/ Financial/ Budgetary/ Legal Management

- Participate in HQ Meetings that supplement the monthly calls to build morale and school culture while developing short and long-term school plans
- Supervise and support principals' implementation of financial and operating activities,
- Proactively resolve school operational issues in conjunction with the School Operations Manager
- Maintain awareness of requirements dictated by teachers' unions for specific school districts (i.e. contractual requirements, process for grievances, school policies, etc.)
- Supervise principals' ongoing budget and financial planning processes to ensure revenue, enrollment and expense targets are met (Managed Schools only)

Key Relationships:

Internal: Supervises, observes, assesses and supports principals to effectively manage achievement in schools. Utilizes the Education Department for support when needed. Works with the Finance, Human Resources, Enrollment and Legal to support schools as needed.

External: Manages relationships with Edison's customers and constituency groups for their assigned sites (District Superintendents, District Boards, Charter Boards)

Key Behavioral Competencies:

- Demonstrated ability to collaborate with team members located across multiple geographies and organizational levels
- Strong written and oral communication skills, extensive experience building client relationships
- Demonstrates drive and commitment that inspires others to achieve results
- Anticipates and creatively addresses obstacles to achievement of goals
- Adept at dealing with changes in work schedules and assignments caused by developments the external environment
- Identifies and gains the support of key people by understanding and addressing their needs and concerns; builds strong working relationships; shares information and seeks input of others where appropriate
- Creates opportunities to bring teams and/or cross-functional teams together to collaborate on Edison initiatives

Requirements:

- Mastery level knowledge of Standards-Based Instruction and Assessment; knowledge and experience with what makes good school organizations, familiarity with state and federal standards
- Experience identifying good instruction, diagnosing problems and making effective recommendations in a school setting
- Familiarity with assessment methods and data analysis
- Administrative certification preferred
- Minimum 10 years experience in K-12 education
- Master's Degree
- Proficient in Microsoft Office (i.e. Outlook, Word, Excel, and Power Point)
- Candidate must live in the region in which he/she will work or relocate to that region

Preferences:

- Minimum 5 years experience as a building administrator (principal/assistant principal) or comparable educational supervisory position
- Demonstrated knowledge of budget management, finance, and operating procedures to support P & L of up to \$20 million

Program Director

Direct Reports: Teachers, Office Manager, Counselors, Paraprofessionals, Enrollment Coordinator

Job Summary:

The Program Director is responsible for providing the instructional, operational and administrative leadership necessary to ensure the success of the school including primary responsibility for achievement and financial performance. The Director is the overall leader of the school, with a dominant focus (estimated at 75% of time spent) on instructional leadership. The Director will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

Main Responsibilities:

Achievement Management

- Implement School Organizational Structure including culture, staffing, scheduling Ensure teachers receive appropriate and relevant training in curriculum, learning environment, and state requirements
- Implement and monitor student achievement (ecourse completions, consistent attendance rates, personal/social curriculum achievement, progress monitoring of individual graduation plans)
- Recruit, select and hire school staff (teachers and school-based support staff)
- Ensure effective implementation of student support systems
- Engage parents in a collaborative effort for implementing and planning of school programs (parent meetings)
- Complete and present the annual school progress report to EdisonLearning, district and/or charter board and school community
- Support and monitor PD plans of teachers and school support staff
- Supervise and evaluate staff to ensure quality instruction and student achievement

Financial Management

- Ensure revenue, enrollment and expense targets are met (profit and loss)
- Ensure facility and operational services are effective
- Steward of company assets

Relationship Management

- Build/maintain client relationships (i.e. Board leadership, superintendents, authorizers, community leadership, political leaders, etc.)
- Develop and maintain positive community and parent relationship

Compliance Management

- Oversee compliance to federal, state, local and contractual requirements

Facility Management

- Lead the day to day operations of the program to ensure students and teachers work in a environment that is safe, clean and conducive to learning.

Key Relationships:

Internal: Regional Vice President of Operations, Executive Director – Education Service Lead, Vice President of Center Operations and other EdisonLearning Support

External: EdisonLearning’s customers and constituency groups, Charter Boards and Districts, Parents

Key Behavioral Competencies:

- Uses different behaviors as necessary to achieve desired outcomes; able to amend own behavior to influence and gain acceptance
- Shift priorities to address changes in events or assigned goals
- Inspires groups of individuals to work together to achieve a common purpose; promotes a culture of open communication and respect
- Actively establishes and promotes best practices for EdisonLearning work processes and standards
- Analyzes reasons behind results, takes actions to address failures and seeks to improve outcomes
- Never accepts excuses for breaches of ethics, values or regulations and confronts potentially unethical behavior in others
- Develops and uses subtle strategies to influence others in order to achieve organization objectives; anticipates reactions and works hard to find common ground between stakeholders within opposing views
- Coaches employees and team members on ways to enhance their level of performance and develop their skills
- Encourages constructive feedback and a culture that provides opportunities for development. Attracts, assesses, develops, motivates and retains a diverse workforce that drives results
- Engages young adults in the learning process, promoting academic and life skill growth; provides a model for at-risk youth through EdisonLearning’s core values

Background:

- Master’s Degree in Curriculum and Instruction or Master’s Degree in a specialty area such as Secondary Education or Educational Administration & Supervision / Ed Leadership
- Minimum of 5 years teaching experience
- Minimum of 5 years experience in instructional leadership including at least two years as an assistant principal
- Administrative Certification
- Relevant experience with student population
- Knowledge of teacher evaluation and observation methods
- Knowledge of various instruction and teaching methodologies
- Excellent organizational, planning and implementation skills
- Proficiency in Microsoft Excel, PowerPoint, Word and Outlook

School Operations Manager

Reports to: Director of Achievement -**Direct Reports:** None

Primary Function:

Oversees operational performance at a cluster of Magic Johnson Bridgescape centers, through undertaking or managing, finance, administration and general school operations. The School Operations Manager is an EdisonLearning employee. This is a year round position which requires some travel.

Principal Duties and Responsibilities:

Center Operations

- Responsible for site level procurement of supplies, materials, equipment, and inventory management
- Local manager for Transportation, Facilities Maintenance, Security and other 3rd party service contracts, ensuring ongoing monitoring and implementation of contracts
- Work with enrollment coordinators and Enrollment Manager to track and manage student enrollment campaign budgets and assist in meeting enrollment targets
- Work with center personnel to maintain integrity and accuracy of Student Records, including maintenance and tracking of attendance and retention
- Work with center staff to manage reporting and data tracking for all Special Education programs
- Prepare reports on center operations and attend board meetings
- Respond to and resolve routine internal and external inquiries with students, parents, and employees

Financial Administration

- Develop the annual budget for each center, working with the Program Director and Controller
- Responsible for center level budget monitoring and management
- Review monthly financial reports and update monthly financial estimate templates
- Work with the board Treasurer and Controller to provide financial data and meet reporting deadlines
- Support board Treasurer with all Federal, State, Local grant applications and reporting
- Provide financial oversight including invoice approval
- Manage AP and payroll processes
- Assist in coordination with the board Treasurer and Controller, year-end audits as well as any center audits from State or Federal agencies

People Management/HR responsibilities

- Partner with the EdisonLearning Human Resources department to implement policies and procedures at centers (e.g., compensation; paid time off days; all aspects of recruitment - screening, state specific background checks, etc.)
- Oversee the processing of all new hire paperwork Responsible for maintenance of personnel files for all employees
- Responsible for tracking Teacher Certification status
- Lead in orientation of new hires
- Participate in Employee Relations issues with Program Directors and EdisonLearning Human Resources

Key Relationships

Internal: Center Staff (teachers, Program Directors, School Receptionist), all support functions within EdisonLearning (Finance, Human Resources, Site Services, etc.), Senior Directors of Achievement, Controller, and Alternative Education Solution leaders.

External: Charter Boards, Board Treasurer, State Department of Education, Third party-vendors, Community Leaders, and Parents.

Key Behavioral Competencies:

- Demonstrates persistence in overcoming and removing obstacles that impact goal achievement
- Understands the importance of confidentiality when dealing with sensitive information
- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Implements and monitors relevant work procedures in line with defined internal and external standards
- Proactively approaches others with a view to engaging in dialogue and building strong working relationships
- Recognizes people who may be of critical importance to achievement of one's objectives and involves them to get their input
- Requests input from others to work towards a more effective outcome
- Holds employees/colleagues accountable for achieving results and publicly acknowledges effective performance
- Proven experience multitasking

Background:

- Demonstrated success in monitoring budgets of \$5 million to \$10 million
- Demonstrated success in managing contracts of up to \$500,000
- Experience in charter or educational arena a plus, particularly in educational administration and or grant tracking and reporting
- Previous exposure to staffing processes and general HR procedures
- Independently and effectively manage operations and facilities
- Knowledge of audit procedures
- Skilled in interpreting and managing Service Level Agreements and contracts for outsourced services
- Skilled in use of MS Excel or other financial and organizational modeling software
- Demonstrated ability to manage staff of up to 5-10 exempt and nonexempt employees
- BS in Business, Accounting or Finance

Enrollment Coordinator

Reports To: Program Director

Direct Reports: Not Applicable

Job Summary:

The Enrollment Coordinator leads implementation efforts for local student enrollment. The Enrollment Coordinator is required to give frequent presentations and build/maintain relationships on behalf of the program. Excellent presentation, communication and organizational skills are required. This position requires travel throughout a region to make presentations to civic groups, religious organizations, parents, students and other audiences identified through market research. The Enrollment Coordinator will lead teams of student and staff recruiters for promotion at school and community events. Knowledge of local school systems is desired. The Enrollment Coordinator will enroll students at each site, meeting with family and student to ensure a smooth transition to the program. This position will also be responsible for monitoring FTE counts and the ramp up activities to ensure appropriate and representative attendance during this critical time.

Main Responsibilities:

➤ **Administrative**

- Enroll students at each site, meeting with family and student to ensure a smooth transition to the program.
- Monitor FTE counts and the ramp up activities to ensure appropriate and representative attendance during this critical time.

➤ **Promotion**

- ≠ Lead and coordinate implementation of defined local recruitment and enrollment initiatives
- ≠ Proactively identify and develop opportunities to promote applicable enrollment efforts
- ≠ Cultivate interest in the program through dynamic involvement with local civic organizations, religious groups, community groups, and other relevant organizations and clubs
- ≠ Participate actively in local Chambers of Commerce, business, professional, and education organizations as determined through market research and administrative leads
- ≠ Build a database of contacts through local and regional involvement

➤ **Campaign Management**

- ≠ Prepare program of events and timetables for promotional events
- ≠ Recruit and supervise teams of Student Recruiters engaged in canvassing, attending school and community events, etc.
- ≠ Plan and manage for material needs at promotional events
- ≠ Provide operational updates and reports as needed

➤ **Professional Responsibilities**

- ≠ Learn the program design and product advantages
- ≠ Adhere to and enforce EdisonLearning and district policies and procedures
- ≠ Represent the program and the company in a positive and professional manner at all times
- ≠ Communicate with colleagues and supervisors on a regular basis and participate in internal meetings as scheduled

Key Relationships:

Internal: Program Director, VPES, and Charter Board Members.

External: Parents/Guardians, Students, Community Organizations

Key Behavioral Competencies:

- ≠ Excellent interpersonal and communication skills, and ability to converse comfortably with business, community, and education leaders at all levels
- ≠ Focus on details and accuracy
- ≠ Prioritize activities in a multi-task position
- ≠ Operate with a sense of urgency and accountability
- ≠ Meet deadlines
- ≠ Seek assistance when confronting obstacles to achievement of goals
- ≠ Ability to develop appropriate relationships with students in an alternative setting

Background:

- ≠ BA or BS in a relevant field
 - ≠ At least one year of relevant experience in sales, business development/marketing, or public relations
 - ≠ Strong written and verbal skills
 - ≠ Knowledge of regional social, political, and economic issues preferred
 - ≠ Knowledge of K-12 public education preferred
 - ≠ Ability to create multimedia presentations in PowerPoint required
 - ≠ Bilingual in English and Spanish preferred; may be required in specified regions
 - ≠ Must possess a local Driver's License and a clear driving record
 - ≠ Proficiency with Microsoft Excel, Word, Outlook, PowerPoint and internet applications required
 - ≠ Proficiency with multimedia communication tools, such as discussion boards, webinars, email, instant messaging, digital photography preferred
-

Teacher

Reports to: Program Director
Direct Reports: Not Applicable

Job Summary:

As a member of a teaching team, the teacher will be responsible for facilitating student learning in an instructional technology learning environment and supplementing computer-based instruction with direct instruction as needed. He or she uses a variety of instructional methodologies and curriculum resources to teach content and skills to students in small- or pull-out group instruction. The teacher regularly meets with students to advise and plan for students' individual learning plans, providing coaching and mentoring in an advisory capacity.

The teacher works as a team member to meet the needs of all students. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success. Teachers collaborate with team members to analyze different means of meeting student needs and communicates with students, parents, and other team members about student progress and plan for next steps.

Main Responsibilities:

- ≠ Implement EdisonLearning, school and district policies and procedures;
- ≠ Work closely with teachers and other colleagues to develop and build teaching skills;
- ≠ Collaborate with colleagues on curriculum, student needs and assessment;
- ≠ Contribute to a culture of professionalism among team members;
- ≠ Monitor academic progress of students in their coursework
- ≠ Monitor student progress towards graduation
- ≠ Maintain ongoing communication with parents, staff, and community;
- ≠ Become proficient in the use of computer based instruction and software;
- ≠ Manage the learning environment and coach students as an advisor and mentor;

Key Behavioral Competencies:

- ≠ Generally asks relevant and insightful questions to establish facts
- ≠ Seeks to understand key decision making issues and characteristics when guided by others
- ≠ Shows increasing understanding of EdisonLearning work processes and standards
- ≠ Thinks to ask questions about actions required to produce expected results
- ≠ Expresses interest in taking on varied projects and tasks to develop new skills in most situations
- ≠ Develops and maintains positive working relationships with co-workers by being punctual, collaborative, and maintaining a pleasant work attitude
- ≠ Shows that understands accepted professional conduct within the EdisonLearning environment by acting honestly and openly and responding positively to any feedback on professional conduct
- ≠ Establishes appropriate and supportive relationships with students

Background:

- ≠ Bachelor of Arts or Bachelor of Science degree required
- ≠ Appropriate teacher certification required
- ≠ Minimum of 2 years of teaching experience required
- ≠ Evidence of educational experiences after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
- ≠ Evidence of working knowledge and comfort level with instructional technology
- ≠ Experience working with student population in some capacity preferred

Guidance Counselor

Reports to: Program Director

Direct Reports: N/A

Job Summary:

The Counselor is a critical member of the Comprehensive Support Team, championing the behavioral, social/emotional and mental health needs of students in support of student achievement across the program. They take a leadership role in providing professional development within the school to create a solid understanding of the psychosocial development of students and the influences of family, community, and cultural differences on student achievement. They are a crucial voice in determining, planning and supporting the implementation of interventions, particularly related to the behavioral/social/emotional issues of students. Within this unique and alternative setting, it is critical that specific student needs be identified and met early on in an effort to provide students a support system that is often lacking outside of this environment.

Main Responsibilities:

- Provide leadership as a standing member of the Comprehensive Support Team;
- Provide leadership as a standing member of the Learning Team;
- Evaluate program wide behavioral data to identify trends and promote universal, small group and individual responses;
- Conduct small-group or 1:1 intervention/counseling at Tier II and Tier III, in response to needs identified by the Comprehensive Support Team and or Individual Education Plans (IEPs);
- Evaluate student progress specific to behavioral, emotional, and mental health concerns and the effects on academic progress;
- Participate in conducting functional behavior assessments and developing, implementing and monitoring behavioral intervention plans for students identified in need;
- Assist parents/guardians in effectively participating in their child's education and strengthening their parenting skills;
- Engage parents/guardians as partners on behalf of their children through phone, email, notes, conferences, home visits, etc., both directly and by supporting the efforts of classroom teachers;
- Form a consortium of service providers to deliver a wide variety of services to the school community based on identified program and student needs;
- Act as point of contact for outside organizations working with students and their families to ensure coordination of services to best meet students' needs;
- Work in collaboration with the office staff to produce reports in order to analyze attendance trends and ensure appropriate action is taken as needed;
- Work directly with individual teachers, house teams, and families to ensure the timely attendance of every child;
- Work in collaboration with the special education team to coordinate services and communication with parents of students with special needs;
- Lead the crisis response team for students in critical need (e.g. suicide ideation, self-harm, family crisis, homelessness, etc.)

Key Relationships:

Internal: Program Staff

External: Community outreach resources, local businesses for employment opportunities, social service organizations and outside service providers

Key Behavioral Competencies:

- Demonstrates a drive, commitment and sense of urgency that inspires others to achieve results
- Identifies, analyzes and discusses decision making alternatives with multiple stakeholders
- Resolves requests and complaints in a timely manner, demonstrating a high level of commitment to meeting requirements within policy and compliance guidelines
- Makes frequent and regular contact with clients to keep them informed and to learn of any new issues or challenges that can impact expected outcomes
- Works closely with direct client contacts to establish relationships, starting to establish credibility by demonstrating fairness, equity and consistency in transactions
- Recognizes people who may be of critical importance to achievement of one's objectives and involves them to get their input
- Uses considerable judgment and initiative to determine the approach or action to take in non-routine situations
- Shifts priorities to address changes in events or assigned goals
- Brings ideas for service delivery improvements to the attention of others and pursues these ideas through to resolution or completion
- Maintains a pleasant attitude being tactful and courteous with all program personnel, students and visitors
- Responds to information request in a cooperative, courteous, and timely manner
- Is attentive, patient and fair with students

Background:

- A Master's of Social Work or Master's in Counseling degree
- Appropriate state licensure
- Clinical experience with at-risk children
- Strong communication skills; ability to work collaboratively with teachers/staff
- Experience developing and managing community-based initiatives or school-business partnerships

Special Education Teacher

Reports to: Program Director

Direct Reports: N/A

Job Summary:

The Special Education Teacher is responsible for implementing and ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the school's program of services. Responsibilities include, but are not limited to: providing student interventions and modifications to the academic program as needed; managing the school's special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

Main Responsibilities:

- ≠ Maintain educational records for students with disabilities (e.g., IEPs, evaluation reports, staffing forms, eligibility forms, meeting summary notes, IEP progress reports, etc.) across multiple sites in one city/region
- ≠ Ensure that all students with disabilities have a current IEP.
- ≠ Maintain all LEA special education profile data on IDEA Part B and Part C (if applicable) indicators for Department of Education State Performance Plan (SPP) reporting.
- ≠ Coordinate the provision of special education services and related services per the students' IEPs.
- ≠ Ensure that all IEPs adhere to least restrictive environment (LRE) and free appropriate public education (FAPE) guidelines as specified in IDEA regulations and state guidelines.
- ≠ Ensure that all initial referrals for special education services are completed within 60 days (calendar or school depending on state) from the date parental consent is obtained.
- ≠ Collaborate with regular education personnel on Response to Intervention/Comprehensive Student Services initiatives.
- ≠ Provide school leadership team regularly with the following: reports on issues regarding special education services, progress monitoring data for students with disabilities, and special education compliance data.
- ≠ Collaborate with school personnel (e.g., administration, regular education teachers, special education teachers, etc.) on special education service models (i.e., monitoring; collaboration or consultation; co-teaching or team teaching; facilitated instruction; direct instruction.).
- ≠ Coordinate progress monitoring of students with disabilities (e.g., CBM, Benchmark Assessment System, etc.).
- ≠ Communicate regularly with Regional Special Education Director on IDEA, FAPE, LRE, and IEP successes and challenges at assigned school(s).
- ≠ Maintain accurate and current inventory on instructional and curricular resources and materials. Replenish inventory as needed.

Key Relationships:

Internal: Core Content Teachers

External: School District Special Education Compliance Officer

Key Behavioral Competencies:

- ≠ Developing Others
 - Encourages constructive feedback and a culture that provides opportunities for development. Attracts, assesses, develops, motivates and retains a diverse workforce that drives results.
 - Helps others to secure resources and provides guidance in decision making and problem solving
- ≠ Courageous Leadership

- Addresses difficult issues; puts self on line to deal with important problems; stands firm when necessary.
- Analyzes reasons behind results, takes action to address failures and seeks to improve outcomes
- ≠ Collaboration
 - Willingly cooperates and works collaboratively towards solutions which generally benefit all involved parties; works cooperatively with others to accomplish company objectives; promotes collaboration and partnerships.
 - Gives credit and recognition to others who have contributed towards team or group goals; respects different opinions, seeking them out to challenge thinking and enhance collaborative efforts
 - Works collaboratively to creatively problem solve with staff to meet students' unique needs in a technology- based instructional learning environment
- ≠ Organization
 - Maintains accurate records across multiple sites
 - Plans and organizes for a schedule that requires flexibility and structure to serve students at multiple sites

Background Requirements:

- Minimum of 3 to 5 years special education teaching experience required
 - Bachelor of Arts or Bachelor of Science degree required
 - Appropriate special education teacher certification required
 - Demonstration of mastery in specified area/s of the curriculum required
 - Demonstration of teaching techniques and classroom management skills (i.e., effective instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal required
 - Evidence of educational experiences after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
-

Office Manager

Reports To: Program Director

Direct Reports: Not Applicable

Job Summary:

The Office Manager will play a key support role, serving as the focal point for communication by mail, telephone and in person. The Office Manager will manage the flow of information, both within the school and between the school and the state, and will be responsible for maintaining all school records. To be effective, the Office Manager must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the Office Manager as representative of the program. He or she must be flexible, personable, able to communicate the program's mission and vision, and possess the program's core values.

Main Responsibilities:

- ≠ Responsible for creating and maintaining a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork
 - Greet and announce all visitors appropriately
 - Use proper telephone etiquette and direct calls appropriately to school staff
 - Provide needed assistance and communicate effectively with Director and all staff
 - Be attentive, patient and fair with students
 - Treat parents as valued and respected customers
- ≠ Maintain all records, including schedule, student waitlist (using applicable EdisonLearning systems/software), attendance records, and calendar
- ≠ Responsible for recording, tracking and following up on student tardiness, absences
- ≠ Collect student related data (including demographics, financial data, test results, attendance) and provide it to the state, which uses the data to determine per pupil funding for the school
- ≠ Collect all student data and manage free and reduced lunch program components for the school, which impacts school funding
- ≠ Perform basic Accounts Payable and Accounts Receivable functions in the routine course of daily operations
- ≠ Provide and/or manage standard operations, including, but not limited to:
 - Student entrance/exit procedures
 - Safety and emergency procedures/guidelines
 - Correspondence and schedule for Director
 - Business related processes as assigned by Director and/or Enrollment Coordinator (purchasing/expenses, invoices, shipping and receiving, etc.)
 - Coordination of volunteer hours/participation
 - Responsibility for all voicemail administration including setting up new mailboxes and changing site voicemail greeting for vacations, snow days, etc.

Key Relationships:

Internal: Site faculty and staff.

External: School visitors. Outside vendors, contractors.

Key Behavioral Competencies:

- ≠ Thinks ahead to set up requirements in advance. Prepares effective program of activities; timetabling; etc.
- ≠ Consistently tries new and different approaches to doing work
- ≠ Demonstrates a strong sense of urgency by prioritizing and following through on commitments
- ≠ Identifies potential obstacles to goal achievement and seeks assistance in addressing these obstacles
- ≠ Detail oriented and ability to multi-task
- ≠ Demonstrates ability to develop appropriate relationships with students in an alternative setting

Background:

- ≠ High school diploma required; postsecondary training or schooling preferred
 - ≠ Familiarity with office equipment such as computers, typewriters, fax machines, calculators, and photocopiers, as well as word processing and spreadsheet programs required school district database maintenance preferred
 - ≠ Minimum of 3 years of experience in office management or in a secretarial position preferred with responsibilities including basic bookkeeping
-

Paraprofessional

Reports to: Program Director

Direct Reports: N/A

Job Summary:

The Paraprofessional, as a member of the instructional team, works under the supervision of the classroom teacher and the principal. This person primarily works in classroom, assisting the teacher in implementing instruction and related services. Such assistance may include: providing instructional assistance, guiding additional practice opportunities, re-teaching, and monitoring behavior.

Main Responsibilities:

- ≠ Meet Paraprofessional requirements as established by state and local mandates;
- ≠ Implement school and district policies and procedures;
- ≠ Establish and maintain solid working relations with colleagues;
- ≠ Participate in planning sessions with the learning team;
- ≠ Provide support and assistance to students;
- ≠ Demonstrate creativity, flexibility, and perseverance in dealing with challenging learning, behavioral, family, and classroom situations;
- ≠ Provide strategic instruction within the classroom for students who are in need of support learning core curriculum;
- ≠ Provide support and supervision of students as assigned (during transitions, in special classes, during lunch, etc.);
- ≠ Assist in the administration and scoring of assessments used to monitor individual progress;
- ≠ Assist with paperwork and clerical duties as needed.

Key Behavioral Competencies:

- Demonstrates the ability to work effectively under the direction of others;
- Demonstrates a willingness to assume all responsibilities assigned which are appropriate for the position.
- Demonstrates initiative, always keeping in mind the best interest of the students and the program
- Willingly cooperates and works collaboratively towards solutions which generally benefit all involved parties; works cooperatively with others to accomplish company objectives; promotes collaboration and partnerships.
- Gives credit and recognition to others who have contributed towards team or group goals; respects different opinions, seeking them out to challenge thinking and enhance collaborative efforts
- Works collaboratively to creatively problem solve with staff to meet students' unique needs in a technology- based instructional learning environment

Background Requirements:

- Meets NCLB requirements: Has obtained a HS diploma or GED and:
 - o Completed two years of full-time study at an institution of higher education (48 semester hours in some states and 60 in others); or
 - o Obtained an associate's degree; or
 - o Meets rigorous standards of quality and demonstrates through a formal assessment the knowledge of, and the ability to assist in, reading, writing or mathematics.
- Meets appropriate age, diploma and certification requirements as defined by the state.

REVISED BUDGET

**Public Charter School Application
Personnel Salary Schedule**

| Administrative Positions: | | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|----------------------------------|--|-------------------------------|-------------------------|-------------------------------|-------------------------|
| Line# | List Positions | | | | |
| 1 | Program Director | 1 | \$70,000.00 | 1 | \$71,400.00 |
| 2 | Enrollment Coordinator | 1 | \$45,000.00 | 1 | \$45,900.00 |
| 3 | Regional Support (Director of Achievement) | 0.125 | \$100,000.00 | 0.125 | \$100,000.00 |
| 4 | Regional Support (School Operations Mgr) | 0.1 | \$70,000.00 | 0.1 | \$70,000.00 |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Subtotal: | | \$134,500.00 | | \$136,800.00 |
| 8 | Fringe Benefits (rate used 25%) | | \$33,625.00 | | \$34,200.00 |
| 9 | Total Administration: | | \$168,125.00 | | \$171,000.00 |

| Regular Classroom Instruction: | | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|---------------------------------------|---|-------------------------------|--------------|-------------------------------|--------------|
| 10 | Teachers | 4 | \$45,000.00 | 4 | \$45,900.00 |
| 11 | Aides | 1.75 | \$30,000.00 | 1.75 | \$30,600.00 |
| 12 | Subtotal: | | \$232,500.00 | | \$237,150.00 |
| 13 | Teacher Fringe Benefits (rate used 25%) | | \$45,000.00 | | \$45,900.00 |
| 14 | Aide Fringe Benefits (rate used 25%) | | \$13,125.00 | | \$13,387.50 |
| 15 | Total Regular Classroom Instruction: | | \$290,625.00 | | \$296,437.50 |

| Special Education: | | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|---------------------------|---|-------------------------------|-------------|-------------------------------|-------------|
| 16 | Teachers | 1 | \$55,000.00 | 1 | \$56,100.00 |
| 17 | Aides | | | | |
| 18 | Subtotal: | | \$55,000.00 | | \$56,100.00 |
| 19 | Teacher Fringe Benefits (rate used 25%) | | \$13,750.00 | | \$14,025.00 |
| 20 | Aide Fringe Benefits (rate used _____) | | | | |
| 21 | Total Special Education: | | \$68,750.00 | | \$70,125.00 |

| Gifted and Talented Program: | | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|-------------------------------------|---|-------------------------------|--------|-------------------------------|--------|
| 22 | Teachers | 0 | \$0.00 | 0 | \$0.00 |
| 23 | Aides | | | | |
| 24 | Subtotal: | | \$0.00 | | \$0.00 |
| 25 | Teacher Fringe Benefits (rate used 25%) | | \$0.00 | | \$0.00 |
| 26 | Aide Fringe Benefits (rate used _____) | | | | |
| 27 | Total Gifted and Talented Program: | | \$0.00 | | \$0.00 |

**Alternative Education Program/
Alternative Learning Environments:**

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | 0.5 | \$45,000.00 | 0.5 | \$45,900.00 |
| 29 Aides | | | | |
| 30 Subtotal: | | \$22,500.00 | | \$22,950.00 |
| 31 Teacher Fringe Benefits (rate used 25%) | | \$5,625.00 | | \$5,737.50 |
| 32 Aide Fringe Benefits (rate used _____) | | | | |
| 33 Total Alternative Education Program/ Alternative Learning Environments: | | \$28,125.00 | | \$28,687.50 |

English Language Learner Program:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|---|-----------------------|-------------|-----------------------|-------------|
| 34 List Positions | | | | |
| 35 Teacher | 0.25 | \$45,000.00 | 0.25 | \$45,900.00 |
| 36 | | | | |
| 37 | | | | |
| 38 | | | | |
| 39 Subtotal: | | \$11,250.00 | | \$11,475.00 |
| 40 Fringe Benefits (rate used 25%) | | \$2,812.50 | | \$2,868.75 |
| 41 Total English Language Learner Program: | | \$14,062.50 | | \$14,343.75 |

Guidance Services:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|------------------------------------|-----------------------|-------------|-----------------------|-------------|
| 42 List Positions | | | | |
| 43 Guidance Counselor | 1 | \$45,000.00 | 1 | \$45,900.00 |
| 44 | | | | |
| 45 | | | | |
| 46 | | | | |
| 47 Subtotal: | | \$45,000.00 | | \$45,900.00 |
| 48 Fringe Benefits (rate used 25%) | | \$11,250.00 | | \$11,475.00 |
| 49 Total Guidance Services: | | \$56,250.00 | | \$57,375.00 |

Health Services:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|--------------------------------------|-----------------------|--|-----------------------|--|
| 50 List Positions | | | | |
| 51 See contracted services | | | | |
| 52 | | | | |
| 53 | | | | |
| 54 | | | | |
| 55 Subtotal: | | | | |
| 56 Fringe Benefits (rate used _____) | | | | |
| 57 Total Health Services: | | | | |

Media Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 58 List Positions | | |
| 59 See contracted services | | |
| 60 | | |
| 61 | | |
| 62 | | |
| 63 Subtotal: | | |
| 64 Fringe Benefits (rate used _____) | | |
| 65 Total Media Services: | | |

Fiscal Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 66 List Positions | | |
| 67 See contracted services, auditor | | |
| 68 | | |
| 69 | | |
| 70 | | |
| 71 Subtotal: | | |
| 72 Fringe Benefits (rate used _____) | | |
| 73 Total Fiscal Services: | | |

Maintenance and Operation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--|-----------------------|-----------------------|
| 74 List Positions | | |
| 75 Office Manager | 1 | 1 |
| 76 | | |
| 77 | | |
| 78 | | |
| 79 Subtotal: | \$35,000.00 | \$35,700.00 |
| 80 Fringe Benefits (rate used 25%) | \$8,750.00 | \$8,925.00 |
| 81 Total Maintenance and Operation: | \$43,750.00 | \$44,625.00 |

Pupil Transportation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--|-----------------------|-----------------------|
| 82 List Positions | | |
| 83 waiver | | |
| 84 Special Ed driver (if IEP requires) | 0.25 | 0.25 |
| 85 | | |
| 86 | | |
| 87 Subtotal: | \$7,500.00 | \$7,650.00 |
| 88 Fringe Benefits (rate used 25%) | \$1,875.00 | \$1,912.50 |
| 89 Total Pupil Transportation: | \$9,375.00 | \$9,562.50 |

| Food Services: | | 2014-2015 | | 2015-2016 | |
|-----------------------|---------------------------------|-----------|-------------|-----------|-------------|
| List Positions | | No. FTEs | | No. FTEs | |
| 90 | Food service | 1.5 | \$30,000.00 | 1.5 | \$30,600.00 |
| 91 | | | | | |
| 92 | | | | | |
| 93 | | | | | |
| 94 | | | | | |
| 95 | Subtotal: | | \$45,000.00 | | \$45,900.00 |
| 96 | Fringe Benefits (rate used 25%) | | \$11,250.00 | | \$11,475.00 |
| 97 | Total Food Services: | | \$56,250.00 | | \$57,375.00 |

| Data Processing: | | 2014-2015 | | 2015-2016 | |
|-------------------------|-----------------------------------|-----------|--|-----------|--|
| List Positions | | No. FTEs | | No. FTEs | |
| 98 | n/a | | | | |
| 99 | | | | | |
| 100 | | | | | |
| 101 | | | | | |
| 102 | | | | | |
| 103 | Subtotal: | | | | |
| 104 | Fringe Benefits (rate used _____) | | | | |
| 105 | Total Data Processing: | | | | |

| Substitute Personnel: | | 2014-2015 | | 2015-2016 | |
|------------------------------|--|-----------|-------------|-----------|-------------|
| | | No. FTEs | | No. FTEs | |
| 106 | Number of Certified Substitutes 1 | 0.25 | \$45,000.00 | 0.25 | \$45,900.00 |
| 107 | Number of Classified Substitutes | | | | |
| 108 | Subtotal: | | \$11,250.00 | | \$11,475.00 |
| 109 | Certified Fringe Benefits (rate used 25%) | | \$2,812.50 | | \$2,868.75 |
| 110 | Classified Fringe Benefits (rate used _____) | | | | |
| 111 | Total Substitute Personnel: | | \$14,062.50 | | \$14,343.75 |

| | | | | | |
|-----|---|--|--------------|--|--------------|
| 112 | TOTAL EXPENDITURES FOR SALARIES: | | \$749,375.00 | | \$763,875.00 |
|-----|---|--|--------------|--|--------------|

**Public Charter School Application
Estimated Budget Template**

REVENUES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---|---|------------------------------|------------------------------|
| State Public Charter School Aid: | | | |
| | 2014-2015 | | |
| 1 | No. of Students <u>200</u> x <u>\$6,521.00</u> State Foundation Funding | <u>\$1,304,200.00</u> | |
| 2 | No. of Students <u>200</u> x <u>\$44.00</u> Professional Development | <u>\$8,800.00</u> | |
| 3 | No. of Students <u>200</u> x <u>\$1,549.00</u> eligible rate* NSL Funding | <u>\$309,800.00</u> | |
| 4 | No. of Students _____ x _____ Other: <i>Explain Below</i> | | |
| 5 | | | |
| | 2015-2016 | | |
| 6 | No. of Students <u>200</u> x <u>\$6,521.00</u> State Foundation Funding | | <u>\$1,304,200.00</u> |
| 7 | No. of Students <u>200</u> x <u>\$44.00</u> Professional Development | | <u>\$8,800.00</u> |
| 8 | No. of Students <u>200</u> x <u>\$1,549.00</u> eligible rate* NSL Funding | | <u>\$309,800.00</u> |
| 9 | No. of Students <u>10</u> x <u>\$4,200.00</u> Other: <i>Explain Below</i> | | <u>\$42,000.00</u> |
| 10 | <u>ALE reimbursement</u> | | |
| 11 | Total State Charter School Aid: | <u><u>\$1,622,800.00</u></u> | <u><u>\$1,664,800.00</u></u> |
| Other Sources of Revenues: | | | |
| <i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i> | | | |
| 12 | Private Donations or Gifts | | |
| 13 | Federal Grants (List the amount) | | |
| 14 | Special Grants (List the amount) | | |
| | Other (<i>Specifically Describe</i>) | | |
| 15 | <u>Estimated Title I and IDEA Funding</u> | <u>\$0.00</u> | <u>\$0.00</u> |
| 16 | Total Other Sources of Revenues: | <u><u>\$0.00</u></u> | <u><u>\$0.00</u></u> |
| 17 | TOTAL REVENUES: | <u><u>\$1,622,800.00</u></u> | <u><u>\$1,664,800.00</u></u> |

EXPENDITURES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------|---|----------------------------|----------------------------|
| Administration: | | | |
| 18 | Salaries and Benefits | <u>\$168,125.00</u> | <u>\$171,000.00</u> |
| | Purchased Services - List Vendors Below | | |
| 19 | V - AD 1 <u>Student Outreach, Recruitment & Retention</u> | <u>\$15,000.00</u> | <u>\$15,300.00</u> |
| 20 | V - AD 2 _____ | | |
| 21 | V - AD 3 _____ | | |
| 22 | V - AD 4 _____ | | |
| 23 | V - AD 5 _____ | | |
| 24 | Supplies and Materials | | |
| 25 | Equipment | | |
| 26 | Other (List Below) | | |
| 27 | _____ | | |
| 28 | _____ | | |
| 29 | _____ | | |
| 30 | _____ | | |
| 31 | Total Administration: | <u><u>\$183,125.00</u></u> | <u><u>\$186,300.00</u></u> |

| Regular Classroom Instruction: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---------------------------------------|---|--------------------------|--------------------------|
| 32 | Salaries and Benefits | \$290,625.00 | \$296,437.50 |
| | Purchased Services - List Vendors Below | | |
| 33 | V - CI 1 _____ | _____ | _____ |
| 34 | V - CI 2 _____ | _____ | _____ |
| 35 | V - CI 3 _____ | _____ | _____ |
| 36 | V - CI 4 _____ | _____ | _____ |
| 37 | V - CI 5 _____ | _____ | _____ |
| 38 | Supplies and Materials | \$20,000.00 | \$20,400.00 |
| 39 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 40 | Curriculum & Instruction Support | \$342,215.00 | \$360,619.00 |
| 41 | Training & Travel | \$5,000.00 | \$5,100.00 |
| 42 | _____ | _____ | _____ |
| 43 | _____ | _____ | _____ |
| 44 | _____ | _____ | _____ |
| 45 | Total Regular Classroom Instruction: | <u>\$657,840.00</u> | <u>\$682,556.50</u> |
| | | | |
| Special Education: | | | |
| 46 | Salaries and Benefits | \$68,750.00 | \$70,125.00 |
| | Purchased Services - List Vendors Below | | |
| 47 | V - SE1 _____ | _____ | _____ |
| 48 | V - SE 2 _____ | _____ | _____ |
| 49 | V - SE 3 _____ | _____ | _____ |
| 50 | V - SE 4 _____ | _____ | _____ |
| 51 | V - SE 5 _____ | _____ | _____ |
| 52 | Supplies and Materials | \$2,000.00 | \$2,000.00 |
| 53 | Equipment | \$5,000.00 | \$5,000.00 |
| | Other (List Below) | _____ | _____ |
| 54 | _____ | _____ | _____ |
| 55 | _____ | _____ | _____ |
| 56 | _____ | _____ | _____ |
| 57 | _____ | _____ | _____ |
| 58 | _____ | _____ | _____ |
| 59 | Total Special Education: | <u>\$75,750.00</u> | <u>\$77,125.00</u> |
| | | | |
| Gifted and Talented Program: | | | |
| 60 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 61 | V - GT1 _____ | _____ | _____ |
| 62 | V - GT2 _____ | _____ | _____ |
| 63 | V - GT3 _____ | _____ | _____ |
| 64 | V - GT4 _____ | _____ | _____ |
| 65 | V - GT5 _____ | _____ | _____ |
| 66 | Supplies and Materials | _____ | _____ |
| 67 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 68 | _____ | _____ | _____ |
| 69 | _____ | _____ | _____ |
| 70 | _____ | _____ | _____ |
| 71 | _____ | _____ | _____ |
| 72 | _____ | _____ | _____ |
| 73 | Total Gifted and Talented Program: | <u>\$0.00</u> | <u>\$0.00</u> |

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount: 2015-2016 Amount:
\$28,125.00 \$28,687.50

| | | | |
|----|--|--------------------|--------------------|
| 74 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 75 | V - ALE1 _____ | | |
| 76 | V - ALE2 _____ | | |
| 77 | V - ALE3 _____ | | |
| 78 | V - ALE4 _____ | | |
| 79 | V - ALE5 _____ | | |
| 80 | Supplies and Materials | | |
| 81 | Equipment | | |
| | Other (List Below) | | |
| 82 | _____ | | |
| 83 | _____ | | |
| 84 | _____ | | |
| 85 | _____ | | |
| 86 | _____ | | |
| 87 | Total Alternative Education Program/ Alternative Learning Environments: | <u>\$28,125.00</u> | <u>\$28,687.50</u> |

English Language Learner Program:

\$14,062.50 \$14,343.75

| | | | |
|-----|--|--------------------|--------------------|
| 88 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 89 | V - ELL1 _____ | | |
| 90 | V - ELL2 _____ | | |
| 91 | V - ELL3 _____ | | |
| 92 | V - ELL4 _____ | | |
| 93 | V - ELL5 _____ | | |
| 94 | Supplies and Materials | <u>\$2,000.00</u> | <u>\$2,000.00</u> |
| 95 | Equipment | | |
| | Other (List Below) | | |
| 96 | _____ | | |
| 97 | _____ | | |
| 98 | _____ | | |
| 99 | _____ | | |
| 100 | _____ | | |
| 101 | Total English Language Learner Program: | <u>\$16,062.50</u> | <u>\$16,343.75</u> |

Guidance Services:

\$56,250.00 \$57,375.00

| | | | |
|-----|---|--------------------|--------------------|
| 102 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 103 | V - GS1 _____ | | |
| 104 | V - GS2 _____ | | |
| 105 | V - GS3 _____ | | |
| 106 | V - GS4 _____ | | |
| 107 | V - GS5 _____ | | |
| 108 | Supplies and Materials | | |
| 109 | Equipment | | |
| | Other (List Below) | | |
| 110 | _____ | | |
| 111 | _____ | | |
| 112 | _____ | | |
| 113 | _____ | | |
| 114 | _____ | | |
| 115 | Total Guidance Services: | <u>\$56,250.00</u> | <u>\$57,375.00</u> |

| Health Services: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|---|--------------------------|--------------------------|
| 116 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 117 | V - HS1 | | |
| 118 | V - HS2 | | |
| 119 | V - HS3 | | |
| 120 | V - HS4 | | |
| 121 | V - HS5 | | |
| 122 | Supplies and Materials | | |
| 123 | Equipment | \$5,000.00 | |
| | Other (List Below) | | |
| 124 | Contracted Services | \$5,000.00 | \$5,000.00 |
| 125 | | | |
| 126 | | | |
| 127 | | | |
| 128 | | | |
| 129 | Total Health Services: | <u>\$10,000.00</u> | <u>\$5,000.00</u> |
| | | | |
| Media Services: | | | |
| 130 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 131 | V - MS1 | | |
| 132 | V - MS2 | | |
| 133 | V - MS3 | | |
| 134 | V - MS4 | | |
| 135 | V - MS5 | | |
| 136 | Supplies and Materials | | |
| 137 | Equipment | | |
| | Other (List Below) | | |
| 138 | Technology & Service Desk Support | \$13,542.00 | \$13,848.00 |
| 139 | | | |
| 140 | | | |
| 141 | | | |
| 142 | | | |
| 143 | Total Media Services: | <u>\$13,542.00</u> | <u>\$13,848.00</u> |
| | | | |
| Fiscal Services: | | | |
| 144 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 145 | V - FS1 Audit, Hudson, Cisne & Co. LLP, Little Rock | | \$10,000.00 |
| 146 | V - FS2 | | |
| 147 | V - FS3 | | |
| 148 | V - FS4 | | |
| 149 | V - FS5 | | |
| 150 | Supplies and Materials | | |
| 151 | Equipment | | |
| | Other (List Below) | | |
| 152 | | | |
| 153 | | | |
| 154 | | | |
| 155 | | | |
| 156 | | | |
| 157 | Total Fiscal Services: | | <u>\$10,000.00</u> |

| Maintenance and Operation: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----------------------------------|--|--------------------------|--------------------------|
| 158 | Salaries and Benefits | \$43,750.00 | \$44,625.00 |
| | Purchased Services - List Vendors Below INCLUDE UTILITIES | | |
| 159 | V - MO1 Custodial | \$24,000.00 | \$24,480.00 |
| 160 | V - MO2 Utilities (water/Sewer, gas/electric) | \$12,000.00 | \$12,240.00 |
| 161 | V - MO3 Phone/Internet | \$24,000.00 | \$24,480.00 |
| 162 | V - MO4 | | |
| 163 | V - MO5 | | |
| 164 | Supplies and Materials | | |
| 165 | Equipment | | |
| 166 | Other (List Below) | | |
| 167 | | | |
| 168 | | | |
| 169 | | | |
| 170 | | | |
| 171 | Total Maintenance and Operation: | \$103,750.00 | \$105,825.00 |
| Pupil Transportation: | | | |
| 172 | Salaries and Benefits | \$9,375.00 | \$9,562.50 |
| | Purchased Services - List Vendors Below | | |
| 173 | V - PT1 | | |
| 174 | V - PT2 | | |
| 175 | V - PT3 | | |
| 176 | V - PT4 | | |
| 177 | V - PT5 | | |
| 178 | Supplies and Materials | | |
| 179 | Equipment | | |
| 180 | Other (List Below) | | |
| 181 | | | |
| 182 | | | |
| 183 | | | |
| 184 | | | |
| 185 | Total Pupil Transportation: | \$9,375.00 | \$9,562.50 |
| Food Services: | | | |
| 186 | Salaries and Benefits | \$56,250.00 | \$57,375.00 |
| | Purchased Services - List Vendors Below | | |
| 187 | V - FD1 | | |
| 188 | V - FD2 | | |
| 189 | V - FD3 | | |
| 190 | V - FD4 | | |
| 191 | V - FD5 | | |
| 192 | Supplies and Materials | | |
| 193 | Equipment | | |
| | Other (List Below) | | |
| 194 | Food Services | \$111,750.00 | \$113,985.00 |
| 195 | | | |
| 196 | | | |
| 197 | | | |
| 198 | | | |
| 199 | Total Food Services: | \$168,000.00 | \$171,360.00 |

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----|---|--------------------------|--------------------------|
| 200 | Data Processing: | | |
| | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 201 | V - DP1 | | |
| 202 | V - DP2 | | |
| 203 | V - DP3 | | |
| 204 | V - DP4 | | |
| 205 | V - DP5 | | |
| 206 | Supplies and Materials | | |
| 207 | Equipment | | |
| | Other (List Below) | | |
| 208 | | | |
| 209 | | | |
| 210 | | | |
| 211 | | | |
| 212 | | | |
| 213 | Total Data Processing: | | |
| | Substitute Personnel: | | |
| 214 | Salaries and Benefits | <u>\$14,062.50</u> | <u>\$14,343.75</u> |
| | Purchased Services - List Vendors Below | | |
| 215 | V - SB1 | | |
| 216 | V - SB2 | | |
| 217 | V - SB3 | | |
| 218 | V - SB4 | | |
| 219 | V - SB5 | | |
| 220 | Total Substitute Personnel: | <u>\$14,062.50</u> | <u>\$14,343.75</u> |
| | Facilities: | | |
| 221 | Lease/Purchase Contract for One Full Year | <u>\$30,000.00</u> | <u>\$30,000.00</u> |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | Facility Branding | <u>\$1,500.00</u> | <u>\$1,530.00</u> |
| 223 | Facility Maintenance | <u>\$26,000.00</u> | <u>\$26,120.00</u> |
| 224 | | | |
| 225 | | | |
| 226 | | | |
| 227 | | | |
| 228 | | | |
| 229 | Property Insurance for One Full Year | <u>\$25,588.00</u> | <u>\$25,988.00</u> |
| 230 | Content Insurance for One Full Year | | |
| 231 | Total Facilities: | <u>\$83,088.00</u> | <u>\$83,638.00</u> |

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----|---|------------------------------|------------------------------|
| | Debt Expenditures: | | |
| | List Debts Below | | |
| 232 | Debit service (related to technology & furniture) | <u>\$75,335.00</u> | <u>\$75,335.00</u> |
| 233 | _____ | _____ | _____ |
| 234 | _____ | _____ | _____ |
| | Total Debts: | <u><u>\$75,335.00</u></u> | <u><u>\$75,335.00</u></u> |
| | Other Expenditures: | | |
| | List Other Expenditures Below | | |
| 235 | Management fee | <u>\$100,000.00</u> | <u>\$100,000.00</u> |
| 236 | _____ | _____ | _____ |
| 237 | _____ | _____ | _____ |
| 238 | _____ | _____ | _____ |
| 239 | _____ | _____ | _____ |
| 240 | _____ | _____ | _____ |
| 241 | TOTAL EXPENDITURES: | <u><u>\$1,594,305.00</u></u> | <u><u>\$1,637,300.00</u></u> |
| 242 | Net Revenue over Expenditures: | <u><u>\$28,495.00</u></u> | <u><u>\$27,500.00</u></u> |

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

NEWSPAPER ARTICLES

THURSDAY, AUGUST 29, 2013



THE OSCEOLA TIMES

Serving South Mississippi County Since 1870

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• 75 Cents

Charter School application underway

By SANDRA BRAND
Times Editor

If a well-laid plan goes accordingly, Osceola will soon be home to yet another public charter school.

Organizer Sally Wilson explained at a public hearing Thursday night, a Magic Johnson Bridgescape Academy, in cooperation with America's Promise Alliance, could be built off Interstate 55 at the Osceola exit.

The school is in the application phase now, Wilson explained.

The Arkansas Department of Education will vote on the charter application in early November.

Administrators with the South Mississippi County School District will then be able to give their input.

If all goes well, Wilson said the new school will begin classes with the fall

2014 semester at its portable building campus.

So, exactly what is a Magic Johnson Bridgescape Academy?

Wilson and Mike Malone with Edison Learning explained the MJA focuses on high school drop-outs, particularly ages 18-22.

"Every 26 seconds in the United States, a student drops out of school," Wilson said.

In Arkansas, this means a \$10,780 annual loss of economic benefit for each non-graduate.

Mississippi County has an average of 200 young people every year failing to graduate high school, according to Wilson.

"The economic benefit not gained from Mississippi County's 211 non-graduates of the class of 2012 could be as much as \$2.3 million annually," Wilson stated using a



Sally Wilson and Mike Malone

graphic chart to make her point. "And, the economic benefit not gained from Mississippi County's 170 non-graduates of the class of 2011 could be as much as \$1.8 million annually."

A MJ Bridgescape center will operate in a "blended learning environment."

Classes will be taught online, however, there will

be an in-class teacher for guidance and counseling.

Although younger students can not be excluded by law, Wilson said this charter school will mean eight hours of classes with no extracurricular activities.

An application has also been filed to place a MJA in Crittenden County.



...a Martin
...a of Osceola.
...im's family was
...bson received
...um penalty al-
...his charges.
...Betty Zieba said
...ves he should
...a charged with
...e murder.
...s some light,
...at the end for
...s sister gave
...baby boy on the
...Gibson was sen-
...prison. She
...n "Josh."

...n the banks of the Mighty Mississippi - headline Catfish Festival

...r brother Mason died of a track "Tonight I Wanna Be That





Since 1898 • Blytheville, Arkansas

BLYTHEVILLE COURIER NEWS

THURSDAY

August 29, 2013

75 cents

Support Live Music making return to Ritz

By **CHRIS PINKARD**
Blytheville Courier News

After a 12-month hiatus, the Arts Council of Mississippi County is bringing back its Support Live Music fundraiser and is looking to attract a more diverse range of bands and audiences this time around.

The Arts Council first began Support Live Music in 2005 as a way to offer area musicians an opportunity to play in a setting with professional sound and lighting while they build their chops as a band. The quarterly event also served as a regular fundraiser for the Arts Council.

The Council is now looking to bolster new support for its long-running Support Live Music fundraiser by encouraging all musicians and bands, regardless of genre, to come out and participate in the event. According to Assistant Director Ken Jackson, the event had unintentionally become a showcase for rock bands, with little to no representation from other genres such as country or classical music.

Jackson said organizers hope to turn this around with the fundraiser's return. Last year, after having to cancel a couple of events because of lack of interest, the Council decided to put Support Live Music on hold until more interest could be generated, according to Jackson.

"We ended up having to cancel our last few shows because of the bands — not having enough bands sign up," Jackson said. "So we decided when the bands come back and want to play, we'll bring back Support Live Music."

Jackson said recently he's been approached numerous times about Support Live Music and figures it's time to give it another shot.

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Jackson said recently he's been approached numerous times about Support Live Music and figures it's time to give it another shot.

• See **Music**, Page 3

Osceola seeks charter school

By **SANDRA BRAND**
Osceola Times

If a well-laid plan goes accordingly, Osceola will soon be home to yet another public charter school.

Organizer Sally Wilson explained at a public hearing Thursday night, a Magic Johnson

Bridgescape Academy, in cooperation with America's Promise Alliance, could be built off Interstate 55 at the Osceola exit.

The school is in the application phase now, Wilson explained.

The Arkansas Department of Education will vote on the charter application in early November.

Administrators with the South Mississippi County School District will then be able to give their input. If all goes well, Wilson said the new school will begin classes with the fall 2014 semester at its portable building campus.

So, exactly what is a Magic Johnson

• See **Charter**, Page 3

Big Catch Catfish Fest Sept. 7

Osceola Times

The Osceola/South Mississippi County Chamber of Commerce will host the second annual Big Catch Catfish Festival Saturday, Sept. 7, at the Sans Souci Park on the banks of the Mississippi River.

Headlining this year's festival will be country music star Andy Griggs.

The 40-year old Monroe, La., native has seen six of his songs crack the top 10 of the U.S. country charts during a 14-year career.

Griggs' early music was heavily influenced by the sounds of Merle Haggard, but turned toward the outlaw country of Waylon Jennings and Hank Williams and

• See **Festival**, Page 3



TODAY'S GLANCE

WEATHER

| Today | Friday | Saturday | Sunday |
|--|---|---|---|
|  |  |  |  |
| 95/71 | 95/72 | 94/71 | 94/70 |

FORECAST

Today: Sunny. Highs in the mid-90s. Northwest winds around 5 mph.
Tonight: Clear. Lows in the lower 70s. Light and variable winds.
Friday: Sunny. Highs in the mid-90s. Southwest winds around 5 mph.
Friday night: Partly cloudy. Lows in the lower 70s. Light and variable winds.
Saturday: Mostly sunny. Highs in the mid-90s. Southwest winds 5 to 10 mph.
Saturday night and Sunday: A 20 percent chance of showers.

Books and educational supplies to promote reading readiness and help parents have productive quality time with their children. For more information or to sign up, call Kandace McDonald at 870-776-1054, ext. 40.

The Mississippi County Single Parent Scholarship Fund is now accepting applications for the fall 2013 semester. The deadline to apply is Sept. 19. For more information, visit www.aspsf.org, or find the group on Facebook.

UPCOMING EVENTS

Today
The Blytheville Rotary Club will meet at noon at the Blytheville Country Club.

Saturday
Blytheville Social Arts Club, Juniors Achievers Boys Club and O.C. Shivers Girls Club will have their annual fundraiser — pork shoulders and slabs of ribs by Harry Myers Barbecue from 10 a.m.-noon at Harry Myers Barbecue on South Lockard Street. Shoulders are \$25, and ribs are \$20. Tickets can be purchased from any club member or purchases can be made on site.

Monday
Labor Day. The Courier News will be closed.
Local schools will be out of session in commemoration of

Plan to arm teachers defended

LITTLE ROCK, Ark. (AP) — The superintendents of two Arkansas school districts defended training teachers and staff as volunteer security guards before a legislative panel looking at whether changes in state law are needed after a licensing panel blocked the schools' efforts to arm employees.

The superintendents of the Clarksville and Lake Hamilton school districts said they believed their plans to arm employees under a little-known state licensing law was the best way to protect students from deadly shootings. The state panel that licenses private security guards has temporarily suspended the licenses of the two districts, plus 11 others, as it considers revoking them

security firms, allowing them to arm some employees. State law prohibits guns on campus, but an exception is included for licensed security guards.

The Arkansas Board of Private Investigators and Private Security Agencies earlier this month blocked the licenses and is considering revoking them permanently. The panel agreed with Attorney General Dustin McDaniel's opinion that the state did not have the authority to allow districts to employ their teachers and staff as security guards.

Jeremy Hutchinson, chairman of the Senate Judiciary Committee, said lawmakers may need next year to act to allow the districts to arm employees if the board revokes the licenses.

Hutchinson said another proposal he's considering is making the names of employees allowed to carry weapons on campus exempt from the state's Freedom of Information Act. McDaniel in a separate opinion told the Clarksville district it couldn't withhold the names of the teachers it had trained to work as volunteer guards.

The Lake Hamilton School District has been using the same licensing law for years to train a handful of administrators as security guards, but the guns are locked away and not carried by the administrators during the school day.

Steve Anderson, the school's superintendent, told lawmakers the

Charter: School would target potential drop-outs

From Page 1

Bridgescape Academy? Wilson and Mike Malone with Edison Learning explained the MJA focuses on high school dropouts, particularly ages 18-22.

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this means a \$10,780 annual loss of economic benefit for each non-graduate.

Mississippi County has an average of 200 young people every year failing to graduate high school, according to Wilson.

"The economic benefit not gained from Mississippi County's 211 non-graduates of the class of 2012 could be as much as \$2.3 million annually," Wilson said, using a graphic chart to make her point. "And, the economic benefit not gained from Mississippi County's 170 non-graduates of the class of

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An application has also been filed to place a MJA in Crittenden County.

Festival: Andy Griggs

"She Thinks She Needs Me" and "If Heaven" go all the way to No. 5 in 2004. "If Heaven" marked

company with this record label, RCA Nashville. In 2008, he released a fourth album, "The Good

tions with "Tattoo Rose" and "What If It's Me" cracking the top 60.

Griggs released his fifth

ATTENDANCE SHEETS FROM PUBLIC HEARING

Young Adult Magic Johnson Bridgescape Academy of Mississippi County

Date: Thursday, August 22, 2013

Public Meeting 5:00

| <u>Name</u> | <u>Position</u> | <u>City & State of your residence</u> | <u>Parent (check here)</u> | <u>Comment</u> |
|------------------|-------------------------------------|---|-------------------------------------|----------------|
| Rev Jerry Hill | pastor FUMC | Osceola AR | <input type="checkbox"/> | |
| Chris Brashear | | OSCEOLA AR | <input type="checkbox"/> | |
| L. Denise Hester | Director Miss. Co. Literacy C/NL | OSCEOLA, AR | <input type="checkbox"/> | |
| Bob | Surv. probation | OSCEOLA, AR | <input checked="" type="checkbox"/> | |
| Ralph Wilson J | Circuit Judge | OSCEOLA, AR | <input type="checkbox"/> | |
| Tyler Dungey | ALDERMAN | OSCEOLA AR | <input type="checkbox"/> | |
| Jay | SUPV | SMC SCHOOLS | <input type="checkbox"/> | |
| Mary Ann Wilson | | OSCEOLA, AR | <input type="checkbox"/> | |
| Sandra Brand | OSCEOLA Times | | <input type="checkbox"/> | |
| Ann Tucker | Exec Dir OSMC Chamber | OSCEOLA AR | <input checked="" type="checkbox"/> | |
| BO Bone | ICA | OSCEOLA AR | <input type="checkbox"/> | |
| Sally Malone | | St Wayne, IN | <input type="checkbox"/> | |
| Mike Malone | Edison | Ft. Wayne, IN | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | |

Young Adult Magic Johnson Bridgescape Academy of
Mississippi County

“I oppose this charter school for Mississippi County”

Date: Thursday, August 22, 2013

Please sign your name _____

Please write the name of the city where you live

M: 3.2

Young Adult Magic Johnson Bridgescape Academy of Mississippi County

Date: Thursday, August 22, 2013

Chamber 3:00

| <u>Name</u> | <u>Position</u> | <u>City & State of your residence</u> | <u>Parent (check here)</u> | <u>Comment</u> |
|-----------------|-----------------|---|-------------------------------------|----------------|
| Tracy Adams | | Yonell, Ark | <input checked="" type="checkbox"/> | |
| Ross John Adams | | Yonell, Ark | <input checked="" type="checkbox"/> | |
| Salby Wilson | OCBA | Osceola | <input type="checkbox"/> | |
| Jonny Rahn | | Osceola | <input type="checkbox"/> | |
| Nicki Komen | City | OSP | <input type="checkbox"/> | |
| Freddy Ware | ASP | Luxon, AR | <input type="checkbox"/> | |
| Annii Tucker | Exec Dir | Osceola, AR | <input type="checkbox"/> | |
| Ralph Wilson | | Osceola, AR | <input type="checkbox"/> | |
| Debra Felske | | Osceola, AR | <input type="checkbox"/> | |
| TYLER DUNEGAN | | OSCEOLA, AR | <input type="checkbox"/> | |
| Mike Malone | Edison | ft. Wayne, IN. | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | |

POWERPOINT PRESENTATION



MAGIC JOHNSON BRIDGESCAPE ACADEMIES



INTRODUCTION

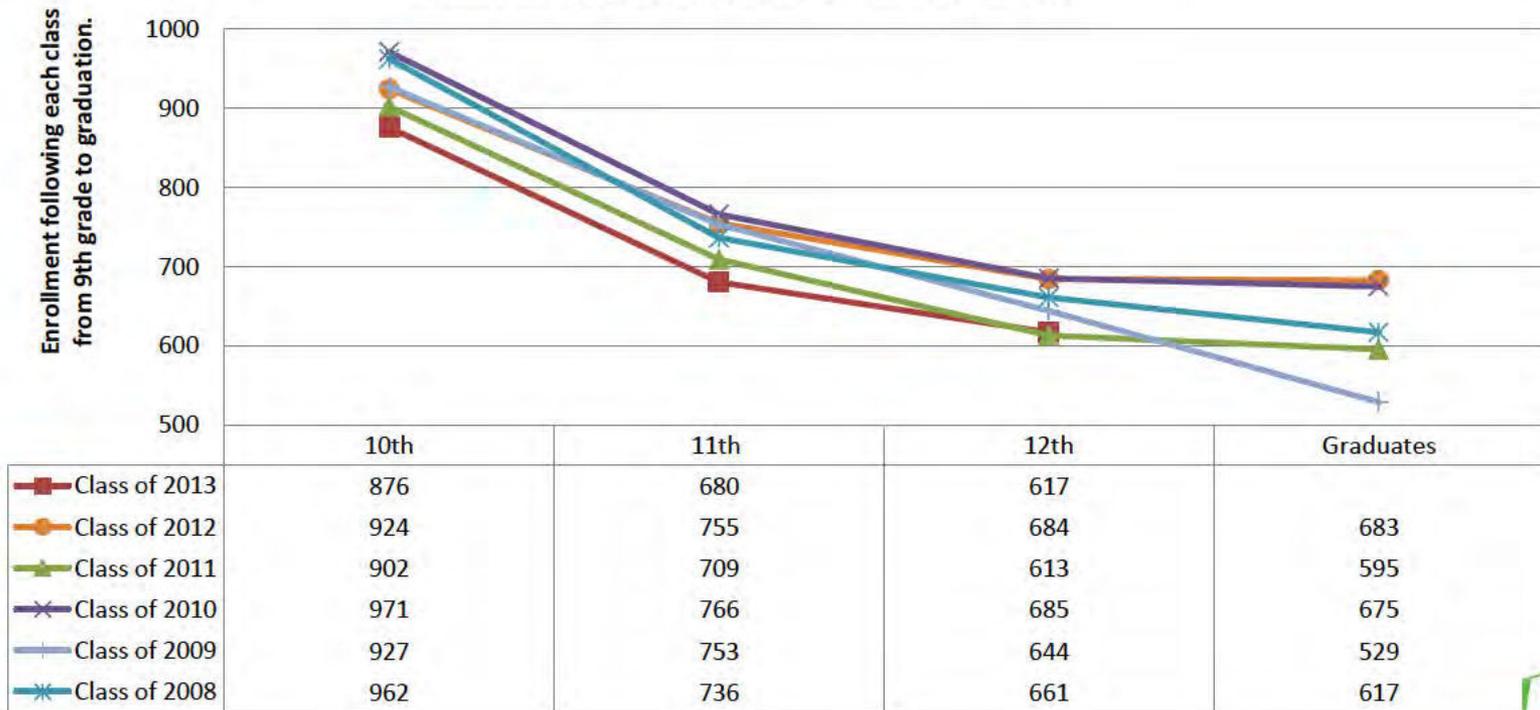
- Welcome
- Presenters:
 - Sally Wilson, OCBA President
 - Mike Malone, EdisonLearning
- Please sign the attendance sheet
- Please register any objections to this charter application on the “I oppose” sheet.

INTRODUCTION: OCBA AND EDISONLEARNING

- Osceola Communication, Business and Arts, Inc. (OCBA), a local non-profit, is applying to the ADE to establish two new charter schools: The Young Adult Magic Johnson Bridgescape Academies.
 - One academy in South Mississippi County.
 - One academy in Crittenden County.
- OCBA has experience with charter applications and is dedicated to working with the youth in the community.
- In partnership with EdisonLearning, OCBA will provide at-risk youth in the local community an alternative path to obtain a high school diploma.

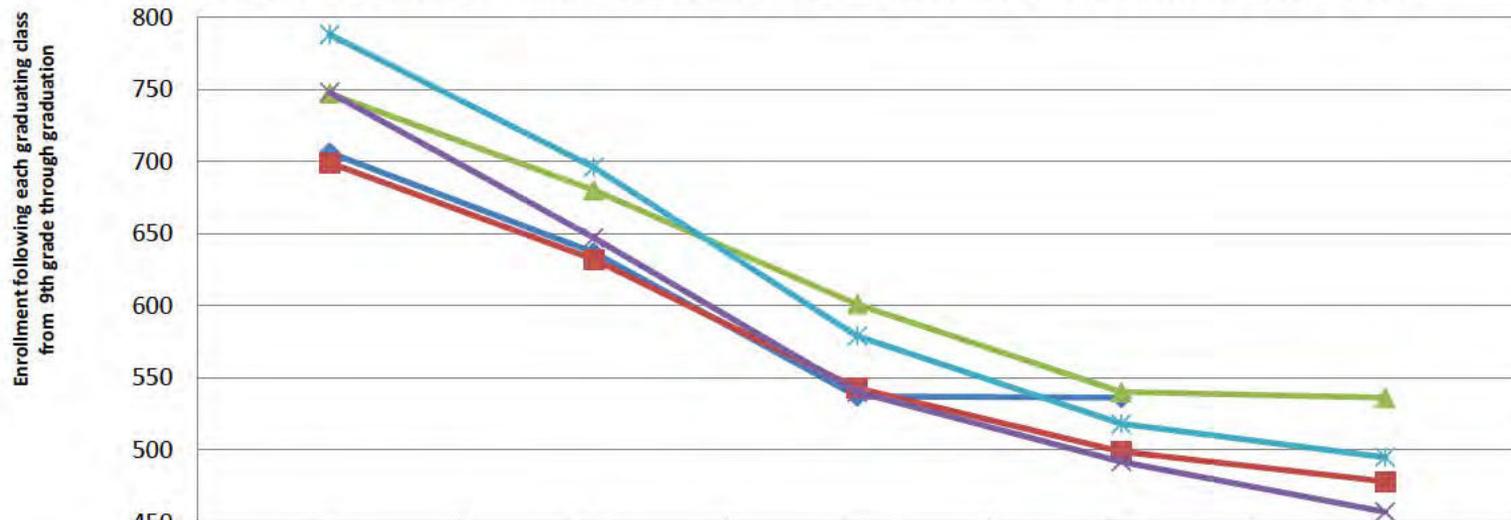
DROPOUT CRISIS IN CRITTENDEN COUNTY

Declining enrollment of cohort groups
Crittenden CO's graduating classes between 2008 and 2013



DROPOUT CRISIS IN SOUTH MISSISSIPPI COUNTY

Declining enrollment of Mississippi County's cohort graduating groups between 2009 & 2013



| | 9th | 10th | 11th | 12th | Grads |
|---------------|-----|------|------|------|-------|
| Class of 2013 | 706 | 637 | 537 | 536 | |
| Class of 2012 | 699 | 632 | 543 | 499 | 478 |
| Class of 2011 | 747 | 680 | 601 | 540 | 536 |
| Class of 2010 | 748 | 647 | 540 | 492 | 457 |
| Class of 2009 | 788 | 696 | 579 | 518 | 495 |



NATIONAL SOLUTION: AMERICA'S PROMISE ALLIANCE

Under the leadership of Founding Chairman General Colin Powell and current Chair Alma Powell, the America's Promise Alliance has become the nation's largest partnership dedicated to improving the lives of young people.



In the U.S., every 26 Seconds a student drops out of school.

AMERICA'S PROMISE
ALLIANCE



LOCAL SOLUTION: OCBA IN ARKANSAS

- America's Promise Alliance launched the Grad Nation campaign in 2010 to raise awareness and inspire action.
- Grad Nation is now a large and growing movement of dedicated individuals, organizations, and communities working together to end America's Dropout Crisis.
- OCBA is an America's Promise GradNation Community organization and is the only one in Arkansas.



OCBA members have attended the GradNation Summit for the last two years.



ECONOMIC IMPACT

- Benefits from graduating more students include increased earnings and spending, increased home sales, new jobs, increased gross state product and state tax revenue.
- GradNation reports that the annual loss of economic benefit for each non-graduate in Arkansas is **\$10,780**:
 - \$5,339 loss of additional annual income
 - \$4,195 loss of additional annual spending
 - \$1,246 loss of additional annual investment
- The economic benefit not gained in Crittenden County could be:
 - **\$2.6 million annually** for 241 non-graduates of the Class of 2012
 - **\$3.3 million annually** for 307 non-graduates of the Class of 2011
- The economic benefit not gained in South Mississippi County could be:
 - **\$2.4 million annually** for 221 non-graduates of the Class of 2012
 - **\$2.3 million annually** for 207 non-graduates of the Class of 2011

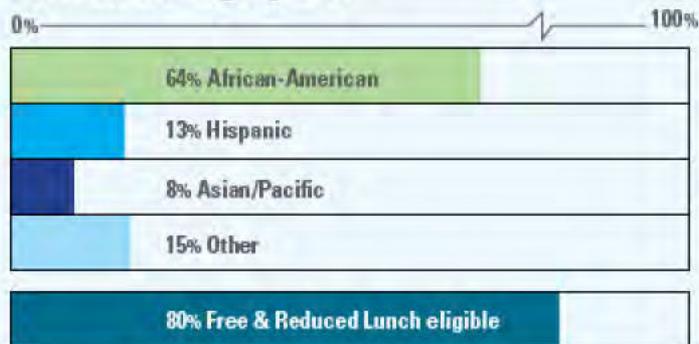
WHY EDISONLEARNING?

- Nearly 20 years experience partnering with districts and charter boards to serve at-risk students and accelerate student achievement.
- Collaborates with organizations such as Magic Johnson Enterprises and America's Promise Alliance to create programs designed to prepare future generations of young people to be contributing members of their community.

EDISONLEARNING: FACT SHEET



Student Demographics



240 Total Partnerships — All Learning Offerings

School Improvement Solutions: 204

91 School Improvement District Partnerships

15 Independent Charter Schools

55 Extended Education (Learning Force, Summer Journey & SES)

43 eValue Assessments

Virtual & Alternative Solutions: 36

17 Magic Johnson Bridgescape Academies

3 Provost Academies

16 eCourses, eSchoolware

25 States and 2 Countries (UK & Abu Dhabi)

- California
- Colorado
- Delaware
- Georgia
- Hawaii
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Maryland
- Michigan
- Minnesota
- Missouri
- New Jersey
- New York
- Nebraska
- New Mexico
- Nevada
- North Carolina
- Ohio
- Pennsylvania
- South Carolina
- Tennessee
- Virginia

MAGIC JOHNSON BRIDGESCAPE (MJB)

Magic Johnson Bridgescape Academies provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced, high-quality education in a personalized environment with a focus on successful postsecondary transitions.

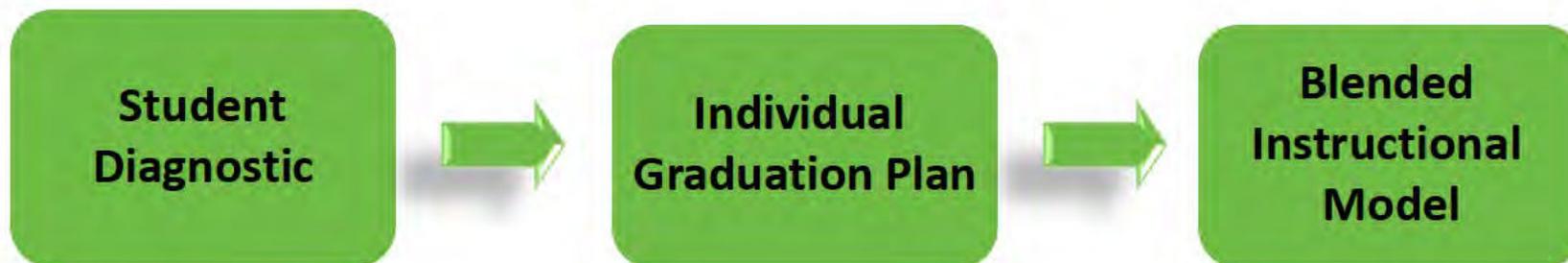
Build a Bridge to
Graduation
and **Beyond**



MJB: KEY FEATURES

- **Flexible Scheduling:** Two four-hour sessions are offered each day to meet the demands of individual student circumstances.
- **Individual Graduation Plan:** A plan is developed that addresses not only the state graduation requirements but also each student's academic and personal goals.
- **Blended Instructional Model:** Students are enrolled in eCourses (proprietary online curriculum) designed to engage students while also working with highly motivated teachers and paraprofessionals onsite.
- **Counseling and Coaching:** Teachers, paraprofessionals, and counselors create the safety net students need to succeed both in school and beyond graduation.
- **Post-Graduation Preparation:** Students receive support and resources to prepare for life after graduation, including college, military, or work.

MJB: INSTRUCTIONAL MODEL



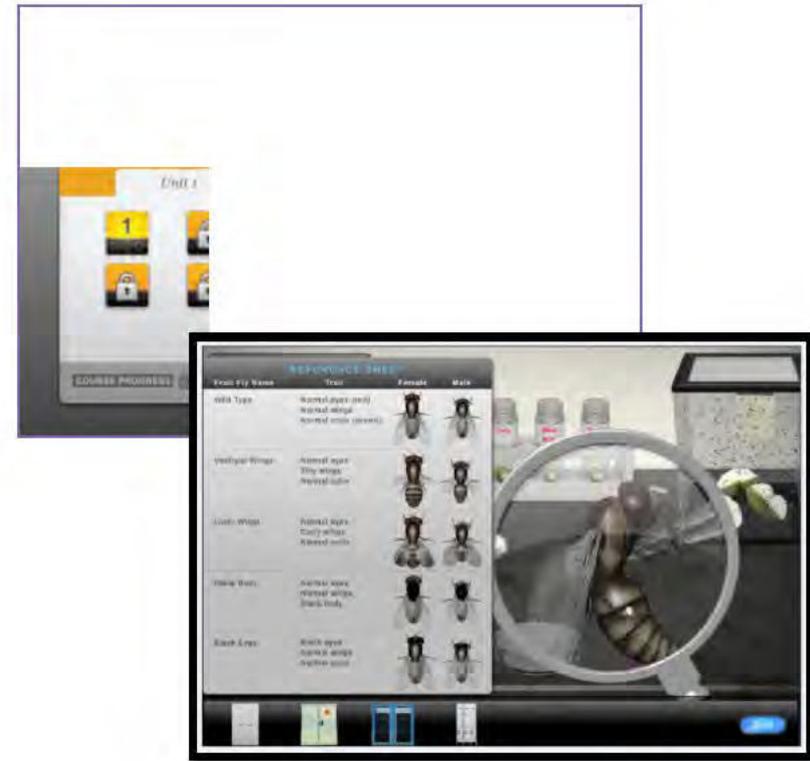
Student diagnostic provides the foundation for the differentiated instruction plan designed to ensure student success.

Teachers and paraprofessionals confer with the student to devise a unique curriculum that bridges the gap between the student and graduation, while incorporating their post graduation goals.

Primary curriculum provided online through eCourses with additional direct one-on-one and small group instruction for students.

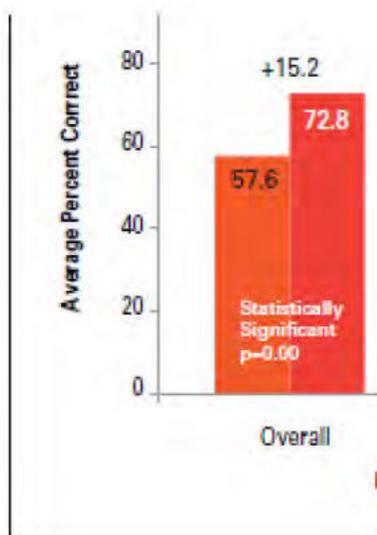
MJB: CURRICULUM

- **Self-Guided and Self-Paced:** Students can work on their own schedule.
- **Personalized:** Allow individualization and customization based on specific student needs and include a host of interactive multimedia features that support diverse learners.
- **Comprehensive and High School (9-12) Curriculum:** Courses are aligned to state standards and Common Cores State Standards.
- **Modular:** Consistent unit and lesson structure allowing students to maintain focus and motivation by accomplishing achievable goals in each lesson.
- **Dynamic Platform:** A game-like interface and visual display of progress



MJB: CURRICULUM EFFECTIVENESS

- In an independent analysis of 221 students who completed Mathematics and English/Language Arts eCourses, at-risk students demonstrated increased mastery of course content—in both Mathematics and English/Language Arts subject areas—with **gains of 13.8 to 23.5 percentage points among previously unsuccessful students.**

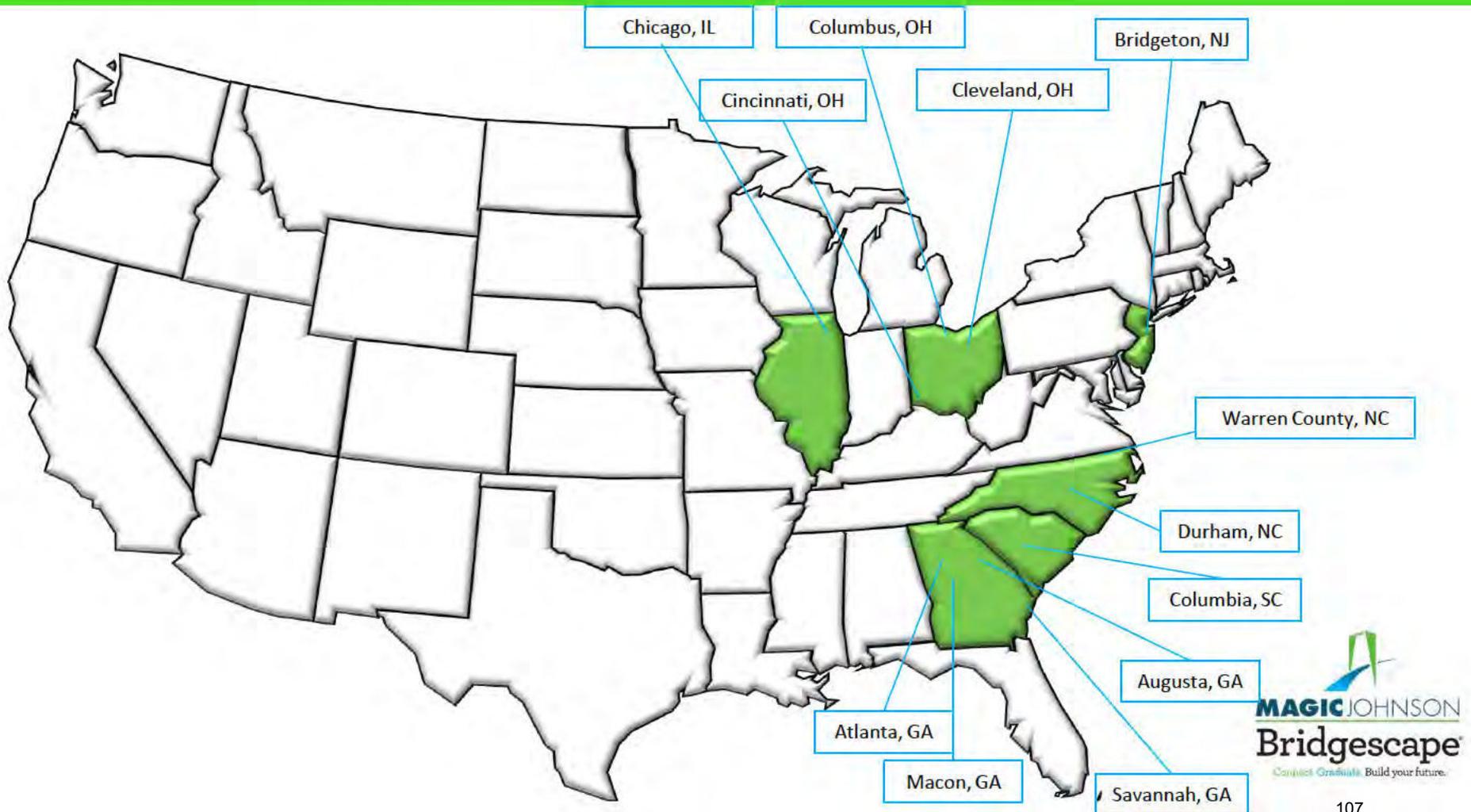


MJB: BENEFITS OF MJE ALLIANCE

- Magic Johnson Enterprises (MJE) is the #1 urban brand with a strong network of government and corporate relationships in 22 states and 98 cities
- The strategic alliance with MJB has the following benefits:
 - Offers students MJE’s Career Development Rubric and Career Exploration / Job Readiness eCourse
 - Provides students connections to workforce solutions and partner businesses; students graduating from MJB are eligible for high school to workplace or high school to college resources
 - Grants graduating students the opportunity to apply for exclusive scholarships through Magic Johnson Foundation’s Taylor Michaels Scholarship
 - Connects MJB to the “Friends of Magic” Volunteer Network



MJB: LOCATIONS NATIONWIDE



MJB: DEMOGRAPHICS

| Gender | |
|---------------------------------|----------------|
| Male | 46.0% |
| Female | 54.0% |
| Ethnicity | |
| African American | 75.2% |
| Caucasian | 14.3% |
| Hispanic | 6.3% |
| Asian American/Pacific Islander | 0.6 % |
| Special Populations | |
| Special Education Students | 16.6% |
| English Language Learners* | 0.0% |
| Age | |
| Average Age | 17.9 Years Old |

MJB: PERFORMANCE RESULTS

Graduation Rates

- Our combined **graduation rate is 69%** for the 2012-13 school year.
- We increased our total graduation rate by 5% from the 2011-12 school year to 2012-13 school year across all programs.
- Notably, in Durham, North Carolina, for the 2012-13 school year, 100% of eligible seniors graduated and 3 underclassmen also graduated as a result of accelerated coursework. Similarly in Bridgeton, New Jersey, the graduation rate was 100% and 4 underclassmen graduated

Retention Rates

- In New Jersey and North Carolina, for the 2011-12 school year, the end of year retention rates at each of the programs were 76% and 89%, respectively.
- In Ohio, between the 2010-11 and 2011-12 school years, the retention rate increased at each of the programs between 27% and 63%.

Federal and State Reporting

- In Ohio, 8 of the 10 programs met AYP for the 2011-12 school year

MJB: TESTIMONIALS

“This is a unique and innovative educational program. Our school district will continue to advance our belief that every student – given the right tools, support and environment – is capable of exceeding expectations and completing a high school education. We fully intend to prepare every student to continue onto college, attend vocational school, or enter the workforce.”

- ***Superintendent Eric J. Becoats,***
Durham Public Schools

“It makes you feel good because you know you learned a lot, and you can move to the next step...and become something bigger in life. If it weren't for this place I probably wouldn't be in school right now.”

- ***Jashar D., Student***



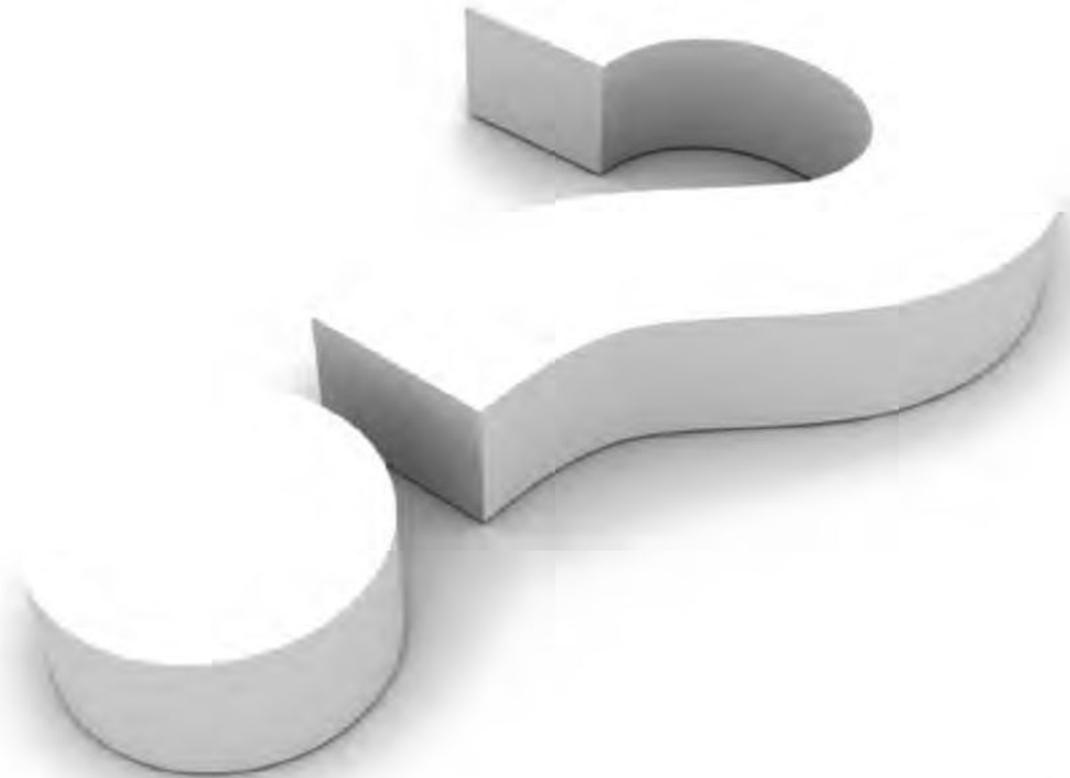
APPROVAL PROCESS AND SCHOOL GOVERNANCE

- ADE will vote on the charter applications in early November.
- OCBA will partner with EdisonLearning to establish Magic Johnson Bridgescape Academies in Crittenden and South Mississippi Counties.
- In the Young Adult Magic Johnson Bridgescape Academy application, OCBA will retain governance of the school and continue to serve as its school board.

HOW CAN YOU HELP?

- Sign the attendance sheet at the door.
- Join our non-profit corporation!
 - Membership is free through the end of the year.
 - Please let us know in the “comment” column of the sign in sheet or e-mail us at OCBAinc@yahoo.com.
- If you know of a student who would be interested in enrolling, please complete a Student Interest Form.
- Check out www.youngadultacademy.org.
- Share the information with your friends!

QUESTIONS



SAMPLE MANAGEMENT AGREEMENT

PROFESSIONAL SERVICES AGREEMENT BETWEEN

OCBA, Inc.

AND

EDISONLEARNING, INC.

THIS AGREEMENT (the “Agreement”) is made and entered into as of the __ day of _____ 2013, by and between **EDISONLEARNING, INC.**, a Delaware corporation (“EdisonLearning”), and **OCBA, Inc.** (“Charter Holder”), a nonprofit corporation organized and existing under the laws of the State of Arkansas (the “State”). EdisonLearning and the Charter Holder agree to the terms set forth below and in the appendices, exhibits and schedules attached hereto and incorporated herein.

WITNESSETH

WHEREAS, the Charter Holder has proposed establishing a charter school in accordance with the applicable provisions of the State Charter Law (as defined below) to meet the educational needs of students resident in the State;

WHEREAS, the Charter Holder desires to engage EdisonLearning to provide certain alternative educational services featuring flexible scheduling, a blended learning environment, self-paced learning options, and career and workforce readiness training to high school students to assist with learning acceleration towards graduation;

WHEREAS, EdisonLearning’s product, Magic Johnson Bridgescape™, is designed to provide alternative educational services, including flexible scheduling, a blended learning environment, self-paced learning options, and career and workforce readiness to high school students; and

WHEREAS, EdisonLearning desires to provide its Magic Johnson Bridgescape Academy, which means and includes the services described herein, to Charter Holder, subject to the terms and conditions of this Agreement.

WHEREAS, the Charter Holder, having carefully studied and evaluated EdisonLearning’s products and services, as well as several other curricular and school design options, and having determined that implementing the Magic Johnson Bridgescape™ program under the Charter Holder’s supervision and control would be beneficial to the students in its Charter School, adopts, to the extent permitted by law, EdisonLearning’s Magic Johnson Bridgescape™ program as the Charter Holder’s own educational model for the Charter School; and

WHEREAS, the Charter Holder has determined that the benefits associated with retaining EdisonLearning include, without limitation, (i) a research-based curriculum, web-based software platform for a school design that takes advantage of technology to provide a quality education and learning environment online; (ii) unique and comprehensive professional development and curriculum support

programs; (iii) an assessment and accountability system; and (iv) support services including human resource services, assistance with principal and staff recruiting, financial management and reporting, school start-up, procurement, technology, communications and legal services; and

WHEREAS, EdisonLearning and the Charter Holder understand that EdisonLearning will at all times be subject to the authority of the Charter Holder and accountable to the Charter Holder in the performance of EdisonLearning's obligations under this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein set forth, EdisonLearning and the Charter Holder do hereby agree as follows:

ARTICLE 1

DEFINITIONS

- 1.1 "Academic Year" shall mean the dates which the Educational Services under this Agreement will be available to Enrolled Students as more fully set forth in Section 5.3 of this Agreement. Educational Services shall be offered pursuant to a school calendar that is comparable to that required for other public schools in Arkansas except that Students may continue to report attendance during scheduled school holidays to the extent permitted under Arkansas law.
- 1.2 "Annual Budget" shall mean the annual budget agreed to by EdisonLearning and the Charter Holder as more fully described in Section 8.5 of this Agreement.
- 1.3 "Board" shall mean the board of directors of the Charter School.
- 1.4 "Charter Agreement" shall mean the agreement between the Chartering Authority and the Charter School. Following the final version of the Charter Agreement shall be attached hereto as Exhibit 2 as may be amended from time to time.
- 1.5 "Charter Application" shall mean the Charter School Application as approved by the Chartering Authority in 2013, which, following the Effective Date, shall be attached hereto (in CD Format) as Exhibit 1.
- 1.6 "Chartering Authority" shall mean OCBA, Inc..
- 1.7 "Charter Holder" shall mean OCBA, Inc..
- 1.8 "Charter Law" shall mean Arkansas Public Charter Schools Act of 1999. .
- 1.9 "Charter School" shall mean Young Adult MJ Bridgescape Academy, as authorized by the Chartering Authority.
- 1.10 "Educational Program" shall have the meaning set forth in Section 5.1.
- 1.11 "Eligible Students" shall mean students residing within the State of Arkansas eligible to enroll at the Charter School as defined by State law pursuant to the procedures set forth in the Charter Application and Section 4.2 of this Agreement.

- 1.12 “Enrolled Students” shall mean those Students who meet the requirements for Eligible Students and have requested and been accepted for enrollment in the Charter School.
- 1.13 “External Public Funding” shall mean the funding received by the Charter School from Federal, State and local sources as more fully set forth in Section 8.1 of this Agreement.
- 1.14 “License Agreement” shall mean the agreement entered into between the Charter Holder and EdisonLearning for the Charter School’s access to the Educational Program.
- 1.15 “Magic Johnson Bridgescape Services”, “Services” or “Educational Program” shall mean the services set forth in Section 5.1 hereof.
- 1.16 “Management Fee” shall mean the fee paid to EdisonLearning for the provision of Professional and Administrative Management Services as more fully set forth in Section 8.4 of this Agreement.
- 1.17 “Operating Cost” shall mean those certain costs paid by EdisonLearning on the Charter School’s behalf as more fully set forth in Article 8.
- 1.18 “Professional and Administrative Management Services” shall mean those services provided by EdisonLearning to the Charter School in connection with the Charter School’s operations as more fully set forth in Article 6 of this Agreement.
- 1.19 “School Calendar” shall have the meaning set forth in Section 5.3 of this Agreement.
- 1.20 “Student” is a student enrolled at the Charter School.
- 1.21 “Student Records” shall have the meaning set forth in Section 5.8 of this Agreement.
- 1.22 “Term” shall have the meaning set forth in Article 3 of this Agreement.

ARTICLE 2

RELATIONSHIP; AUTHORITY

2.1 Charter Agreement. This Agreement is contingent upon Charter Holder being granted a charter by the Chartering Authority to organize and operate a Charter School pursuant to the Charter Law. The Charter Agreement and all terms and conditions contained therein are hereby incorporated by reference into this Agreement.

2.2 Governance. The Charter Holder is governed by a Board of Directors (“Board”), which is responsible for overseeing the operations of the Charter School. Charter Holder shall provide written notice to EdisonLearning of any changes in the composition of the Board no later than five (5) business days following such change. Charter Holder anticipates having no less than ten (10) board meetings each calendar year, and that an EdisonLearning representative(s) may attend the monthly meetings.

2.3 Appointment. Under the Charter Agreement and the Charter Law, the Board is vested with all powers necessary or desirable for carrying out the Charter Holder’s program, including, but not limited to, the power to contract with an educational management company to provide educational programs and management services. Acting under and in the exercise of such powers, the Charter Holder hereby contracts with EdisonLearning, to the extent permitted by law, for the provision of EdisonLearning’s education program and management services for the Charter School, subject to the terms and conditions set forth in this Agreement and the Charter Agreement, and further subject to the oversight of the Board. EdisonLearning acknowledges that this Agreement is subject to the terms of the Charter Agreement and the Charter Holder agrees to notify EdisonLearning of any proposed changes to the Charter Agreement within five (5) days after becoming aware of such proposed changes, and to provide to EdisonLearning with any amendments to the Charter Agreement that would take effect during the Term within five (5) days after becoming aware of such amendments.

2.4 Authority. Subject at all times to the oversight and authority of the Board as provided herein, Charter Holder hereby authorizes EdisonLearning, in performing its duties and fulfilling its obligations under this Agreement during the Term, to take such actions as are necessary or desirable in EdisonLearning’s reasonable judgment to properly and efficiently operate the Charter School on behalf of the Charter Holder, consistent with federal and State law and subject to the terms and conditions of the Charter Agreement.

ARTICLE 3

TERM AND RENEWAL

3.1. Term. The term of this Agreement (“Term”) shall commence on the date first above written and end on _____, unless terminated earlier or extended in accordance with the terms and conditions set forth herein. The Term shall include five (5) school years, each commencing on or about August 15 and ending on or about the following June 30; provided, however, that in no event shall the Term of this Agreement exceed the term of the Charter Agreement.

3.2. Renewal. The parties agree that this Agreement shall automatically renew for an additional five (5) year term (subject to mutually-agreed upon changes to terms and conditions set forth herein) unless notice of intent not to renew is given by January 1st of the academic year in which this Agreement is set to expire; provided, however, that in no event shall the Term of this Agreement exceed the term of the Charter Agreement.

ARTICLE 4

CHARTER SCHOOL; ADMISSIONS AND RECRUITMENT

4.1. Charter School. Beginning with the 2014-15 Academic Year, EdisonLearning shall provide the services contemplated by this Agreement to Enrolled Students at the Charter School, which shall be a high school comprising grades 9-12. For planning and budgeting purposes, the parties believe expected enrollment for the first five (5) years to be as follows:

| <u>School Year</u> | <u>Expected Enrollment</u> |
|--------------------|----------------------------|
|--------------------|----------------------------|

2014-2015 _____ students

2015-2016 _____ students

2016-2017 _____ students

2017-2018 _____ students

4.2. Admissions and Recruitment. Admission to the Charter School shall be in accordance with the enrollment procedures required of charter schools as defined by State law and as more fully set forth in the Charter Application. Enrollment is open to all State residents on a nondiscriminatory basis. EdisonLearning shall manage the recruitment of students for the Charter School. EdisonLearning shall plan and administer the recruitment process (including, for example, management of publicity, waiting lists or admission lotteries).

ARTICLE 5

EDUCATIONAL SERVICES; SCHOOL CALENDAR

5.1. Educational Program. Pursuant to the terms of the License Agreement, EdisonLearning shall provide the Charter School with a complete educational program through its EdisonLearning *Magic Johnson Bridgescape*[™] - a proprietary, trademarked alternative education program, for all eligible students, including students who: (i) are not high school graduates; (ii) are of an age that is not less than nor greater than the age permitted to attend high school under applicable State law; (iii) are legal residents of the State; (iv) have been identified as at risk of dropping out of school or have already dropped out of school; and (v) meet any other requirement under applicable State law. EdisonLearning shall:

- Provide an alternative educational program that combines online curriculum with face-to-face instruction for individual students and small groups;
- Develop an annual Individual Graduation Plan for each student based on transcripts, diagnostic assessments, academic history and personal/professional goals, allowing for differentiated instruction;
- Focus on skill development in math, writing and test preparation;
- Utilize a curriculum that is aligned to Arkansas State Standards and Common Core State Standards;
- Provide instruction in core content in the following areas:
 - English and Literature
 - Math
 - Science
 - Social Studies
 - Electives

In furtherance of supporting the Charter School's students, EdisonLearning shall:

- Provide training to the staff in how to provide instruction and support to students, including the creation of the Individual Graduation Plan and identification of short- and long-term goals.
- Provide personalized counseling and coaching to students through the learning team.
- Allow students to progress at their own pace, while being continually monitored and supported with daily assessments and interventions.

- Provide life skills training, employability skills development, and employment assistance.
- Promote development of personal and social skills.
- Identify service providers for additional student support needs
- Partner with community groups to provide local support and opportunities.

5.2. Student Assessments; Standardized Tests. All Enrolled Students will receive an initial diagnostic test and take routine ongoing assessments through the EdisonLearning *Magic Johnson Bridgescape*[™] to measure students' achievement against State standards. All Enrolled Students shall be required to participate in State standardized tests as required by State law for all State public schools, in a face to face secure testing environment.

5.3. School Calendar The Charter School shall operate from 7:30 a.m. to 5:00 p.m. for at least 180 days per year, and shall offer at least two four-hour learning sessions per day. Each session shall include approximately __ students.

5.4. Special Education and Related Services. As a Local Education Agency ("LEA"), the Charter Holder is responsible for providing special education services to its students. EdisonLearning shall provide these special education services on behalf of and subject to the supervision of the Charter Holder. EdisonLearning shall identify students with special needs, develop student Individual Education Plans ("IEP's"), and determine appropriate placements, as necessary. Charter School students requiring special education services shall be served in conformity with their IEPs. The Charter Holder and EdisonLearning shall work together to ensure compliance with the requirements of IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. EdisonLearning may subcontract all or any portion of such services to a public or private subcontractor, a school district, intermediate unit, or vocational technical schools, subject to Section 16.4 of this Agreement.

5.5. Bilingual and Limited English Proficiency (LEP) Education. EdisonLearning shall provide appropriate bilingual and/or LEP education services to the limited English proficient students in the Charter School consistent with the requirements of federal law and with those requirements of State law that have not been waived by operation of the Charter Agreement. EdisonLearning may subcontract all or any portion of such services to a public or private subcontractor, subject to Section 16.4 of this Agreement.

5.6. State Curriculum Requirements. EdisonLearning shall implement its Educational Program in a manner that is consistent with the Charter Agreement and State law, including requirements regarding content and subjects of instruction, unless the Charter School is exempt from such requirements under the Charter Law or any such requirements are waived by State authorities.

5.7. Rules and Regulations. The Charter Holder hereby authorizes EdisonLearning to adopt and enforce such rules, regulations and procedures applicable to the day to day operations of the Charter School that do not conflict with federal or State laws, rules, regulations or policies that have not been waived, including rules and regulations concerning student attendance, standards of conduct, discipline, compulsory attendance and calendar, all subject to the continuing oversight of the Charter Holder. The Charter School shall comply with all applicable federal and State laws concerning the welfare, safety and health of students. If EdisonLearning or the Charter Holder identifies any federal or State rules or regulations that substantially inhibit the implementation of the Educational Program at the Charter School, then the Charter Holder shall, with EdisonLearning's assistance, apply for and support any available waiver of such rules or regulations.

5.8. Student Records. Except to the extent expressly waived by the federal or State authorities, the operation of the Charter School shall comply with all applicable federal and State laws, concerning the maintenance and disclosure of student records (defined as tests, assessments, attendance records and other information entered into the Student’s cumulative informational file- the “Student Records”). The Charter Holder hereby designates those employees and agents of EdisonLearning who assist in the operation of the Charter School under this Agreement as having a legitimate educational interest such that they are entitled to access to education records under the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g. EdisonLearning, its officer, agents and employees shall comply with the Family Educational Rights and Privacy Act at all times.

5.10. Reports to the Board. EdisonLearning shall provide the Board monthly and quarterly (as applicable) with information regarding the academic performance of the Charter School that the Board requires in order to timely file such reports as may be required by the Chartering Authority and other governmental authorities. Additionally, upon reasonable notice, EdisonLearning shall make available to the Board additional reports and information that the Board may require from time to time.

5.11. Assessment of Success. EdisonLearning agrees that the Charter Holder may measure the success of the Charter School on the basis of improvements in a student’s academic achievement relative to his/her historical academic record, and by measures of parent and student satisfaction. Said performance shall be measured in accordance with the performance evaluation systems set out in Appendix A¹, and such other assessment strategies as may be agreed to in writing by EdisonLearning and the Board. EdisonLearning shall administer any and all tests required under State law as more fully set forth in the Charter Application.

ARTICLE 6

PROFESSIONAL AND ADMINISTRATIVE MANAGEMENT SERVICES

In addition to the Educational Program and related services set forth above, EdisonLearning shall provide the following professional and administrative management services: marketing and enrollment support services; finance and budget management and reporting; facilities and lease management and support; purchasing, contracting and vendor management assistance; State reporting and compliance support; school design and improvement review; payroll and benefit administration; staff recruitment and screening; training of instructional and administrative staff; human resources assistance; policy design and implementation; school law-related legal services; technical support and maintenance; and asset management support.

ARTICLE 7

CHARTER SCHOOL FACILITY;

CAPITAL RESOURCES & SERVICES

¹ This Appendix shall contain the final agreed Performance Criteria.

7.1. Charter School Facility. The Charter Holder shall secure and deliver in consultation with EdisonLearning, at its sole cost and expense, space for each site of the Charter School to be operated by EdisonLearning. The Charter Holder shall obtain, at its sole cost and expense, all required permits and approvals, and shall be responsible for any renovations necessary to accommodate each such site and shall be responsible for all utilities, security, cleaning, maintenance, and other services required to operate and maintain such site. The Charter Holder shall determine and provide, at its sole cost and expense, ancillary services to each such site, including food service and transportation.

7.2. Technology, Curriculum & Furniture.

(a) **School Technology.** The EdisonLearning shall procure, deliver and install all technology and equipment for the Charter School required for EdisonLearning to implement its technology platform at the Charter Holder's expense. The Charter Holder shall consult with EdisonLearning and make such acquisitions and purchases as are agreed upon, in accordance with EdisonLearning's recommendations to ensure that the equipment purchased is suitable for the needs of the students and meets the specifications required by the Educational Program. At the Charter Holder's request, EdisonLearning shall be available to provide logistical assistance in identifying suppliers and procuring the required technology and equipment. Such technology and equipment purchased by the Charter Holder shall be purchased consistent with the Charter Holder's procedures on competitive bidding and conflicts of interest, and shall be the property of the Charter Holder, subject to the provisions of Section 13.3 herein.

(b) **Curriculum, Materials and Other Property.** EdisonLearning shall consult with the Charter Holder and acquire and purchase all curriculum, materials and other property that the parties agree upon for the Charter School and approved by the Board in accordance with EdisonLearning's requirements and recommendations at the Charter Holder's expense. At the Charter Holder's request, EdisonLearning shall be available to provide logistical assistance in identifying suppliers and procuring all required materials and other property.

(c) **Furniture and Fixtures.** EdisonLearning shall consult with the Charter Holder and procure, deliver and install all furniture and fixtures for the Charter School Facility at the Charter Holder's expense. The Charter Holder shall make such acquisitions and purchases in consultation with EdisonLearning to ensure that the furniture and fixtures purchased are suitable for the needs of the Charter School. At the Charter Holder's request, EdisonLearning shall be available to provide logistical assistance in identifying suppliers and procuring the required furniture and fixtures. Such furniture and fixtures purchased by the Charter Holder shall be the property of the Charter Holder, subject to the provisions of Section 11.3 herein.

(d) **Asset Leasing.** The Charter Holder may enter into equipment leasing transactions with independent leasing companies, or with EdisonLearning directly, for the provision of school technology, curriculum, materials and furniture and fixtures. Any lease payments made pursuant to such equipment leasing transactions shall be considered an Operating Cost. Ownership of assets leased through such transactions shall be subject to the terms of the lease agreement. Any leases must be approved by the Board in accordance with its policies regarding competitive bidding and conflicts of interest. EdisonLearning may enter into an authorized asset lease on behalf of the Charter Holder with the approval of a majority of the Board, and, upon termination of this Agreement, the Charter Holder shall assume the lease in its own name, or if not permitted by the Lessor to do so, shall pay to EdisonLearning the remaining lease payments pursuant to Section 13.3 herein.

7.3. Transportation. Upon a Charter School student's request, EdisonLearning shall, at Charter Holder's expense, provide transportation for special education students whose IEPs so require under Federal law.

ARTICLE 8

FINANCIAL

8.1. (a) Application for State and Other Public Funding. The Charter Holder shall comply with the requirements, terms, and conditions of the Charter Law for the purpose of receiving or maintaining the Charter Holder's eligibility to receive from the State the per pupil funding for each Enrolled Student attending the Charter School. The Charter Holder shall also comply with the requirements, terms, and conditions of any External Public Funds (e.g., Federal, State and local funds designated for particular purposes such as Title I and special education) to which the Charter School or its Students may be entitled. All such external funds and per pupil funding are referred to herein, collectively, as the "External Public Funds." EdisonLearning shall, on behalf of, and with the approval of, the Charter Holder and consistent with the Charter, report enrollment and attendance data to the Chartering Authority and State Department of Education in conjunction with the Charter School as required under the Charter Agreement and Charter Law in order to allow the Charter School to receive the External Public Funds to which it is entitled. Charter Holder shall apply for External Public Funds on a timely basis. EdisonLearning and the Charter Holder shall cooperate in applying for External Public Funds and any other federal, State or local aid, funds or resources for which the Charter School or its Students may be eligible, and Charter Holder shall ensure that its employees provide EdisonLearning with all required information and documentation in a timely manner in order for EdisonLearning to fulfill its duties under this Section 8.1 as well as supply to EdisonLearning copies of any communications received in relation to the receipt of any External Public Funds. Upon reasonable advance request, EdisonLearning shall provide evidence to the Board that the Charter School is in compliance with the requirements, terms and conditions associated with the External Public Funds, and shall provide all reports, data, and information reasonably necessary for the Charter School to meet any reporting, certification or other requirements for such funding. Upon reasonable advance notice, EdisonLearning will make available to the Charter Holder or the Chartering Authority any information deemed necessary by either of them for formulating a budget, quarterly reports or financial audits or other information or documents related to the Charter School's operations.

(b) Monthly Financial Statements. EdisonLearning, at the direction of the fiscal officer of the Charter Holder, shall provide monthly financial statements to the Charter Holder. These statements shall reflect the Charter School's entire financial operation, including an itemized accounting of all amounts paid to EdisonLearning or otherwise paid for the goods and services paid by EdisonLearning on the Charter Holder's behalf, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the Charter School's Annual Budget or this Agreement. The monthly financial statements shall also include EdisonLearning's working forecasts for any remaining quarters in the then-current fiscal year. In order to properly prepare such financial statements, Charter Holder shall provide EdisonLearning with copies of its monthly bank statements no later than twenty (20) days after the end of each month.

8.2. Expenditures on behalf of the Charter Holder. (a) Except as otherwise provided in this Agreement, EdisonLearning shall use the External Public Funds remitted by the Charter Holder to EdisonLearning in accordance with Section 8.3 below, to pay the costs as approved by the Charter Holder associated with operating the Charter School as set forth in this Agreement and in accordance with the Annual Budget pursuant to Section 8.5 below. Such costs shall include all expenses incurred by, or on behalf of, the Charter School, including without limitation personnel and non-personnel costs related to instruction, technology/licensing costs, assessments, facilities support costs, start-up costs, capital reimbursement, insurance, the Management Fee and other administrative costs ("Operating Costs"). Operating Costs shall not include the out-of-pocket general administrative, legal, and accounting expenses of the Charter Holder as set forth in the Annual Budget for which the Charter Holder shall be responsible for paying ("Charter Holder Costs"). The parties acknowledge that because the State and other public

funding sources may make payments to the Charter Holder in arrears, certain Operating Costs may be paid by EdisonLearning prior to the payment of certain External Public Funds by the Charter Holder to EdisonLearning (such event shall constitute a "Shortfall"). The Charter Holder shall seek to cover such Shortfall by applying for funds under any State loan programs available for such purpose, and to the extent such funds are not available, EdisonLearning may, upon request of the Board, lend the Charter School funds to cover such Shortfall (each such loan shall constitute a "Working Capital Advance"). Working Capital Advances shall be repaid by the Charter School immediately upon funds becoming available to the Charter School. The Charter Holder acknowledges that each Working Capital Advance shall constitute a loan to the Charter Holder which shall be evidenced by this Section 8.2 and neither a promissory note nor other documentation shall be required to evidence the obligation to repay Working Capital Advances that are approved by the Board. Other types of loans to, or investments in, the Charter Holder or the Charter School by EdisonLearning shall be evidenced by appropriate documentation. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter Holder and shall clearly state EdisonLearning's expected return on equity.

(b) If EdisonLearning elects to make a Working Capital Advance, such Working Capital Advance may accrue interest at a rate equal to the lesser of fifteen percent (15%) per annum or the maximum rate allowed by law. Such interest shall not apply, however, if the Working Capital Advance is necessary because the Chartering Authority has refused to forward External Public Funds to the Charter Holder, or there are other circumstances beyond the control of Charter Holder that result in External Public Funds not being forwarded to Charter Holder. Upon termination or expiration of this Agreement, the amounts payable to EdisonLearning under all Working Capital Advances then outstanding, shall become immediately due and payable, and the Charter Holder shall reimburse EdisonLearning for any outstanding Working Capital Advances immediately upon the termination or expiration of this Agreement.

8.3. Remittance of External Public Funds to EdisonLearning. (a) The Charter Holder shall maintain two (2) bank accounts; one of which shall be designated a Board account and the other an Operating Account (the "Operating Account") where the Board shall ensure that all External Public Funds are deposited. With respect to the Operating Account, to the extent that Charter Holder at any time has outstanding a Working Capital Advance and/or a Start Up Loan, the Board shall direct its bank to install an automatic "sweep" whereby funds received in the Operating Account shall immediately be swept into an account designated by EdisonLearning in an amount not to exceed the aggregate outstanding amount (including accrued and unpaid interest) with respect to such Working Capital Advance(s) and/or Start Up Loan(s). Should the Charter Holder cancel the aforementioned "sweep" without good cause, EdisonLearning may in its sole discretion cease paying the Charter School's Operating Expenses until such time as the Charter Holder reinstates the "sweep." Additionally, should the Charter Holder cancel the "sweep" and not reinstate same within ten (10) days, EdisonLearning shall have the right to terminate this Agreement immediately.

(b) **Monitoring of Funds; Bank Statements.** The Charter Holder shall monitor monthly transactions of those expenditures paid by EdisonLearning on behalf of the Charter Holder. EdisonLearning shall expend the funds it receives from the Charter Holder in compliance with the terms and conditions, if any, applicable to those funds and as more fully described in this Agreement. The Charter Holder shall ensure that EdisonLearning receives a copy of all of Charter Holder's bank statements (for the Board account, Operating account and any other accounts Charter Holder may establish). Each calendar month during the Term, EdisonLearning will provide a reconciliation (one month in arrears) of the amounts owed to EdisonLearning after taking into account the parties' obligations hereunder and under Section 8.2.

8.4. EdisonLearning's Management Fee. In consideration for the variety of Professional and Administrative Management Services provided by EdisonLearning under this Agreement, the Charter

Holder shall pay to EdisonLearning a management fee of \$100,000 per academic year of the Charter School (the "Management Fee"), until such time as the Holder has sufficient resources to pay the customary Management for of \$250,000 as determined by EdisonLearning. For the avoidance of doubt, the Management Fee does not cover any Operating Costs (including the per Enrolled Student cost for use of the EdisonLearning *eCourses* and any ancillary services provided by EdisonLearning) which shall be billed separately pursuant to the License Agreement). For the purposes of this Section 8.4, any funds donated to the Charter Holder for charitable purposes as set forth in Section 8.7 shall not be considered External Public Funds for the purposes of this Section, nor shall it include any revenues that are collected by the School for a specific purpose and intent that by Law cannot be used for this purpose.

In the event revenue received as External Public Funds falls sufficiently below the Annual Budget (as described more fully in Section 8.5 below) that the Charter Holder is unable to pay the Management Fee in total during a particular year, the Charter Holder shall be permitted to carryover the unpaid Management Fee to the next academic year with the understanding that, (a) the unpaid Management Fee from the prior year shall be paid prior to payment of the current year Management Fee; and (b) in any event, the carried-over unpaid Management Fee must be paid in full by the completion of that next academic year, subject to payment of senior creditors or other legal obligations. EdisonLearning will seek repayment of the Management Fee from the Charter Holder's funds, not from individual members of the Board. In the event there is an unpaid Management Fee upon termination of the Agreement for any reason, the unpaid Management Fee shall be paid to EdisonLearning within sixty (60) days of such termination.

8.5. Budgets. (a) EdisonLearning shall assist the Board in developing an annual budget to approve (including by providing a draft budget with assumptions to the fiscal officer of the Charter Holder), which shall be in reasonable detail and consistent with requirements of the Charter Application, for the Charter School prior to the opening of the School (the "Annual Budget"). The annual budget shall include funds required for Board operations, insurance, meetings, and training apart from calculation of the Management Fee. The Board shall approve an annual budget that includes full payment of the Management Fee and academic and technological resources sufficient to support the targeted enrollment set forth in the Charter Application and any and all debt service, lease commitments, or other financial obligations to EdisonLearning. The Annual Budget for each subsequent year shall be approved annually by the Board by the 30th of June, except for the first year, as the budget has already been approved in connection with the negotiation of this Agreement. The Board's expenditures on behalf of the Charter School shall not in the aggregate exceed the approved budget without prior notice to EdisonLearning. To the extent any expenditures by the Board that are made either (i) without prior notice to EdisonLearning; or (ii) with prior notice to but against the recommendation of EdisonLearning result in a budget deficit for the Charter School in a given fiscal year, then the Charter Holder, not EdisonLearning, shall bear full responsibility for such budget deficit. The Board and EdisonLearning agree that the budget already approved for the first year will form the basis for future Annual Budgets, subject to austerity reductions in public funds. EdisonLearning shall be prohibited from incurring expenditures in excess of Board approved budgeted amounts without prior approval of the Board.

(b) **Budget Targets.** The Charter Holder acknowledges that it has the obligation to meet its Management Fee obligations as set forth in Section 8.4. Therefore, if actual funds reasonably projected to be paid as Operating Costs are lower than those projected in the Annual Budget, the Edison Learning shall use commercially reasonable efforts to implement all reasonable measures to reduce such amounts or to increase enrollment to offset such shortfall, provided that any such measures shall comply with all applicable laws and the Charter Agreement. If EdisonLearning is unable to cure a budget variance by the end of the fiscal year in which such variance occurs through the measures described in the preceding sentence, EdisonLearning shall have the right to terminate this Agreement without liability or penalty to the Charter Holder. In the event of termination of this Agreement pursuant to this Section 6.5,

such termination shall be effective at the end of the school year in which the failure to cure the budget variance by the Charter Holder occurs. Should the State reduce the per pupil funding more than 15% below the amount set for the 2012-13 Academic Year, EdisonLearning may, in its sole discretion, terminate this Agreement.

8.6. Financial and Business Records. (a) EdisonLearning shall, on behalf of the Charter Holder, maintain accurate financial and business records pertaining to the operation of the Charter School. All financial reports provided or prepared by EdisonLearning shall be in a format prescribed by State law, the Chartering Authority, the State education department or the Charter Agreement (whichever controls), or if not prescribed, in GAAP approved format. EdisonLearning agrees to maintain such records at all times during the Term of this Agreement. Upon the termination or expiration of this Agreement, EdisonLearning agrees to transfer, or transfer control of, such records to the Charter Holder. EdisonLearning also agrees that, consistent with applicable federal and State laws and regulations concerning the maintenance and disclosure of such records, the Charter School's financial records shall be made available to any person consistent with State law, or any appropriate regulatory agency entitled by law to review such records. EdisonLearning also acknowledges that all financial statements and records pertaining to the Charter School are subject to an independent annual audit. Such independent annual audit shall include fees paid to EdisonLearning. Charter Holder shall submit any information it maintains that is relevant to the audit, in a timely manner in order to allow the audit to be completed prior to the date required mandated by applicable law. EdisonLearning shall cooperate fully with the independent auditor and fiscal officer selected, hired or retained by the Board and make available to such independent auditor and fiscal officer all financial and other records pertaining to the Charter School in its possession as requested in a timely manner.

8.7. Start-up Capital. If required, EdisonLearning may, in its sole and absolute discretion, provide the Charter Holder with a start-up capital loan (the "Start Up Loan") at zero (0) percent solely for the purpose of funding purchases of fixtures and equipment, and, prior to July 1, 2014, expenses related to personnel and enrollment operations. The Charter Holder shall repay the Start Up Loan (if any) less an amount commensurate with shortfalls in enrollment, as early as possible during the 5-year term of the charter as the Charter Holder is able to do so based on net cumulative cash flow.

8.8. External Funding Source Applications. (a) The parties recognize that EdisonLearning's Educational Program provides programs and services that are supplemental to the prevailing area public schools' educational programs and that as such EdisonLearning, on behalf of the Charter Holder, may seek external revenue sources (such as competitive grants) to assist in the provision of these enriched programs. EdisonLearning and the Charter Holder shall jointly be responsible for all compliance and reporting requirements connected with any grant that is applied for jointly the Board with assistance of EdisonLearning.

(b) The Charter Holder may also solicit and receive grants and donations for its own use consistent with the mission of the Charter School provided that EdisonLearning's prior approval shall be required for any grants or donations that require implementation of specific programs or the purchase of specific assets for the Charter School, so as to ensure consistency with the Educational Program. If no prior approval is required, the Charter Holder shall still provide notice to EdisonLearning within five (5) business days of its submission of a grant application. Additionally, with respect to any grant applied for by the Charter Holder (whether with or without EdisonLearning's prior approval required), the Charter Holder shall be solely responsible for the receipt and administration of the funds and EdisonLearning shall not be responsible for any assurances made by the Charter Holder nor shall EdisonLearning be responsible for any compliance or reporting requirements connected with a grant initiated by the Charter Holder.

ARTICLE 9

PERSONNEL

9.1. Personnel Responsibilities. The program director of the Charter School (the “Program Director”) at the Charter School shall be an EdisonLearning employee and the other education personnel of the Charter School, including all teachers, shall be employees of the Charter Holder, unless otherwise mutually agreed upon by Charter Holder and EdisonLearning. The salary and employee benefit expenses of the Program Director and teachers shall be expenses of the Charter School. Notwithstanding anything contained herein to the contrary EdisonLearning shall have the responsibility to determine staffing levels in the Charter School and to select, evaluate, assign, and discipline all Charter School personnel consistent with applicable federal and state laws, rules, and regulations (unless waived by appropriate authorities).

9.2. Teacher/Administrator Credentials. All teachers shall be State certified and highly qualified (as defined by the No Child Left Behind Act of 2001 or subsequent applicable legislation) and all administrators shall be properly certified and credentialed, unless waivers from State law have secured. All employees of the Charter School shall undergo criminal background checks as required by State law.

9.3. Employee Salaries and Benefits. EdisonLearning shall, on behalf of the Charter Holder, administer payroll including payment of salaries, fringe benefits and employment taxes of Charter School employees working at the Charter School.

9.4. Training. In order to implement the EdisonLearning Educational Design, EdisonLearning shall provide training in its methods, curriculum, program, and technology to all Charter School instructional personnel prior to the initial opening of the Charter School and thereafter on a regular basis. Such training may be held onsite or offsite, at locations selected by EdisonLearning. EdisonLearning shall also provide ongoing professional development programs throughout the school year.

9.5. Personnel Policies. (a) EdisonLearning shall recommend for adoption by the Board policies concerning the recruitment, assignment, promotion, discipline and termination of personnel and the methods and standards for evaluating performance.

(b) EdisonLearning and the Charter Holder shall ensure that the Charter School complies with applicable Federal and State laws concerning employee welfare, safety and health.

(c) EdisonLearning and the Charter Holder shall ensure that the Charter School complies with all applicable Federal and State laws and regulations concerning the maintenance and disclosure of employee records.

(d) EdisonLearning and the Charter Holder shall not illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, compensation, termination or other employment-related activities.

9.6. Non-solicitation of Employees.

(a) During the Term of this Agreement, and for two (2) years after its expiration or termination, the Charter Holder agrees that it shall not solicit EdisonLearning’s employees.

(b) During the Term of this Agreement, and for two (2) years after its expiration or termination, EdisonLearning agrees that it shall not solicit the Charter Holder's employees.

ARTICLE 10

PROPRIETARY INFORMATION; INTELLECTUAL PROPERTY

10.1. Proprietary Information. Charter Holder acknowledges that EdisonLearning has proprietary interests core to its businesses, and, as such, of significant value. Except for such proprietary interests which EdisonLearning licenses from third parties (collectively, the "Licensed Material"), EdisonLearning owns and shall own all existing, and hereafter created, proprietary rights, including without limitation copyrights, trademark rights, patent rights, trade secret rights, and any other intellectual or industrial property rights throughout the world, with respect to: EdisonLearning *eCourses*TM, any improvements and/or derivative works thereto and all copies or portions thereof, whether or not incorporated into or used in connection with any other products, including without limitation software materials; and all instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies or derivative works thereto, that are developed by EdisonLearning, its employees within the scope of any scope of any such person's employment at the Charter School, and agents or subcontractors within the scope of any such person's work at the Charter School, except for a teacher's individual lesson plans which were prepared solely by the teacher, without any input from any EdisonLearning employees, agents or subcontractors, and were not based in any way on any EdisonLearning-provided materials (collectively, the "Proprietary Information"). EdisonLearning shall have the sole and exclusive right to license any of its Proprietary Information to third parties. The Charter Holder shall take all measures reasonably necessary to protect the Proprietary Information and the Licensed Material from being disclosed to or used by any third party without EdisonLearning's prior written approval, which may be withheld in its sole and absolute discretion. Charter Holder shall require all Charter School personnel or agents to agree in writing that they shall not disclose to any third party, publish, copy, transmit to any third party, modify, alter or utilize the Proprietary Information or the Licensed Material without EdisonLearning's prior written consent. Nothing in this paragraph shall be construed to prevent a teacher from using lesson plans or other instructional material which s/he has developed for his or her own use, either within or outside the Charter School, provided that such materials do not incorporate any EdisonLearning Proprietary Information or Licensed Material or otherwise violate the intellectual property rights of third parties. Nothing herein contained shall be construed in a manner that would cause the Charter Holder to act or fail to act in a manner that would cause the Charter Holder to be in violation of any State open records law.

10.2. Name of Charter School; Changes. The name of the Charter School shall be "Young Adult MJ Bridgescape Academy." In recognition of the fact that EdisonLearning owns the rights to the use of the name "Bridgescape", "MJ", "Magic Johnson", "MJB" and other derivations thereof and has agreed to license the name of the Charter School to the Charter Holder for the sole purpose of this Agreement, should this Agreement terminate for any reason, Charter Holder warrants and represents that it shall, no later than thirty (30) days after such termination, change the name of the Charter School to another name not containing any reference to "Bridgescape", "MJ", "Magic Johnson", "MJB" and other derivations thereof.

ARTICLE 11

REPRESENTATIONS AND UNDERTAKINGS

11.1. Representations and Warranties of the Charter Holder. The Charter Holder represents and warrants to EdisonLearning that

(a) The Charter Holder is a nonprofit corporation duly organized, validly existing, and in good standing under the laws of the State. The Charter Holder represents that it has all requisite authority under State law and pursuant to its organizational documents, including the Charter Agreement, to execute, deliver and perform this Agreement,

(b) The execution, delivery and due performance of the terms of this Agreement shall not violate or constitute a default under, nor shall it conflict with, any other agreement to which the Charter Holder is a party.

(c) The execution and delivery of this Agreement has been authorized by the Board, and Charter Holder has taken all requisite action necessary to duly execute and deliver this Agreement.

(d) This Agreement constitutes a legal, valid and binding obligation of the Charter Holder enforceable against it in accordance with the terms hereof.

(e) The Charter Agreement shown attached as Exhibit 1 has not been amended since the date thereof, and the Charter Holder has no knowledge of any changes to the Charter Agreement under consideration by the Chartering Authority.

(f) There is no known pending or threatened litigation against the Charter School or the Charter Holder.

(g) There are no material contracts by which the Charter School is bound; and

(h) The Charter School is in good standing with the Chartering Authority and is not aware of any material issues which might affect such good standing.

11.2. Undertakings of the Charter Holder. The Charter Holder undertakes to:

(a) Comply with all Federal and State laws, including, without limitation, all requirements necessary to maintain its status as a non-profit corporation in good standing under the laws of the State, as well as any such requirements for obtaining and maintaining its status as a tax exempt organization under Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended.

(b) Comply with all material aspects of the Charter Agreement.

(c) At all times during the term hereof appoint two members of the Board as President and Treasurer, respectively, and, Charter Holder shall take reasonable measures to ensure that the President or Treasurer, respectively, shall be available by phone or, if necessary, in person (or in their stead other Board members shall be designated to perform such responsibilities) at normal business hours during the Term and such persons shall be responsive within a reasonable time when contacted by EdisonLearning.

(d) The Board understands that overseeing the academic, fiscal and operational components of a charter school is an important responsibility. Upon execution of this Agreement, the Board agrees to seek out and obtain a regular program of board training that includes, at a minimum, intensive training for new Board members and periodic enhancement training for all Board members. The cost of Board training will be included in each annual budget. At the request of the Board, EdisonLearning shall provide the Board a list of board training resources. Board training is a material term of the Agreement and failure of the Board to consistently seek and obtain such training may be considered a breach of this Agreement.

11.3. Representations and Warranties of EdisonLearning. EdisonLearning represents and warrants that

(a) EdisonLearning is a corporation duly organized validly existing, and in good standing under the laws of the State of Delaware, and is (or will, within the time allowed by law, become) duly authorized and qualified to do business in the State of Arkansas, with lawful power and authority to enter into this Agreement, acting by and through its duly authorized officers.

(b) EdisonLearning represents and warrants that the Agreement constitutes a legal, valid and binding obligation of EdisonLearning enforceable against it in accordance with the terms hereof.

(c) The execution, delivery and due performance of this Agreement shall not violate or constitute a default under, nor shall conflict with, any other agreement to which EdisonLearning is a party.

(d) There is no pending or threatened litigation against EdisonLearning that would materially affect EdisonLearning's ability to execute, deliver and duly perform this Agreement.

(e) There are no contracts with third parties which would materially affect EdisonLearning's ability to perform its obligations under this Agreement.

11.4. Undertaking of EdisonLearning.

(a) Comply with all Federal and State laws, including, without limitation, all requirements necessary to maintain its status as an out-of-state corporation authorized to do business in the State of Arkansas;

(b) Comply with all aspects of the Charter Agreement applicable to EdisonLearning, if any;

(c) At all times during the term hereof, EdisonLearning shall designate a Regional General Manager and/or designee who shall be available by phone or, if necessary, in person (or in his or her stead other EdisonLearning employees shall be designated to perform such responsibilities) at normal business hours during the Term and such persons shall be responsive when contacted by the Charter Holder.

ARTICLE 12

INDEMNIFICATION

12.1. Legal Representation and Costs.

(a) Except as expressly provided herein or in connection with insurance coverage required to be provided in this Agreement by either party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs.

(b) Except where there is an actual or potential conflict of interest, the Charter Holder and EdisonLearning shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them.

12.2. Challenges to the Legality of this Agreement.

(a) Should any claim, demand, or suit be filed against the Charter Holder which arises out of any claim that this Agreement or any part thereof is in violation of law, or of any constitutional provision, statute, law, rule, contract, or collective bargaining agreement binding upon the Charter Holder, the Charter Holder agrees to promptly notify EdisonLearning and shall actively seek its assistance and participation in the defense of such claim.

(b) Should any claim, demand, or suit be filed against EdisonLearning which arises out of any claim that this Agreement or any part thereof is in violation of law, or of any constitutional provision, statute, law, rule, contract, or collective bargaining agreement binding upon the Charter Holder, EdisonLearning agrees to promptly notify the Charter Holder and shall actively seek its assistance and participation in the defense of such claim.

12.3. Indemnity to Property or Persons.

(a) EdisonLearning shall defend, indemnify, save and hold harmless the Charter Holder, the Charter School and their employees, officers, directors, subcontractors and agents (collectively for purposes of this section, "Charter Holder") from and against any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, including attorney fees, for injury to property or persons, occurring or allegedly occurring in, on or about the Charter School to the extent arising from the negligent, grossly negligent or reckless actions and omissions or willful misconduct committed by EdisonLearning by any of its employees, officers, directors, subcontractors, agents or by Charter Holder employees while assigned to and working under the supervision of EdisonLearning during the term of this Agreement or any renewal thereof. Upon written notice from the Charter Holder within five (5) business days, EdisonLearning shall defend the Charter Holder in any such action or proceeding brought thereon

(b) The Charter Holder shall indemnify and save and hold harmless EdisonLearning, its employees, officers, directors, subcontractors and agents (collectively for purposes of this section, "EdisonLearning") from and against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, including attorney fees, for injury to property or persons, to the extent occurring or allegedly occurring from the negligent, grossly negligent or reckless actions and omissions or willful misconduct committed by the Charter Holder or by any of its employees, officers, directors, subcontractors, or agents (including claims, demands, suits or other forms of liability actual or claimed of whatsoever kind or character including attorney's fees), unless the alleged action, omission or misconduct is alleged to have been committed by Charter Holder employees assigned to EdisonLearning's supervision in the Charter School. Upon written notice from EdisonLearning within five (5) business days, the Charter Holder shall defend EdisonLearning in any such action or proceeding brought thereon.

12.4. No Waiver. The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable state governmental immunities laws.

ARTICLE 13

DEFAULT AND TERMINATION

13.1. Charter Holder Termination for Cause. (a) The Charter Holder may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in Paragraph 8.3(a) or in subparagraphs (1) or (2) below:

(1) If EdisonLearning materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 90 days after receipt of written notice that EdisonLearning is in breach and that the Charter Holder intends to terminate this Agreement if the breach is not cured within 90 days or any additional time agreed to by the Board; or

(2) If there occurs an enactment, repeal, promulgation or withdrawal of any Federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the Charter School in conformity with this Agreement, would violate the Charter Holder's responsibilities, duties or obligations under the State or Federal constitutions, statutes, laws, rules or regulations.

(b) The following procedures shall apply to any termination pursuant to Section 13.1(a)(2) above. The Charter Holder shall give EdisonLearning written notice of its intent to terminate this Agreement at least 90 days prior to the effective date of termination stated in the notice. The cause for termination shall immediately be submitted to the Board President and EdisonLearning's Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with the Charter Holder's termination notice.

(c) Unless the alleged default under Section 11.1(a)(1) above is cured within 90 days of the date of the notice described in that Section, termination shall become effective in accordance with the Charter Holder's termination notice.

(d) Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless, in the sole discretion of the Charter Holder, there are unusual and compelling circumstances which would justify the disruption to the educational program and the students which would be caused by a mid-year termination, and the Charter Holder and EdisonLearning must fulfill their obligations set forth in this Agreement until the effective date of termination. The failure of EdisonLearning to pay the Operating Expenses of the Charter School pursuant to the provisions of Section 8.3(a) of this Agreement shall constitute an "unusual or compelling" circumstance warranting a mid-year termination.

(e) The Charter Holder agrees, in the event of termination, to return and/or destroy (as instructed by EdisonLearning) any and all copies of Licensed Material and Proprietary Information, as such terms are defined in Section 10.1 above, and change its corporate name and the name of the Charter School as set forth in Section 10.2 above.

(f) EdisonLearning agrees that, in the event of termination pursuant to this section, EdisonLearning will return to the Charter Holder any and all student records, faculty records and staff records in its possession to extent permitted under Federal or State law.

13.2. EdisonLearning Termination for Cause.

(a) In addition to the causes of termination set forth in Section 8.5(b) of this Agreement, EdisonLearning may terminate the Agreement for cause prior to the end of the Term, in accordance with the procedures set forth in subsection (b) below, for any of the reasons set forth in subparagraphs (1), (2), (3), or (4) below:

(1) If the Charter Holder fails to adopt a reasonable budget, personnel policies, curriculum, program or similar recommendations of EdisonLearning with respect to the Charter School, which EdisonLearning reasonably determines to be necessary for the implementation of the Educational Program at the Charter School;

(2) If the Charter Holder fails to pay when due any monetary obligation of the Charter School as required by the provisions of this Agreement, and such obligation remains unpaid for a period of 30 days after receiving written notice of the delinquent payment from EdisonLearning;

(3) If the Charter Holder materially breaches any of the material non-monetary provisions of this Agreement and fails to remedy such breach within 90 days after receipt of written notice of such breach from EdisonLearning or any additional time agreed to by EdisonLearning;

(4) A material reduction in the funding or revenue for the Charter School (defined as reduction of more than 15% from the 2012-13 per pupil funding amount);

(5) The enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on EdisonLearning's ability to operate the Charter School in accordance with its budget or the Educational Program; or

(6) If the Charter Holder, or any of its employees or agents, willfully breaches its obligations under Section 10.1 hereof.

(b) The following procedures shall apply to any termination pursuant to Section 13.3(a)(1), (2), (4), and (5): EdisonLearning shall give the Board written notice of its intent to terminate this Agreement at least 90 days prior to the effective date of the termination stated in the notice. The cause of termination shall immediately be submitted to the Board President and EdisonLearning's Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with EdisonLearning's termination notice unless the alleged default is cured within 90 days of the date of the notice.

(c) Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless, in the sole discretion of EdisonLearning, there are unusual and compelling circumstances that justify the disruption to the educational program and the students which would be caused by to a mid-year termination and EdisonLearning and the Charter Holder must fulfill their obligations set forth in this Agreement until the effective date of termination. The failure of Charter

Holder to pay EdisonLearning pursuant to the provisions of Section 8 of this Agreement shall constitute an “unusual or compelling” circumstance warranting a mid-year termination.

(d) In the case of a termination pursuant to Section 13.2(a)(2), termination shall be effective upon notice provided that the cure period specified above has lapsed without cure. In the case of a termination pursuant to Section 13.2(a)(6), termination shall be effective immediately upon the delivery of notice, provided that EdisonLearning has reasonable grounds to believe that the provisions of Section 10.1 have been violated.

(e) EdisonLearning agrees that, in the event of termination pursuant to this section, EdisonLearning will return to the Charter Holder any and all student records, faculty records and staff records in its possession to extent permitted under Federal or State law.

13.3. Fees and Expenses Due Upon Termination; Disposition of EdisonLearning-owned Assets.

Upon the termination or expiration of this Agreement for any reason, the Charter Holder shall pay to EdisonLearning within thirty (30) days of such termination or expiration, all amounts due to EdisonLearning hereunder, including, but not limited to, amounts owed in respect of the Management Fee, Operating Costs and amounts due under EdisonLearning-assumed leases (if any) pursuant to Section 7.1(d) above. If the termination is for cause under Section 13.1, the Charter Holder shall pay to EdisonLearning within sixty (60) days of such termination or expiration, all amounts due to EdisonLearning hereunder, subject to the claims of any senior creditors. To the extent EdisonLearning has placed any of its own assets in the School during the Term, upon termination of this Agreement for any reason, the Charter Holder shall pay to EdisonLearning the Net Book Value of such assets as of the date of termination as reflected by the records of the Charter Holder. All assets purchased by the Charter Holder shall remain the property of the Charter Holder upon termination, or as may otherwise be required by applicable Law.

13.4. Remedies. The sole remedies for breaches of this Agreement shall be specific performance of the obligations outlined herein or termination of this Agreement in accordance with Sections 13.1 and 13.2, except for any breach of any obligation to make monetary payments to the other party.

ARTICLE 14

INSURANCE

14.1. Liability Insurance.

(a) EdisonLearning shall secure and maintain, at the Charter Holder’s expense, for the protection of EdisonLearning and its officers, directors, employees, agents and volunteers, and Charter Holder and its officers, directors, employees, agents and volunteers, insurance covering liability arising out their performance of the duties set forth in this Agreement as set forth in the attached Appendix B. Such insurance policies shall be issued by an insurance company or companies selected by EdisonLearning and licensed to do business in the State. Except as otherwise agreed in writing by the Charter Holder and EdisonLearning, all such insurance coverage shall be primary insurance, and shall be occurrence based insurance and not claims made insurance. The Charter Holder will be named an additional insured on EdisonLearning’s commercial general liability, automobile liability and crime insurance policies, but such additional insured status shall only extend coverage to the Charter Holder for its liability for the negligent or intentional acts or omissions of EdisonLearning in performing under this Agreement.

(b) The Charter Holder shall secure and maintain, at its expense, for the protection of the Charter Holder and its officers, directors, employees, students, teachers and volunteers, insurance covering solely the Charter Holder's liability arising out its performance of its duties under this Agreement as set forth in Charter Application and the attached Appendix B. Such insurance policies shall be issued by an insurance company or companies selected by Charter Holder and licensed to do business in the State. Except as otherwise agreed in writing by the Charter Holder and EdisonLearning, all such insurance coverage shall be primary insurance, and, shall be occurrence based insurance and not claims made insurance. EdisonLearning will be named an additional insured on the Charter Holder's commercial general liability, automobile liability and crime insurance policies, but such additional insured status shall only extend coverage to EdisonLearning for its liability for the negligent or intentional acts or omissions of Charter Holder in performing under this Agreement

(c) The Charter Holder shall require that its contractors, if any, providing services to the Charter School shall name EdisonLearning as an additional insured under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage; and if such services are provided directly by the Charter Holder rather than by contracted service, then EdisonLearning shall be named as an additional insured under the Charter Holder's insurance policies.

(d) The insurance policies maintained by each party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty days prior written notice to EdisonLearning and the Charter Holder. The parties shall furnish one another certified copies of the insurance policies or else Certificates of Insurance which demonstrate compliance with this Agreement.

14.2. Hazard Insurance.

(a) EdisonLearning shall maintain property insurance for all ancillary property and other personal property provided by EdisonLearning (if any) at the school site(s). EdisonLearning shall secure from its insurers waivers of subrogation as against the Charter Holder with respect to damages to EdisonLearning's property at the site(s), and shall otherwise hold the Charter Holder harmless against liabilities arising out of any such damages.

(b) The Charter Holder shall maintain property insurance for the site(s) and for all ancillary property on the site provided by the Charter Holder. The Charter Holder shall secure from its insurers waivers of subrogation as against EdisonLearning and its facilities managers, with respect to damages to the site(s), and shall otherwise hold EdisonLearning and its facilities managers, and their respective offices, employees and agents, harmless against liabilities arising out of any such damages.

15.3. Workers' Compensation Insurance. Each party shall secure and maintain workers' compensation insurance covering its employees, and the amounts necessary for funding of workers' compensation insurance for employees of the Charter Holder shall be reflected in the annual budget.

15.4. Coordination of Risk Management. The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and reimbursement provisions of state governmental immunity laws and applicable insurance policies. Regardless of whether or not EdisonLearning provides insurance for the Charter Holder, EdisonLearning shall give the Charter Holder prompt written notice of each legal claim made against it arising out of its operation of the School. Similarly, the Charter Holder shall promptly notify EdisonLearning in writing of any claim against EdisonLearning, the Charter School or the Charter Holder arising out of or relating to the School or EdisonLearning, and shall cooperate fully with EdisonLearning

in the defense of any claims. Neither EdisonLearning nor the Charter Holder shall compromise, settle, negotiate or otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured or indemnified by or through the other party without the approval of the other party.

ARTICLE 16

MISCELLANEOUS

16.1. Alternative Dispute Resolution. The parties agree to cooperate in good faith in all actions relating to the Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with the Agreement. If, nevertheless, a dispute should arise in connection with the Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. Except as otherwise set forth in Article 13 of this Agreement, in the event any dispute arises between the Charter School and EdisonLearning concerning this Agreement, it shall be resolved in accordance with the alternate dispute resolution procedure that is set forth in Appendix C hereto. If a dispute arises over the amount of funds that the Charter Holder is to remit to EdisonLearning, the Charter Holder shall remit all funds that are not in dispute to EdisonLearning and hold the disputed funds in escrow until such time as the amount in dispute shall be resolved in accordance with Appendix C.

16.2. Force Majeure. Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of terrorism, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

16.3. Independent Contractor Status. The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of EdisonLearning shall be deemed to be the employee, agent or servant of the Charter Holder except as expressly acknowledged in writing by the Charter Holder.

16.4. Subcontracting. EdisonLearning reserves the right to subcontract any and all services specified in this Agreement to public or private subcontractors, as permitted by law. However, except as delineated in the Charter Application and this Agreement, EdisonLearning shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted herein or as expressly agreed to in writing by the Charter Holder.

16.5. No Third Party Beneficiary Rights. No third party, whether a constituent of the Charter Holder or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the Charter Holder or EdisonLearning in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

16.6. Appendices, Exhibits and Schedules. The parties agree to the terms and conditions of this Agreement and the Appendices and Exhibits attached hereto and incorporated herein by reference.

16.7. Entire Agreement. This Agreement and the Appendices and Exhibits hereto shall constitute the full and complete agreement between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

16.8. Construction and Enforcement. The Agreement shall be construed and enforced in accordance with the laws of the State of Arkansas.

16.9. Amendments. This Agreement may be altered, amended, changed or modified only by agreement in writing executed by EdisonLearning and the officer of the Board authorized to so execute by action of the Board on behalf of the Charter Holder.

16.10. Section Headings. The section headings shall not be treated as part of this Agreement or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

16.11. Invalidity of Provisions of this Agreement. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

16.12. Assignment. This Agreement shall not be assigned by either party without the prior written consent of the other party, provided that EdisonLearning may, without consent of the Charter Holder, delegate the performance but not responsibility for such duties and obligations of EdisonLearning as specifically set forth herein.

16.13. No Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

16.14. Survival. All representations, warranties and indemnities made herein shall survive termination of this Agreement.

16.15. Notices. All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To EdisonLearning, Inc. at:

Harborside Financial Center
2910 Plaza 5
Jersey City, NJ 07311-4043
Attn: Chief Operating & Legal Officer

To Charter Holder at:

with a copy to:

|

16.16. Confidentiality. To the extent permitted under Section 149.13 or any successor statute thereto (the “Arkansas Public Records Law”) and any other State or Federal law or regulations, Charter Holder and EdisonLearning shall treat all of the terms of this Agreement confidentially and shall not disclose the terms hereof to any third party other than as required by Federal and State law and by the Chartering Authority. To the extent that Charter Holder wishes to disclose this Agreement to an educational consultant, academic or university, auditor or accountant, the Charter Holder agrees to require such consultant to execute a non-disclosure agreement in a form acceptable to EdisonLearning. Notwithstanding the above, the Charter Holder and EdisonLearning agree not to provide a copy of this Agreement to a Board member or prospective Board member of any existing or prospective charter school.

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|

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

OCBA, Inc.

By: _____

Name:

Title:

EDISONLEARNING, INC.

By: _____

Thomas Jackson, Chief Operating and Legal
Officer

DRAFT

|

APPENDICES AND EXHIBITS

APPENDIX A Performance Criteria

APPENDIX B Insurance

APPENDIX C Alternative Dispute Resolution

EXHIBIT 1 Charter Application

EXHIBIT 2 Charter Agreement

DRAFT

APPENDIX A

Performance Criteria

[This Appendix shall contain the final agreed Performance Criteria agreed upon by OCBA and the Charter Holder.]

DRAFT

APPENDIX B

Insurance

EdisonLearning shall secure and maintain the following minimum insurance at Charter Holder's expense:

- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Automobile liability insurance of one million dollars (\$1,000,000);
- Workers' Compensation insurance with Statutory primary coverage and at least five hundred thousand dollars (\$500,000) of Employer's Liability coverage;
- Employee dishonesty insurance with limits of at least five hundred thousand dollars (\$500,000);
- Umbrella liability coverage of \$5,000,000 in excess of the primary commercial general liability, automobile liability and employer's liability insurance policies.
- EdisonLearning will also arrange for Educators' Legal Liability and Employment Practices Liability insurance with limits of two million dollars (\$2,000,000) each claim and two million dollars (\$2,000,000) aggregate.

Charter Holder shall secure and maintain the following minimum Insurance:

- Workers' Compensation insurance with Statutory primary coverage and at least one million dollars (\$1,000,000.00) of Employer's liability coverage; and
- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence;
- Property insurance with limits of two hundred fifty thousand dollars (\$250,000) of business personal property coverage, five hundred thousand dollars (\$500,000) of EDP coverage and one million dollars (\$1,000,000) of loss of income/extra expense coverage;
- Umbrella coverage of ten million (\$10,000,000);

APPENDIX C

Alternative Dispute Resolution

1. The Charter Holder and EdisonLearning agree that the existence and details of a dispute notwithstanding, both parties shall continue without delay their performance hereunder, except for any performance which may be directly affected by such dispute.
2. Any and all disputes which cannot be resolved informally shall be settled by final and binding arbitration administered by JAMS pursuant to its Comprehensive Rules and Procedures, except as otherwise expressly provided herein or agreed to in writing by the parties, or to the extent inconsistent with the requirements of State law. The arbitration shall take place in the city in which the Charter Holder is located and that judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof, in accordance with State laws.
3. EdisonLearning shall advance the reasonable fees and expenses of the neutral arbitrator. The arbitrator shall have authority to determine, at the conclusion of the arbitration, whether the Charter Holder shall have any obligation to reimburse EdisonLearning for all, for one-half, or none of the fees and expenses of the neutral arbitrator that were advanced by EdisonLearning. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, arbitrators not jointly appointed, shall be paid by the party incurring such costs.
4. The arbitrator(s) shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or the EdisonLearning *eAcademy*[™], or to issue an award having such effect.

|

EXHIBIT 1
Charter Application

[To be attached.]

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EXHIBIT 2
Charter Agreement

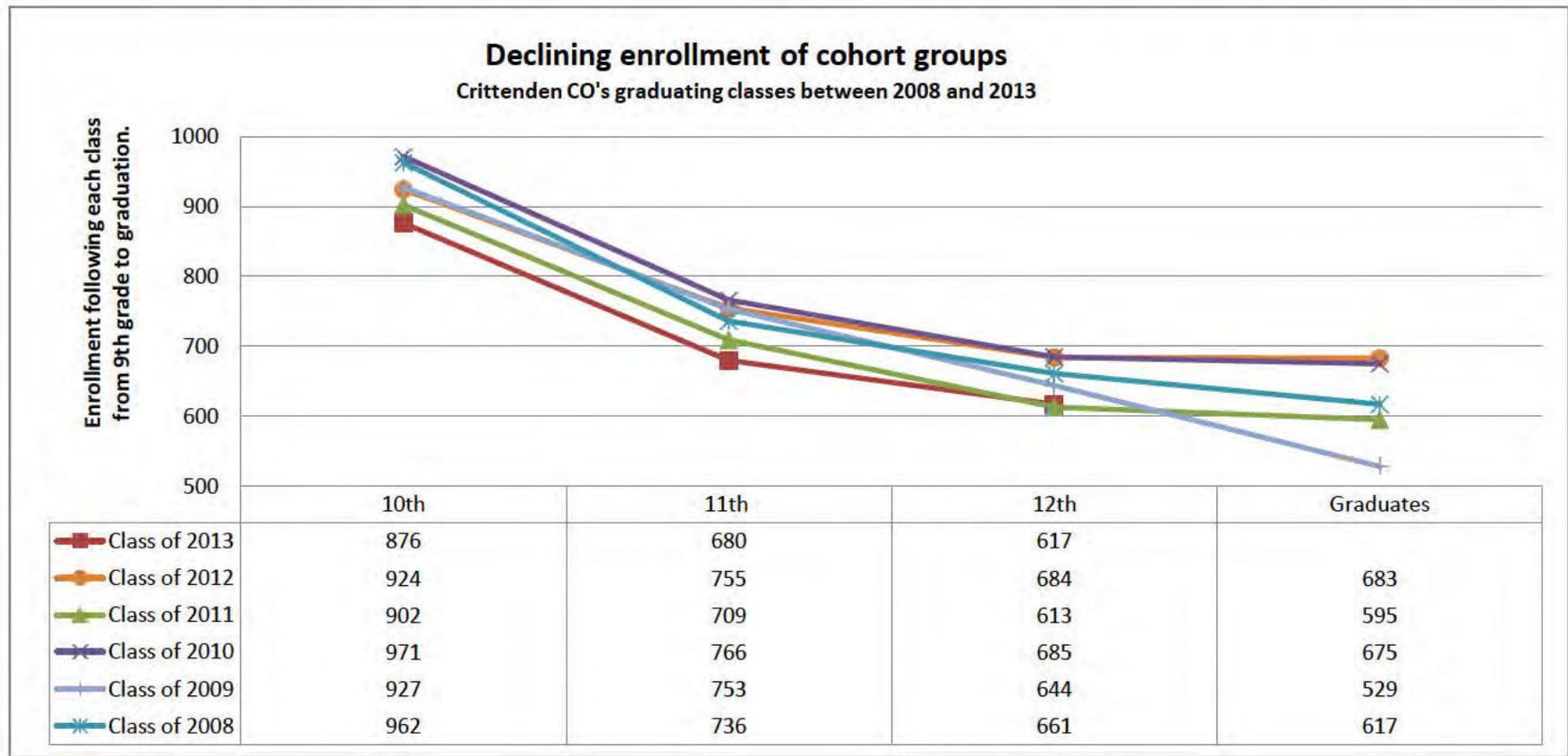
[To be attached.]

DRAFT

DRAFT

GRAPHS - SHRINKING GRADUATING CLASSES

Crittenden County's Graduating Classes between 2008 and 2013



Note: The graduation numbers for the class of 2013 have not yet been posted on the ADE Data Center website. The links to the ADE Data Center are <https://adedata.arkansas.gov/statewide/Counties/EnrollmentByGrade.aspx?year=23&search=crittenden&pagesize=10> and <https://adedata.arkansas.gov/statewide/Counties/Graduates.aspx?year=22&search=crittenden&pagesize=10>

\$10,780 = THE **ANNUAL LOSS OF ECONOMIC BENEFIT FOR EACH NON-GRADUATE IN ARKANSAS**

This loss of economic benefit is broken down as: \$5,339 loss of additional annual income for each non-graduate, \$4,195 loss of additional annual spending for each non-graduate, and \$1,246 loss of additional annual investment for each non-graduate.

Using these values, the economic benefit **not gained** from Crittenden County's 241 non-graduates of the Class of 2012 could be as much as **\$2.6 million annually**.

And the economic benefit **not gained** from Crittenden County's 307 non-graduates of the Class of 2011 could be as much as **\$3.3 million annually**.

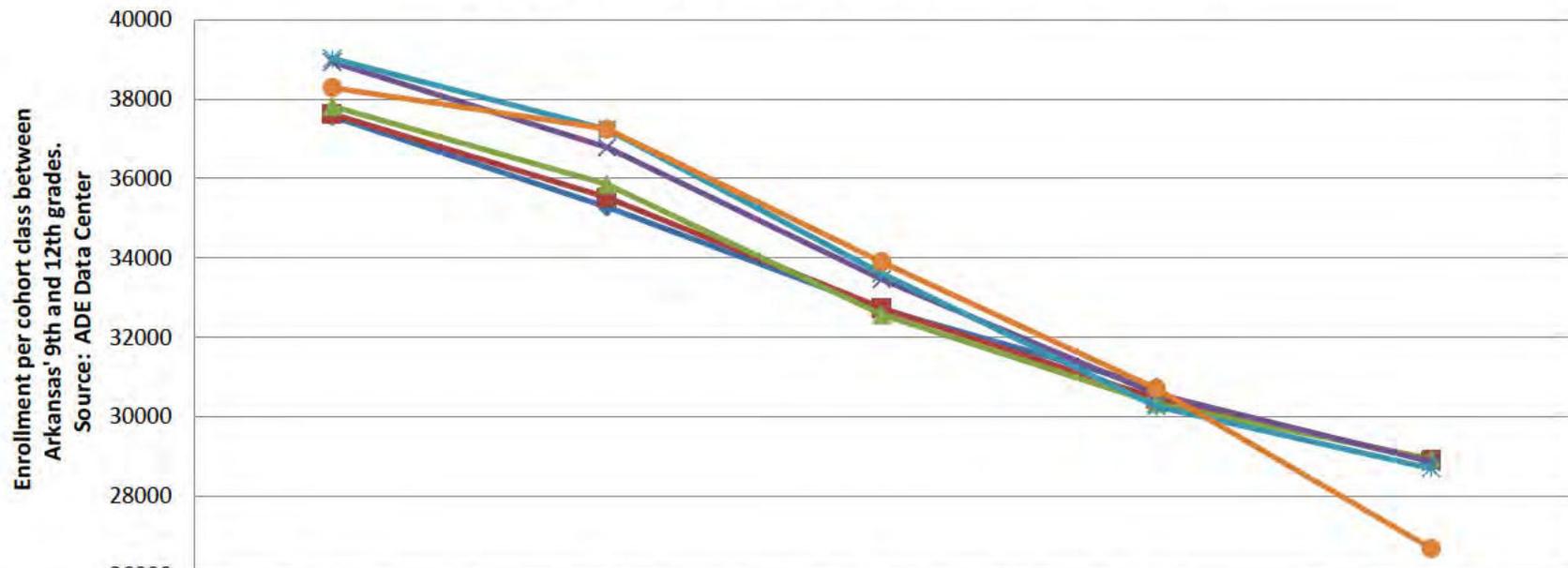
Source: Building a GradNation report,

<http://gradnation.org/Our-Work/Grad-Nation/~media/Files/Our%20Work/Grad%20Nation/Building%20a%20Grad%20Nation/BuildingAGradNation2012.ashx>

The Young Adult Magic Johnson Bridgescape Academy of Crittenden County will target these non-graduates, offering a full high school diploma and work skills training. Since this school will be a public charter school, there is no cost to the student or to the community.

For more information contact Sally Wilson, 870-822-0574 or e-mail Ocbalnc@yahoo.com

Enrollment of cohort groups Arkansas' graduating classes between 2008 and 2013



| | 9th | 10th | 11th | 12th | Graduates |
|---------------|-------|-------|-------|-------|-----------|
| Class of 2013 | 37566 | 35280 | 32711 | 30734 | |
| Class of 2012 | 37627 | 35523 | 32739 | 30441 | 28896 |
| Class of 2011 | 37819 | 35853 | 32567 | 30330 | 28921 |
| Class of 2010 | 38937 | 36781 | 33460 | 30567 | 28845 |
| Class of 2009 | 39024 | 37233 | 33613 | 30256 | 28694 |
| Class of 2008 | 38296 | 37247 | 33902 | 30708 | 26669 |

Source: AR Dept of Ed, Data Center, <https://adedata.arkansas.gov/statewide/State/Graduates.aspx>, <https://adedata.arkansas.gov/statewide/State/EnrollmentByGrade.aspx>

\$10,780 = THE ANNUAL LOSS OF ECONOMIC BENEFIT FOR EACH NON-GRADUATE IN ARKANSAS

This loss of economic benefit is broken down as: \$5,339 loss of additional annual income, \$4,195 loss of additional annual spending, and \$1,246 loss of additional annual investment.

*The dropout crisis is not just an Arkansas issue. It is a nationwide issue. But when considering efforts to improve the economy, it can be one of the easiest fixes and could transform Arkansas. For instance, by halting, statewide, the dropout crisis for just one year, for just one class of non-graduates (let's use the 8,898 non-graduates from 2011 as example), we can boost the Arkansas economy annually by about **\$96 million**. Multiply that amount yearly over those non-graduates' lifetimes and the economic gain would be astonishing. Multiply similar lifetime benefits for every graduating class in the future and this economic benefit could transform Arkansas.*

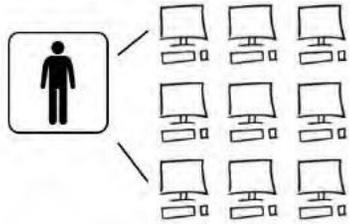
Research, Source: Building a Grad Nation report 2012,

<http://gradnation.org/Our-Work/Grad-Nation/~media/Files/Our%20Work/Grad%20Nation/Building%20a%20Grad%20Nation/BuildingAGradNation2012.ashx>

BLENDING LEARNING PEDAGOGICAL MODEL

MJBA Blended Learning Pedagogical Model

Foundational eCourse Learning



Teacher Actions:

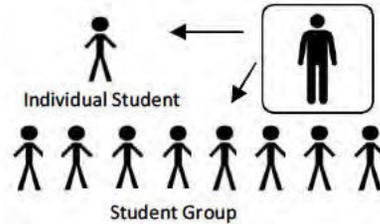
FOUNDATIONAL GUIDE (FG)

- Analyzes data on course progression to identify students with less seat time and slow course progression
- Fluent knowledge of eCourse functionality and the way courses are structured
- Roves and monitors the lab: prompts students to use the available tools in the system to support learning
- Reinforces online rules around working in the lab e.g. listening to music
- Targets support for students identified in the system as having less seat time, slower progress or excessive retesting without recourse to re-teaching resources
- 1 to 4 hour sessions
- 1 FG to 60 to 100 students

Student Actions

- Engages in eCourse Platform: online, independent learning
- Uses eCourse tools and personal learning strategies when they get stuck
- Accesses re-teaching online material when they score below their expected outcomes

Foundational & Conceptual Learning



Teacher Actions

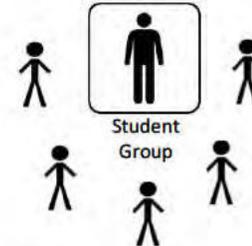
RESPONSIVE TUTOR (RT)

- Subject Specific Foundational and Conceptual knowledge and skill development
- Analyzes data within a subject area
- Pulls together groups (up to 10) on the basis of common difficulties
- Typically/ Frequently uses Teacher-Group-Student(T-G-S)- Response style pedagogy i.e. metacognitive modeling, group responses, individual responses and student self assessment
- Pedagogy focuses on the EFLT Power Themes
- Typically 20 minute sessions
- 1 RT to up to 10 students

Student Actions

- Overcomes learning hurdles due to intervention by the teacher
- Engages in open, honest dialogue about their learning
- Reflects on and recognizes the impact on their learning when they change their learning strategy
- Accesses high quality resources that assist in their learning

Collaborative Conceptual Learning



Teacher Actions

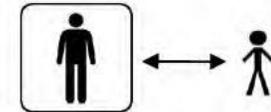
Project Mentor (PM)

- Relates Conceptual content and 21st Century skills across the curriculum in creative ways through student led, collaborative projects
- Links projects to core values, core learning skills & Literacy CCSS across subjects (writing, speaking & listening)
- Launches project – lays out the challenge in terms of questions, expectations and criteria
- Uses mainly non directive questions- How would you...? Who will be responsible for what...? Explain how/ why you did..?
- Checks in on student progress and collaborative teaming skill development
- Six 1 hour sessions over a three week span –with two projects over 9 weeks
- 1 PM to Four Student Groups made up of 4 to 5 students each

Student Actions

- Engages in open, honest dialogue about their learning
- Self and Peer assesses against CLS at the beginning & end of project
- Draws on and articulates connections between subject area content within the overall project big concepts in Common Core
- Performs a group role and holds others accountable for theirs

Personal Learning



Teacher Actions

LEARNING COACH (LC)

- Focuses on Personal Development of Student
- Develops impactful relationship between the student, the school and the family
- Assists student with academic and personal goal development and intended outcomes
- Builds student capacity to organize themselves for college and career
- Reviews student outcome data
- Conducts 1 on 1 personal meetings with students
- Links student actions to student outcomes
- 1 LC to 25 students

Student Actions

- Sets themselves stretching goals based on their understanding of where they are and where they need to be
- Takes ownership of their learning and tracks their own performance
- Are confident, purposeful and resilient
- Want to do their best, are motivated and challenged

**SAMPLE FORMS AND
POLICIES PERTAINING TO
ADMISSION**



Interest Form

Date: _____

Student Name: _____

Current or Last Grade Attended: _____

Parent/Guardian Name: _____
(if student is under 18 years old)

Address: _____

City: _____

State: _____

Zip: _____

Home Phone: _____

Cell Phone: _____

Email: _____

2013-2014 Enrollment Policy Packet (EPP)

Please review the information below. Based on your student grade and applicable circumstances, you are required to submit documentation in order to complete this step in the enrollment process.

| Document or Policy Form | Required | Copy Document and Submit | Sign Policy Form, Copy and Submit |
|---|----------|--------------------------|-----------------------------------|
| Student Enrollment Agreement | x | | x |
| Request for Records | x | | x |
| Student Service Intake Form | x | | x |
| Image and Recording Release | x | | x |
| Home Language Survey | x | | x |
| FERPA Consent Form | x | | x |
| Family Income Form | x | | x |
| Student Birth Certificate | x | x | |
| Proof of Residency (utility bill, mortgage or lease that has current date and matches address given on enrollment application.) | x | x | |
| Student Immunization Record | x | x | |
| Current progress report, unofficial transcript or report card | x | x | |
| | | | |
| Required only if applicable to student: | | | |
| Copy of (unexpired) IEP* (Individualized Education Plan) and Evaluation Report | | x | |
| Copy of (unexpired) 504* Accommodation Plan | | x | |
| Copy of guardianship/custodial papers | | x | |

**This information is needed for service delivery and resource allocations, students with Individual Education Plans (IEPs) or special needs will be reviewed by a committee of staff, including the parents, to discuss the educational needs of the student to determine the appropriateness of education in an online learning environment.*

It is the policy of Young Adult Magic Johnson Bridgescape Academy

not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. No person shall be excluded from participation in, or be denied the benefits of, any service; or be subjected to discrimination because of race, color, national origin, religion, sex age, or disability.

Is there a court order on file with this school that restricts access to this student by any party? Yes No

If yes, whom: _____ Relation to child: _____

*****This order cannot be executed until the document has been submitted to Office Manager*****

Student First
and Last Name:

2013-2014 Personal Information

DATE _____ Last Grade Attended _____

Student Last Name _____ Student First Name _____ Social Security# / SSID# _____

Home Address _____ City/State/Zip _____

Parent/Guardian Last Name _____ Parent/Guardian First Name _____ Yes No
Is student a minor

Home Address _____ City/State/Zip _____

Daytime Phone Number (include AREA CODE) _____ Parent/Guardian EMAIL _____ Student Phone/Cell Number _____

Emergency Contact Information: Name / Phone Number(s) including AREA CODE _____

Students' first choice for school session (circle one) AM PM

Documents included in Application Submission:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Student Enrollment Agreement <input type="checkbox"/> Request for Records <input type="checkbox"/> Student Service Intake Form <input type="checkbox"/> Image and Recording Release <input type="checkbox"/> Home Language Survey <input type="checkbox"/> FERPA Consent Form <input type="checkbox"/> Family Income Form <input type="checkbox"/> Student Birth Certificate <input type="checkbox"/> Student Immunization Record | <ul style="list-style-type: none"> <input type="checkbox"/> Proof of Residency (<i>Utility bill, mortgage or lease that has current date and matches address given on enrollment application</i>) what type of document are you faxing: _____ <input type="checkbox"/> Current progress report, unofficial transcript or report card <input type="checkbox"/> IEP (Individualized Education Plan) and Evaluation Report (unexpired) <input type="checkbox"/> 504 Accommodation Plan (unexpired) <input type="checkbox"/> Guardianship/Custodial paperwork <input type="checkbox"/> Other: _____ |
|--|---|

Student Enrollment Statement of Understanding

- My enrollment is contingent on following the rules.
- I understand that my parent(s) are responsible for arranging my transportation to and from school.
- I understand that I must follow the dress code guidelines.
- I understand that I must follow the technology policies.
- I understand that backpacks and oversize handbags are not permitted in the classroom.
- I understand that random searches of my personal property may be conducted.
- I understand that the school is not responsible for any lost, stolen, or damaged property, such as jewelry, electronics, etc.
- I understand that I may not loiter on any business property within a block of the program facility.
- I understand that I may not be on the program grounds without a staff member/escort.
- I understand that I am required to respect the rights and privileges of other students, teachers, and all staff employees.
- I understand that if I do not follow the rules and regulations of the program, I may be subject to expulsion from this program.
- I understand that consequences may be imposed by the staff for misconduct outside of the school campus which affects the school's learning environment. This includes, but is not limited to, misconduct within a 200-yard radius of the campus and misconduct that takes place in a virtual context.

I am committed to meeting the following goal:

Student:

My signature signifies my willingness to comply with each item and acknowledges I have read the Parent-Student Handbook and support the rules and expectations outlined herein.

Student Signature

Date

Parent:

My signature signifies my understanding that my child's failure to comply will result in consequences as outlined by the Student Code of Conduct and acknowledges I have read the Parent-Student Handbook and support the rules and expectations outlined herein.

Parent Signature

Date

Student Service Enrollment Information

Young Adult Magic Johnson Bridgescope is fully committed to providing quality education to all of our students, including those with special needs. We need your help, so please complete this page with care.

| SECTION 1 | | | |
|--|---|--------------------------|--|
| Check Yes or No as applicable | | Yes | No |
| Has your child ever been evaluated for special education? If yes, what was the evaluation date and what school/facility conducted testing: | | | |
| Does the student have a current IEP or 504 she/he currently qualify? If yes, please complete section 2 of this form. | | | |
| Does the student have an expired IEP or 504? If yes, please provide evaluate and expiration dates: | | | |
| Does your student take medication for any medical reason (ADHD, Diabetes, etc.)? If yes, what medication? | | | |
| What is the date of the student's last Hearing screening? | | | |
| Does the student wear glasses? | | | |
| What is the date of the student's last Vision screening? | | | |
| Does the student use a hearing aid? | | | |
| SECTION 2 – FILL OUT ONLY IF YOUR CHILD HAS A <u>CURRENT</u> IEP OR 504 PLAN | | | |
| What type of plan does your Student have? <input type="checkbox"/> IEP - Expiration Date: _____ <input type="checkbox"/> 504 Plan – Expiration Date: _____ If your student has either of these, we must receive a copy in order to process your enrollment | | | |
| Diagnosis (check all that apply): | | | |
| <input type="checkbox"/> | Learning Disability in | <input type="checkbox"/> | Reading <input type="checkbox"/> Math <input type="checkbox"/> Written Expression |
| <input type="checkbox"/> | Mental Retardation | <input type="checkbox"/> | Traumatic Brain Injury <input type="checkbox"/> Other Health Impairment |
| <input type="checkbox"/> | Emotional Disturbance/Behavior Disorder | <input type="checkbox"/> | Speech/Language Impairment <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> | Hearing Impairment | <input type="checkbox"/> | Orthopedic (Physical) Impairment <input type="checkbox"/> Child with a Developmental Delay |
| <input type="checkbox"/> | Autism | <input type="checkbox"/> | Other: |

Because we are legally obligated to provide your child with all appropriate services on his/her IEP Individualized Education Plan or 504 Plan, it is extremely important that you let us know if your child has an IEP or 504 Plan. Your signature indicates that all information on this form is correct. Please sign below to indicate that you understand this and have provided full and accurate information.

Parent/Guardian/Emancipated/Adult Student's Signature _____

Date _____

Student First and Last Name: _____



Image and Recording Release for Students Under 18 Years of Age

For Students Under 18 Years of Age - I hereby grant to Young Adult Magic Johnson Bridgescape Academy and its employees, agents and assigns the right to photograph and/or record my dependent,

[student's name] ("Dependant")
and use any such photographs, videotape, audio recordings, digital reproduction and/or any other audio and/or video form of reproduction now known or hereafter created of his/her physical likeness ("Recordings"), for any and all commercial and non-commercial purposes, and by any and all means of publication processes now known or hereafter created, including but not limited to print, digital and/or electronic, via the Internet or otherwise. Dependent's first name only will be used in the Recordings, unless the parent/guardian requests that the following name be used _____. (Note: Leave preceding blank if use of first name only is acceptable).

I further grant to Young Adult Magic Johnson Bridgescape Academy a non-exclusive, worldwide, transferable, irrevocable, royalty-free license to use any and all audio and visual materials, including but not limited to drawings, photographs and recordings, authored and/or created by my dependent for any and all commercial and non-commercial purposes, and by any and all means of publication processes now known or hereafter created, including but not limited to print, digital and/or electronic, via the Internet or otherwise.

I certify that I am a custodial parent of above-named child and have the aforementioned rights to assign.

Parent/Guardian Signature

Date

Print Parent/Guardian Name

Address/City/St/Zip

Image and Recording Release For Parents and Adult Students

For Parents and Adult Students - I hereby grant to Young Adult Magic Johnson Bridgescape Academy and its employees, agents and assigns the right to photograph and/or record me and use any such photographs, videotape, audio recordings, digital reproduction and/or any other any other audio and/or video form of reproduction now known or hereafter created of my physical likeness ("Recordings"), for any and all commercial and non-commercial purposes, and by any and all means of publication processes now known or hereafter created, including but not limited to print, digital and/or electronic, via the Internet or otherwise.

Signature

Date

Print Full Name

Address/City/St/Zip

Student First
and Last Name:

Home Language Survey

The Office of Civil Rights (OCR) and the Department of Education require that school districts and charter schools identify English Language Learner (ELL) students in order to provide appropriate language instructional programs for them. Young Adult Magic Johnson Bridgescape Academy has selected the Home Language Survey as the method for determining if the student is a language-minority student.

Student's First and Last Name

Grade

1. What is/was the student's first language? _____

2. Does the student speak a language(s) other than English? Yes No
(Do not include languages learned in school.)

If yes, specify the language(s): _____

3. What language(s) is/are spoken in your home? _____

4. Has the student attended school in the United States in the past 3 years?..... Yes No
If yes, complete the following:

| Name of School | State | Dates Attended |
|----------------|-------|----------------|
| | | |
| | | |
| | | |

Parent/Guardian/Emancipated/Adult Student's Signature

Date

Young Adult Magic Johnson Bridgescape Academy has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, Young Adult Magic Johnson Bridgescape Academy has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, Young Adult Magic Johnson Bridgescape Academy may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the school in the future.

Young Adult Magic Johnson Bridgescape Academy uses the ELDA as its screening tool. The school must administer the ELDA to a student during the enrollment process so that a student's enrollment status can be determined.

Family Educational Rights and Privacy Act (FERPA) - For your records.

Annual Notice of Rights under the Family Educational Rights and Privacy Act (FERPA)

Young Adult Magic Johnson Bridgescape Academy protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible and protected handicapped students (if not protected by IDEA) in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations as well as IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means Bridgescape™ Academy. For all students, the educational agency maintains education records which include but are not limited to:

Personally identifiable information is confidential information that includes but is not limited to the students' name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but is not limited to, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are: Parents have the right to inspect and review a child's education record. Young Adult Magic Johnson Bridgescape Academy will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding and IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other designated school official. Parents have the right to a response from the school to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While Young Adult Magic Johnson Bridgescape Academy cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Young Adult Magic Johnson Bridgescape Academy will decide whether to amend the record and will notify the parents in writing of its decision.

Family Educational Rights and Privacy Act (FERPA) – For your records.

If Young Adult Magic Johnson Bridgescope Academy refuses to amend a record it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

Young Adult Magic Johnson Bridgescope Academy will inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents. Parents have a right to receive a copy of the material to be destroyed. However, a permanent record of a student's name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without the limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

"Consent" means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

Upon written request, Young Adult Magic Johnson Bridgescope Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Young Adult Magic Johnson Bridgescope Academy to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Family Educational Rights and Privacy Act (FERPA) Consent Form

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights regarding the student’s education records. One of those rights is the right to consent to disclosures of personally identifiable information contained in the student’s education records. In compliance with FERPA, Young Adult Magic Johnson Bridgescape Academy has designated categories of record as directory information consistent with applicable law. For more information on the FERPA policy, see the immediately preceding information listed in this Enrollment Policy Packet or refer to the Young Adult Magic Johnson Bridgescape Academy’s Parent/Student Handbook.

Young Adult Magic Johnson Bridgescape Academy and its designated curriculum provider, EdisonLearning, Inc., have found that to best serve the student’s education needs, it is necessary to disclose a student’s name and address to the following classes of vendors that provide important services related to your student’s education. In all cases, these vendors will have agreed to ensure the confidentiality of the student’s name and address and not to use the information for purposes other than that contracted for the student’s educational needs.

- Companies that enter the student information into a computer database for use by school officials
- Other contractors and subcontractors that Young Adult Magic Johnson Bridgescape Academy or EdisonLearning, Inc. identifies as necessary to providing online education services

To best serve the student, Young Adult Magic Johnson Bridgescape Academy requests the following consent to disclose the student’s name and address to the specified class of contractors.

I hereby agree that my student’s name and address be provided to the above identified contractors to ensure that Young Adult Magic Johnson Bridgescape Academy can best meet my student’s education needs.

Parent/Guardian or Emancipated/Adult Student Signature

Date

Student First
and Last Name:



2013- 2014 Family Income Form

In order to determine if Young Adult Magic Johnson Bridgescope Academy will receive federal Title I funds for reading and/or mathematics or other services, certain information is needed. Please complete this form and submit it with your enrollment documents. List only those students enrolling in Young Adult Magic Johnson Bridgescope Academy.

Student Information

Please print the name of all students enrolling in Young Adult Magic Johnson Bridgescope Academy.

| NAME | BIRTH DATE | GENDER | GRADE | DISTRICT OF RESIDENCE (WHERE YOU LIVE) | INDICATE IF CHILD IS A FOSTER CHILD, WARD OF COURT OR FOOD STAMP RECIPIENT* |
|------|------------|--------|-------|--|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

*Please provide Food Stamp Case #

Calculating Household Income

In order to determine if Young Adult Magic Johnson Bridgescope Academy will receive Title I funds, you will have to calculate the total amount of income in your household. Include all income for all household members (including yourself, all children in the home, your spouse, grandparents, and all others related and unrelated in your household). See lists below of the type of income to report.

Earnings from work:

Wages / salaries / tips

- Strike benefits
- Unemployment compensation
- Worker's compensation
- Net Income from self-owned business or farm

Public Assistance/Child support/Alimony:

- Public assistance/Welfare Payments
- Alimony/child support payments

Pensions/Retirements/Social Security:

- Pensions
- Supplemental Security Income
- Retirement income
- Social security

Other Income:

- Disability benefits
- Interest dividends
- Estate/trusts/investments
- Regular
- contributions from person(s) not living in household
- Net royalties/annuities/net rental income

Household Income

Total number of all household member, whether they receive income or not: _____

Total of household member's gross monthly income before taxes or anything else is taken out. Fill in one that is easiest for you to calculate.

\$ _____ OR \$ _____ OR \$ _____
 Annually Monthly Weekly

Certification and Signature

I certify that all of the above information is true and correct, and that all income is reported. I understand this information is being given for the receipt of federal funds, and that school officials may verify the information on the form.

Parent/Guardian/Emancipated/Adult Student's Signature

Date

Print Name of Parent/Guardian/Emancipated/Adult Student

| | |
|------------------------------|--|
| Student First and Last Name: | |
|------------------------------|--|

EMERGENCY MEDICAL AUTHORIZATION FORM

STUDENT NAME _____
(Please print) Last First

Date of Birth _____ Current Grade _____
Home Phone _____
Home Address _____ City _____ Zip _____

Purpose: To enable parents and guardians to authorize the provision of emergency treatment for children who become ill or injured while under school authority, when parents or guardians cannot be reached. This information will be shared, as necessary, with teachers, bus drivers, administrative staff, health personnel including student nurses, and other school personnel.

Residential Parent or Guardian

Mother's Name _____ Daytime Phone _____ Cell _____
Father's Name _____ Daytime Phone _____ Cell _____

Emergency Contacts

1. _____ Relationship _____ Phone _____ Cell _____
2. _____ Relationship _____ Phone _____ Cell _____

Does your child have any of the following conditions or symptoms?

- Diabetes Asthma Depression Severe Vision Impairment Allergies
 Mental Disorder Epilepsy Medications Severe Hearing Impairment Other health concerns

If you checked any of the above items, please explain below or attach supporting documentation or an additional sheet of paper.

| | |
|------------|----------------------|
| Condition: | Detailed Description |
|------------|----------------------|

Allergies – Include specific medicines, foods, bites, and stings. None

| | | |
|----------|-----------|----------------------|
| Allergy: | Reaction: | Medication Required: |
|----------|-----------|----------------------|

Medications – List any medications you may have in your possession. None

| | | |
|-------------|------------|--------------------------|
| Medication: | Condition: | Medical Device Required: |
|-------------|------------|--------------------------|

PART I OR II MUST BE COMPLETED

PART I: TO GRANT CONSENT

I hereby give consent for the following medical care providers and local hospital to be called:

Doctor _____ Phone _____
Dentist _____ Phone _____
Local Hospital/Emergency Room _____
Phone _____

In the event reasonable attempts to contact me have been unsuccessful, I hereby give my consent for:

- 1) the administration of any treatment deemed necessary by above named doctors, or, in the event the designated practitioner is not available, by another licensed physician or dentist; and
2) the transfer of the child to any hospital reasonably accessible. This authorization does not cover major surgery unless the medical opinions of two other licensed physicians or dentists, concurring in the necessity for such surgery, are obtained prior to the performance of such surgery.

Signature of Parent/Guardian _____
Date _____

PART II: REFUSAL TO CONSENT

I do **NOT** give my consent for emergency medical treatment of my child. In the event of illness or injury requiring emergency treatment, I wish the school authorities to take the following action:

Signature of Parent/Guardian _____
Date _____



Intent to Enroll 2013-2014

Location: (Mark One) ___ Crittenden County ___ Mississippi County

New Student: _____

Current Grade: _____

Parent/Guardian Name: _____
(If student is under 18 years old)

Address: _____

City, State: _____

Zip: _____

Home Phone: _____

Cell Phone: _____

Email: _____

How did you learn about us? _____



First Day of Attendance

Student: _____

Date: _____

Student Signature: _____

Date: _____

If student is under 18 years of age

Parent/ Guardian Signature: _____

Date: _____

Office Manager: _____

Date: _____

PURCHASING
AND
PROCUREMENT
POLICY

7.5—PURCHASES OF COMMODITIES

Purchases shall be made in accordance with State laws and procurement procedures governing school purchases that are deemed to be in the best interest of the School and are the result of fair and open competition between qualified bidders and suppliers.

Definitions

“Commodities” are all supplies, goods, material, equipment, computers, software, machinery, facilities, personal property, and services, other than personal and professional services, purchased on behalf of the School.

“Specifications” means a technical description or other description of the physical and/or functional characteristics of a commodity.

“Purchasing official” means the board of directors of the school or designated employees of the school with the authority to contract or make purchases on behalf of the school.

A purchase order shall be issued for all purchases of commodities and professional services. Purchases of commodities with a purchase price equal or exceeding \$5,000 but less than \$10,000 require prior approval of the designated agent of the School unless an emergency exists in which case the Superintendent may waive this requirement.

Purchases of commodities with a purchase price equal or exceeding \$10,000 require prior approval of the purchasing official unless an emergency exists in which case the Program Director may waive this requirement. Any waiver shall be reported to the Board at its next regular meeting. Purchase orders equal or exceeding \$10,000 shall require two signatures, one being the superintendent or the director’s designee.

Purchase orders equal or exceeding \$50,000 shall require Board approval prior to issuance unless an emergency exists in which case the Program Director may waive this requirement. Any waiver shall be reported to the Board at its next regular meeting.

The school will not solicit bids or otherwise contract for a sum greater than \$25,000 with vendors that are on the “excluded parties list” if the contract is to be paid from federal grant funds.

All purchases of commodities in which the estimated purchase price equals or exceeds \$10,000 shall be procured by soliciting bids. The board shall accept bids submitted electronically by email or fax for any and all school purchases, unless specified to be submitted by other means or methods, and except those bids which have been specified to have a designated date upon which the bids shall be opened. Specifications shall be devised for all commodities to be bid that are specific enough to ensure uniformity of the bid and yet not so restrictive that it would prevent competitive bidding. The bid specifications shall not include the name or identity of any specific vendor. The Board reserves the right to reject all bids and to purchase the commodity by negotiating a contract. In such an instance, each responsible bidder who submitted a bid shall be notified and given a reasonable opportunity to negotiate.

Bids shall be awarded after careful examination of the details of the bid to determine the best overall value to the School. In instances where the low bid was not accepted a statement of the reasons shall be attached to the bid. Bidders submitting written bids shall be notified in writing of the bid award. Any competitive bid submitted to the school in response to a solicitation for bids for the purchase of a

commodity shall be accompanied by the form contained in Section 7.5F which shall be signed and notarized by the agent of the bidder. The procedure for opening and awarding of bids shall be as prescribed by the Board.

The following commodities may be purchased without soliciting bids provided that the Program Director determines in writing that it is not practical to use other than the required or designated commodity, and a copy of this statement is attached to the purchase order:

- Commodities in instances of an unforeseen and unavoidable emergency;
- Commodities available only from the federal government;
- Utility services;
- Used equipment and machinery;
- Commodities available only from a single source.

Prospective bidders, offerors, or contractors may appeal to the school's director if they believe the school failed to follow school bidding and purchasing policy or state law.

Any award of a contract shall be subject to revocation for ten (10) working days or, if an appeal is received, after resolution of the appeal. This shall give prospective bidders, offerors, or contractors the opportunity to appeal the bid award if they believe the facts warrant an appeal. Any appeal shall be in writing by certified mail and received by the school office, "attention to the superintendent" within seven (7) calendar days following the initial and revocable award of the contract.

If the school receives an appeal of a bid award, they shall notify in writing those prospective bidders, offerors, or contractors who have made a written request to the school for notification of opportunities to bid that an appeal has been submitted.

The notification shall state

- That the contract award has been halted pending resolution of the appeal and could be revoked;
- The reasons for the appeal;
- That the recipient of the letter may respond to the protested issues identified in the appeal;
- The date the decision on the appeal will be made and notification sent;
- That if the appeal is upheld, the bidding process will be re-opened;
- That if the bidding process is re-opened, changes will be made to the request for bids as necessary to satisfy the reasons for upholding the appeal.

The sole authority to resolve any appeal made relating to this policy shall rest with the director. The director's decision shall be final and conclusive. In the event the school upholds an appeal, the sole responsibility of the school to the aggrieved bidder or bidders shall be the re-opening of the bidding process.

Legal References: A.C.A. § 6-21-301, 303, 304, 305, 306

A.C.A. § 6-24-101 et seq.

Date Adopted:

Last Revised:

7.5F—COMMODITIES BIDDER AFFIDAVIT
YOUNG ADULT MAGIC JOHNSON BRIDGESCAPE ACADEMY

I, _____, hereby
state:

I am a duly authorized agent of _____, the bidder submitting the competitive bid which is attached to this statement, I certify the facts as detailed below pertaining to the non-existence of collusion among and between bidders and school officials, as well as to the facts pertaining to the giving or offering of things of value to government personnel in return for special consideration in the awarding of any contract pursuant to the bid to which this statement is attached.

I am fully aware of the facts and circumstances surrounding the making of the bid to which this statement is attached and have been personally and directly involved in the proceedings leading to the submission of the bid. Neither the bidder nor anyone subject to the bidder’s direction or control has been a party: To any collusion among bidders in restraint of freedom of competition by agreement to bid at a fixed price or to refrain from bidding; To any collusion with any school official or employee as to quantity, quality, or price in the prospective contract, or as to any other terms of the prospective contract; or In any discussions between bidders and any school official concerning exchange of money or other thing of value for special consideration in the awarding of a contract.

I hereby guarantee that the specifications outlined in the bid shall be followed as specified and that deviations from the specifications shall occur only as part of a formal change process approved by the Board of Directors of the school.

Signature

Subscribed and sworn to before me the _____ day of _____, 20__

Notary Public _____

PROFESSIONAL DEVELOPMENT PLAN

MJBA Professional Development Plan MJBA Professional Development Plan

| Month/ Quarter | Description and Delivery Method | Participants | Facilitator | Length | Expected Outcome |
|----------------------|--|--------------|--------------------------------------|-------------|--|
| Aug Q0 | Introduction to Blended Learning -- Online Course / In Person | All Staff | DoA with 5 Strand Lead Support | 120 Minutes | Participants will explore what blended learning is, its current methods of implementation and the specific implementation at their school. |
| Aug Q0 | Blended learning Teacher Roles and Responsibilities – Online Course / In Person | All Staff | DoA with 5 Strand Lead Support | 60 Minutes | Participants will understand each role and the behavior expected for both adults and students, and will learn tips and strategies for implementation. |
| Aug Q0 | Responsive Tutoring Level 1 Training – Online Course / In Person | All Staff | DoA with 5 Strand Lead Support | 90 Minutes | Participants will be exposed to the Direct Instruction methodology of T-G-S teacher group student. In addition, key vocabulary strategies and previewing techniques will be introduced. |
| Aug Q0 | Project Mentor Level 1 Training – Online Course / In Person | All Staff | DoA with 5 Strand Lead Support | 90 Minutes | Participants will be exposed to the concept of Literary Book Circles, their use in collaborative activities with high interest fiction and nonfiction reading material as well as explore the methodology of Reciprocal Teaching |
| August Q0 | Blended Learning Training Positive Learning Environment Management in a blended learning setting – Online Course / In Person | All Staff | DoA with 5 Strand Lead Support | 90 Minutes | Participants will learn positive strategies for framing behavioral expectations in the blended learning environment. |
| August Q0 | Blended Learning planning -In Person with focus on literature circles and responsive tutoring sessions – webinar to direct how planning time will be used and provide a framework for it | All Staff | DoA with 5 Strand Lead Support | 90 Minutes | EdisonLearning field team member will work with school level personnel to prepare them to lead blended learning planning in preservice and throughout the school year. |

MJBA Professional Development Plan

| | | | | | |
|------------------|---|---------------|---------------------|--|---|
| Aug Q0 | eSchoolware Blended Learning Introduction and Overview - webinar – For New Staff | New Staff | Jen Fedor | 3 hours – may be broken into topic-specific sessions | Participants will be able to use the main features of the student portal (Menu Bar icons, Other Information, Course Information) and eCourses from the student perspective (basic navigation, taking assessments, etc.). Session will include the student view of both high school and middle school courses. Understanding of the courses and tools from the student's perspective will enable teachers to more effectively support student success in their coursework. |
| | <ul style="list-style-type: none"> eSchoolware and the Teacher role eSchoolware reporting | | | | This training will enable teachers to use eSchoolware to effectively monitor and support students in their online coursework. Participants will learn to retrieve common data reports that are used to inform future instructional actions. |
| August Q0 | P&C Q0 Achieve3000: Reading Remediation – Webinar Orientation | MJBA Staff | Achieve3000 Trainer | 120 Minutes | Teachers will become familiar with and practice using Achieve3000. |
| Sept Q1 | Pedagogy & Curriculum (P&C): Deconstructing the Features (Flip Model) In Person | MJBA Staff | DoA | 60 Minutes | Participants will understand the underlying meaning behind the Pedagogy & Curriculum Features of an Outstanding School, the big ideas and concepts woven throughout the features, and to begin to develop a shared language of learning and teaching. |
| Sept Q1 | eSchoolware – Webinar | MJBA Staff | JFedor | 60 Minutes | Teachers will follow up on initial training with strategies and tips for best practices and student success |
| Sept Q1 | Personal Learning Coach Level 1 Strategies Online Lesson / webinar | MJBA Staff | EEash | 60 Minutes | Teachers will explore techniques that build relationships of mutual respect with students. |
| Sept Q1 | CLS Unit Learning with Others – webinar | MJBA Staff | EEash | 60 Minutes | Teachers will explore the CLS unit and learn to link these activities to their small group collaborative learning projects. |
| Sept Q1 | Assessment for Learning (AfL) The Academy as Achievement Team – In | AfL PD Module | TGall | TBD | Participants will understand their roles and responsibilities around their performance as an |

MJBA Professional Development Plan

| | Person or Webinar | | | | Achievement Team. |
|---------------|--|------------|-------------|------------|--|
| Oct Q1 | P&C: EFLT.ModuleF. Framework Teacher Introduction - In Person | MJBA Staff | DoA | 60 Minutes | Participants will begin to build a common language around good learning and teaching through an exploration of the Gateway and Power Themes in the EL Framework for Learning and Teaching. |
| Oct Q1 | Blended Learning Professional Series Foundational Guide Level 2 Training - Online Lesson / Webinar | MJBA Staff | EGillis | 60 Minutes | Participants will learn to use Data to Communicate Students in need of Targeted Support, Use data analysis tools to inform teaching and learning. And use Custom Reports |
| Oct Q1 | SAFS Q1:Implementing Student Learning Conferences – webinar | MJBA Staff | SGerenstien | 45 Minutes | Staff will be able to guide and develop students as independent learners who can articulate and plan for their own learning and lead regularly held conferences. |
| Nov Q2 | Blended Learning Professional Series Responsive Tutoring Level 2 Training: Tipping Point Strategies Online Lessons / – In Person | MJBA Staff | EGillis | 60 Minutes | Teachers will be able to increase their proficiency in their Responsive Tutoring role in order to raise student success and achievement in the blended learning model. |
| Nov Q2 | Project Mentor: Level 2 Training Online Lessons / – In Person | MJBA Staff | EGillis | 60 Minutes | Teachers will be able to increase their proficiency in their project Mentor role in order to raise student success and achievement in the blended learning model. |
| Nov Q2 | Personal Learning Level 2 Training Online Lessons / – In Person | MJBA Staff | EEash | 60 Minutes | Teachers will be able to increase their proficiency in their Personal Learning Coach role in order to raise student success and achievement in the blended learning model. |
| Nov Q2 | AfL Data Analysis using eSchoolware Reports – Online Lesson | MJBA Staff | DoA | TBD | Participants will begin to develop a deeper proficiency in the navigation of eSchoolware reports. |

MJBA Professional Development Plan MJBA Professional Development Plan

| | | | | | | |
|-------------------------------------|--|-----------------------------|------------|-----------------|------------|---|
| Nov Q2 Fall ELDA | Session 1 | Data Driven Decision Making | PDs | TGall | 2 Days | |
| | Session 2 | Culture of Achievement | | Eeash | | |
| | Session 2 | SAFS (RTI, SPED, ELL) | | TUlmer | | |
| | Session 4 | Community Partnerships | | TUlmer NWood | | |
| Dec Q2 | (L): Managing Change: Time & Teams – Webinar | | MJBA Staff | DoA | 60 Minutes | This training will help leaders understand the complexity of the process of change management as well as provide tools for effectively managing the balance between pressure and support. |
| Jan Q2 | Foundational Guide Level 3 Training – Online Lesson / Webinar | | MJBA Staff | Egillis | 60 Minutes | Teachers will be able to increase their proficiency in their Foundational Guide role in order to raise student success and achievement in the blended learning model. |
| Jan Q2 | AfL Using Gradebook to Provide Effective Feedback – Online Lesson / Staff Meeting Follow Up | | MJBA Staff | PD | TBD | Staff will increase their use of the Gradebook as a mechanism for providing meaningful feedback |
| Jan Q2 | Blended Learning Professional Series Responsive Tutor Level 3 Training -- Online Lesson / In Person | | MJBA Staff | EGillis | | Teachers will be able to increase their proficiency in their Responsive Tutor role in order to raise student success and achievement in the blended learning model. |
| Jan Q2 | Blended Learning Professional Series Project Mentor Lessons 2 & 3 Revisited– Online Lesson / In Person | | MJBA Staff | EGillis | | Teachers will be able to increase their proficiency in their Project Mentor role in order to raise student success and achievement in the blended learning model. |
| Feb Q3 | P&C: EFLT.ModuleC.Framework Process One | | MJBA Staff | DoA | 60 Minutes | Team will develop understanding of how the Model of Implementation: Process One makes the Framework a tool for informing whole school professional development and individual teacher evaluation. |

~~MJBA Professional Development Plan~~ MJBA Professional Development Plan

| | | | | | |
|-----------------|---|------------|--------------------------------|------------|---|
| Feb Q3 | P&C: EFLT.ModuleD.Framework Process One Application: Leader Lesson Observation | MJBA Staff | DoA | 60 Minutes | School team will build knowledge and understanding of the contents of the three Power Themes and the Gateway Themes through the use of the Leader Observation Reference and Evidence Form. |
| March Q3 | P&C: EFLT.ModuleE. Framework: Data Tracker Training | MJBA Staff | DoA | 60 Minutes | Program Directors will explore the details of the EdisonLearning Data Tracker and begin to build capacity to transfer lesson observation data to the Data Tracker and use its reports to drive whole school professional development. |
| March Q3 | Blended Learning Professional Series Foundational Guide Lesson 3 Revisited & Introduce Gradebook-Providing Effective Feedback – Online Lesson / In Person | MJBA Staff | EGillis5 Strand JParker/DoA | 60 Minutes | Teachers will be able to increase their proficiency in their Foundational Guide role in order to raise student success and achievement in the blended learning model. |
| March Q3 | Blended Learning Professional Series Responsive Tutor Lesson 3 Revisited - Online Lesson / In Person | MJBA Staff | EGillis | 60 Minutes | Teachers will be able to increase their proficiency in their Responsive Tutor role in order to raise student success and achievement in the blended learning model. |
| April Q3 | Blended Learning Professional Series Project Mentor Level 3 - Online Lesson / In Person Training | MJBA Staff | EGillis | 60 Minutes | Teachers will be able to increase their proficiency in their Project Mentor role in order to raise student success and achievement in the blended learning model. |
| April Q3 | AfL Effective Use of Forums and Announcements – Online Lesson | MJBA Staff | DoA | 45 Minutes | Staff will further develop their effective use of eSchoolware systems |
| April Q3 | Blended Learning Professional Series Personal Learning Level 3 Training -Online Lesson / In Person Training | MJBA Staff | EGillis | 60 Minutes | Teachers will be able to increase their proficiency in their Personal Learning Coach role in order to raise student success and achievement in the blended learning model. |
| May Q4 | Finishing Strong: Self Evaluation through Solution Planning Section 2: Scheduling for a Strong Start – In Person | MJBA Staff | DoA | 90 Minutes | In this module, members of the extended leadership team will engage in a 4-step process to finish the year strong and prepare for a strong opening in the fall. Leaders will be taken through a series of meetings which will span over the course of 4 – 6 weeks where they will engage in |

MJBA Professional Development Plan ~~MJBA Professional Development Plan~~

| | | | | | | |
|----------------|--|------------|-----|------------|--|--|
| | | | | | | the process of self-evaluation, a critical step on the cycle of continuous improvement. As a result of this 3 step process, schools will have a clear understanding of the goals they need to achieve and the areas in which they should focus their energy. In step 4, the extended leadership team takes a collaborative approach to developing a school-wide schedule that links to their identified goals and needs, understanding that the schedule, if constructed well, is critical in reaching our vision. |
| May Q4 | Finishing Strong: Self Evaluation through Solution Planning Section 2:Scheduling for a Strong Start - webinar | MJBA Staff | DoA | 60 Minutes | | A part of the ongoing self evaluation process |
| May Q4 | Finishing Strong: Self Evaluation through Solution Planning Section 2: Scheduling for a Strong Start - webinar | MJBA Staff | DoA | 60 Minutes | | A part of the ongoing self evaluation process |
| June Q4 | PD Day Topics TBD: BL Extended Training as well as topics determined through Academy Development Rubric | MJBA Staff | | 2 Days | | |

EDISON
ECOURSE
CATALOG

eCourses™

Course Catalog

Dynamic Online Courses for
use in virtual, blended, &
traditional learning
environments



EdisonLearning eCourses™ at a Glances

Multisensory Engagement

eCourses are delivered with multimedia features that address diverse student needs, support literacy, and reinforce key concepts. Features such as interactive **demonstrations**, **games**, **videos**, **virtual science labs**, **forums** and a **text-to-speech tool** engage students and support multiple learning modalities.

In the Research Center (high school) and Learning Land (middle school), which are **avatar-based virtual worlds**, students communicate and collaborate with classmates and teachers, share and discuss art, play games that reinforce key academic concepts, participate in virtual science labs, and access a number of other multimedia resources that enrich their studies.



Above: Middle School students' virtual daily assignment book.

Flexible Structure

The content of eCourses is based on a **modular design**. Each lesson contains instruction in prerequisite knowledge. Lessons include learning objectives that are clear and attainable, and each one ends with an assessment. Courses are organized into four parts per year with assessments throughout to measure mastery.

Research & Experience

EdisonLearning uses proven methodologies to deliver the most engaging and innovative courses on the market. EdisonLearning teachers and experts developed eCourses using **best practices based on over a decade** of online learning experience and 20 years of experience driving achievement in brick and mortar schools.

eCourses have undergone a rigorous independent review process by Dr. Paul Kim, Assistant Dean and Chief Technology Officer at the Stanford University School of Education. Dr. Kim, a prominent leader in the online learning industry, reviewed and tested all high school courses for quality, usability, and effectiveness. Researchers from Robert Morris University reviewed and tested all middle school courses.

Learn More

For more information email us at information@edisonlearning.com or call us at **1-877-422-6532**, or go to www.edisonlearning.com/ecourses.

Working together for student success™



Above: Students navigate the Research Center with avatars.

Differentiating Features

- Unique focus on STEM
- Multiple learning modalities
- Individual student customization
- State standards alignment
- Print and PDF course texts
- Real-time progress tracking
- Consistent structure and design
- Accessible cloud-based delivery platform
- Assessments to measure mastery
- Accredited by AdvancED and NWAC
- Recommended for accreditation by MSA-CES
- Approved by the NCAA



Above: Students can access the Writing Center to have their essays assessed.

EdisonLearning High School eCourses

EdisonLearning offers more than 100 high school courses with over 8,100 individual lessons. Each course is available in a variety of formats, which are designed to meet the needs of different types of students (see below). Subject areas include all core subjects, as well as a variety of world languages and electives. The courses offer various types of engagement, such as essential instruction, need-to-know course preparation, re-teaching and extension activities, and Discovery Education™ videos. Instructional tools include embedded assessments, alerts and interventions, grading and attendance, and announcements and messaging. Multisensory engagement tools include flash and Discovery Education™ videos, an interactive student center, customized and printable textbooks, messaging, digital notebooks, forums, and blogs.

EdisonLearning offers the following types of course formats:

Traditional

Who it's for: Self-motivated students who are comfortable in a self-directed online learning environment.

What it is: Students are self-guided through the course. The performance alert system will notify the instructor when it may be necessary to intervene or provide additional support.

Special features:

- Daily assessments
- Quizzes/unit exams
- Open response assessment items
- Performance monitoring via interventions
- Diagnostic exam availability

Available courses: All courses are offered in this format.

Lessons per semester course: 90

Competency-Based

Who it's for: High-performing students who are eager to explore lesson content in more detail.

What it is: Lessons in this type of course are longer to provide students with more in-depth content. Additionally, students must demonstrate mastery of the standards that comprise a lesson in order to progress to the next lesson.

Special features:

- Course player
- Guided learning path
- Lesson gating
- Open response items
- Self-remediating performance monitoring
- Diagnostic exam availability

Available courses: All courses (except for world languages) are offered in this format.

Lessons per semester course: 90

Foundation

Who it's for: Students who desire structured delivery of lesson content.

What it is: Each course is designed to ensure that students master the foundational skills and knowledge that are critical building blocks for upper-level courses. Foundation eCourses provide a guided learning path and are ideal for high-achieving and struggling students alike.

Special features:

- Course player
- Guided learning path
- Lesson gating
- Open response items
- Self-remediating performance monitoring
- Diagnostic exam availability

Available courses: Fifteen core subject area courses in English/Language Arts, Math, Science, and Social Studies are offered in this format.

Lessons per semester course: 70

System-Graded

Who it's for:

- Self-directed students who wish to work independently
- Students who wish to supplement their instruction in a classroom-based course

What it is: The assessments for these courses do not include open-response items that require teacher grading.

Special features:

- Course player
- Guided learning path
- Lesson gating
- Self-remediating performance monitoring

Available courses: Select Math, Science, Social Studies, and elective courses are offered in this format.

Lessons per semester course: 90

EdisonLearning Middle School eCourses

EdisonLearning offers 22 middle school courses, including core courses and electives. Courses are delivered via EdisonLearning's proprietary Course Player, which is an easy-to-use and highly interactive course platform. Yearlong courses are broken into four parts and semester-long courses are broken into two parts. Teachers have access to various instructional tools, such as embedded assessments, grading and attendance, and announcements and messaging. Multisensory engagement tools include flash and education videos, an interactive student center, customized printable textbooks, and activity workbooks.

EdisonLearning's middle school eCourses include the following differentiating features:

Individualized Learning Experience

While the student is learning online, the course delivery platform monitors student responses on assessments. A student's responses are one component of the data supplied to a proprietary algorithm that identifies the student's Learning Zone.

If the Learning Zone indicates that the student will benefit from concept reinforcement or additional activities, the software automatically delivers these to the student. If the student is completing the required learning activities with ease, the software delivers enrichment content that will challenge the student.

By identifying students' Learning Zones, EdisonLearning curricula keep students engaged and make success attainable for a broad spectrum of learners.

State-of-the-Art Writing Center

The Writing Center helps students improve the quality of their writing. Students can submit their essays for review to the Writing Center, which is powered by a software program that checks the essay for elements of good writing and makes suggestions for improvement. After a student makes the suggested improvements and submits the revised essay, the system can read the essay to the student, if desired, which helps the student detect errors. When satisfied with the essay, the student submits it to the teacher for the course.

Common Core Standards Alignment

The framework of each curriculum is built according to Common Core Standards. The courses have been developed to meet or exceed the standards of traditional curricula.

Highly Structured, Predictable Environment

Each day, the student begins work by starting with the online MyDay interface. MyDay visually highlights the student's activities for that day, outlining the assignments in each content area and delineating the student's responsibilities.

Engaging, Interactive Curriculum

An introductory video presents the key concepts of each lesson. The video appeals to students who learn best through audio or visual means.

The MyBook application presents information in an on-screen text format. Students can draw, write, circle, trace, and highlight in their MyBook. These activities appeal to the kinesthetic learner and help keep all students engaged.

Online companion workbooks use puzzles, matching activities, and upbeat language to reinforce and enrich the online curricula.

EdisonLearning's web-based middle school curricula incorporate social elements in a fun, safe environment and give all students an opportunity to succeed.

eCourses Offerings Table of Contents

High School English 7

World Literature I (English 9)
World Literature II (English 10)
American Literature (English 11)
British Literature (English 12)
SAT® Critical Reading & Writing

High School Mathematics 9

General Math
Pre-Algebra
Algebra I
Geometry
Algebra II
Trigonometry
Pre-Calculus
Calculus
Probability
Statistics
SAT® Math

High School Science 12

Physical Science
Earth Science
Biology
Chemistry
Physics
Astronomy
Life Science
Superstars of Science
Environmental Science
Epidemiology
Natural Disasters
Forensics
Genetics
Stem Cells
Biotechnology
Introduction to Technical Sciences
Science of Computing
Sports Medicine
Sports Science

High School Social Studies 17

World History
Early American History
American History
U.S. Government
World Geography
Macroeconomics
Microeconomics
Psychology
Sociology

High School World Languages 19

Spanish I
Spanish II
Spanish III
Spanish IV
French I
French II
French III
French IV
Chinese I
Chinese II
German I
German II

High School Electives 22

Fitness
Health
Life Skills
Introduction to Music Theory
Introduction to Office Applications
Introduction to OpenOffice Applications
HTML
JAVA™
Chemical Engineering
Computer Engineering
Electrical Engineering
Mechanical Engineering

eCourses Offerings Table of Contents, continued

Middle School English.....26

- English/Language Arts 7
- English/Language Arts 8

Middle School Mathematics28

- Math 7
- Math 8
- Middle School Algebra

Middle School Science31

- Science 7
- Science 8

Middle School Social Studies.....33

- Social Studies 7
- Social Studies 8

Middle School Electives35

- Discovering World Languages
- My Classroom Project
- Health and Fitness
- Introduction to OpenOffice Applications

High School—English

World Literature I (English 9)

By examining great works of literature from around the world, students will develop the skills to analyze and respond to various forms of literature, including essay, poetry, short story, and drama. The course begins by exploring some highly influential ancient pieces, and works its way forward to present day literature. Throughout this process students will see that although language and customs change, human beings today have many of the same experiences, ideas, and feelings that they had thousands of years ago. With that knowledge, students can relate to and learn from both ancient and modern authors, and can then share what they learn with those around them. Students will have the opportunity to practice different skills, including reading and analysis, speaking and listening, grammar, writing, and vocabulary. Students will also learn how to use various tools for review and to reinforce understanding. At the completion of this course, students will have gained both a knowledge of and appreciation for works of world literature, and will have increased their skills in reading, analysis, grammar, writing, and vocabulary.

Prerequisite: None

Format: T/C/F

Length: Semester/Year

World Literature II (English 10)

In World Literature II, students will continue expanding their knowledge of great works of world literature from ancient to modern times. In addition to drama, essay, and poetry, this course will include such genres as folktale, epic, and biography. Students will develop the skills to analyze and respond to the literature in greater depth, as well as gain a greater understanding of how language and customs change. Students will recognize the similarities and differences in human beings today and throughout history. Students will practice reading and analysis, speaking and listening, grammar, writing, and vocabulary. The students will also learn how to use various tools for review and understanding. At the completion of this course, students will have gained both a knowledge of and appreciation for works of world literature, and will have increased their skills in reading, analysis, grammar, writing and vocabulary.

Prerequisite: None

Format: T/C/F

Length: Semester/Year

American Literature (English 11)

Through this survey of American Literature, students will be able to understand and appreciate American history to its fullest. By incorporating history into literary studies, literature comes alive and holds more meaning for students. Students will read, analyze, and interpret a variety of genres, such as poetry, drama, folktale, and biography. They will be challenged to interpret each piece of literature soundly, and handle literary techniques skillfully; they will have the opportunity to relate much of what they read to the world that surrounds them. After the completion of this course, students will have increased their vocabulary skills, improved their grammar, usage, sentence structure, diction, and punctuation, and, finally, enhanced their reading, speaking, listening, and writing skills.

Prerequisite: None

Format: T/C/F

Length: Semester/Year

High School—English, *continued*

British Literature (English 12)

British literature has had a long-term influence on American culture and its variety of literary forms. By exploring British literature in this course, students will gain the tools to become active readers; critical and logical thinkers; and clear, concise writers. The instruction will offer a variety of strategies to help students develop the reading and writing skills necessary for success in any discipline. Each unit will follow a pattern designed to enhance existing reading comprehension, writing abilities, and speaking and listening skills, while offering a variety of British literature and providing ample opportunity to develop a deeper overall vocabulary. A written assignment, an exercise in organization, and an oral presentation in podcast form will also be part of the weekly process. After the completion of this course, students will have gained an understanding of British literature, and increased their vocabulary skills in reading comprehension, speaking, listening, and writing.

Prerequisite: None

Format: T/C/F

Length: Semester/Year

SAT® Critical Reading & Writing

This course is designed to help students prepare for the critical reading and writing portions of the SAT. In addition to gaining test-taking strategies, students will learn reading comprehension skills, including inferring ideas, understanding tone and intention, and identifying the meaning and the important and non-important parts of a piece of writing. Students will also learn about comma usage, case, identifying and creating complete sentences, and writing sentences that are concise and have subject-verb agreement. Finally, students will understand how to apply correct grammatical structure to sentences, recognize and understand modifiers and idioms, and develop a piece of writing in response to an essay question. At the completion of this course, students will have gained both a knowledge of and appreciation for the concepts included in the critical reading and writing sections of the SAT®.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Mathematics

| | |
|---------------------|---|
| General Math | <p>The goal of this course is to motivate students while helping them establish a strong foundation for success in developmental and consumer mathematics. The course leads students along a journey through basic mathematics and its applications, focusing on whole numbers, integers, decimals, and percent. Throughout this journey, the course highlights building mathematics skills to help students make sense of the mathematics they encounter each day. The students will use these basic concepts in the application of wages, banking, interest, credit, and consumer costs. At the completion of this course, students will have gained both a knowledge of and appreciation for mathematics and problem solving that will prepare them for their futures.</p> |
| | <p>Prerequisite: None Format: T/C/S Length: Semester/Year</p> |
| Pre-Algebra | <p>Pre-Algebra is designed to help students make a successful transition from arithmetic to algebra. The course focuses on basic concepts of arithmetic and the applications of mathematics. Students will learn about integers, fractions, decimals, expressions, equations, ratios, proportions and percents, inequalities, graphing, probability and statistics, and geometry. The course highlights the math skills that help students make sense of the mathematics they encounter each day. At the completion of this course, students will have gained both a knowledge of and appreciation for algebra and problem solving that will prepare them for future courses.</p> |
| | <p>Prerequisite: None Format: T/C/F/S Length: Semester/Year</p> |
| Algebra I | <p>This course takes students on a journey through algebraic concepts and applications. The course focuses on linear equations, inequalities, functions, graphing, systems of equations, polynomials, factoring, quadratic equations, probability, statistics, rational expressions, roots, and radicals. Throughout this journey, students will build critical thinking skills and problem-solving techniques that are required to help students grasp algebraic fundamentals. At the completion of this course, students will have gained both knowledge of and appreciation for algebra and the problem-solving skills they gain in this course will prepare them for future courses.</p> |
| | <p>Prerequisite: None Format: T/C/F/S Length: Semester/Year</p> |
| Geometry | <p>Through real-world examples and problems, the course encourages students to see how geometry is useful in everyday life. The course is organized as a journey through geometry and its many applications. The course focuses on parallel lines, perpendicular lines, triangles, circles, polygons, area, volume, similarity, trigonometry, geometric reasoning, and proofs. Throughout this journey, the course highlights building critical-thinking skills, and problem-solving techniques required to help students grasp geometric concepts. At the completion of this course, students will have gained both knowledge of and appreciation for geometry and problem solving that will prepare them for future courses.</p> |
| | <p>Prerequisite: Algebra I Format: T/C/F/S Length: Semester/Year</p> |

High School—Mathematics, continued

Algebra II

Students will continue their algebraic journey, gaining increasingly advanced knowledge and skills in algebra. They will focus on linear functions, linear systems, matrices, quadratic functions, polynomial functions, polynomials, exponential functions, logarithmic functions, rational functions, radical functions, conic sections, probability, statistics, sequence, series, and trigonometric functions. Students' critical thinking skills and problem-solving techniques will develop throughout the course. By the end of this course, students will have gained both knowledge of and appreciation for algebra and problem solving that will prepare them for future courses.

Prerequisite: Algebra I

Format: T/C/F/S

Length: Semester/Year

Trigonometry

This course explores the concepts and the applications of trigonometry in order to provide students with a solid foundation in the subject and an awareness of its many practical uses. For example, trigonometry is used to solve real-life problems in areas such as engineering, physics, construction, and design. In the course, students will investigate graphs, linear functions, quadratic functions, trigonometric functions, analytical trigonometry, analytical geometry, vectors, and advanced functions. Students will develop their critical thinking skills and problem solving techniques so that they succeed in understanding and applying trigonometric principals. At the completion of this course, students will have gained both knowledge of and appreciation for trigonometry and problem solving that will prepare them for future courses.

Prerequisite: Algebra II

Format: T/C

Length: Semester

Pre-Calculus

Pre-Calculus helps students gain the knowledge they will need for success in Calculus and other high school math courses. The course focuses on linear, rational, polynomial, exponential, and logarithmic functions; systems of equations; systems of inequalities; matrices; trigonometry; series; sequence; probability; vectors; and analytical geometry. Students will improve their critical thinking skills and their problem solving techniques. At the completion of this course, students will have gained both knowledge of and an appreciation for Pre-Calculus and problem solving that will prepare them for future courses.

Prerequisite: Algebra II

Format: T/C

Length: Semester/Year

Calculus

This course is designed to provide students with a solid foundation in calculus. The course guides students through calculus by focusing on functions, graphs, limits, differentiation, integration, parametric functions, and polar functions. Students' critical thinking skills and problem-solving techniques develop as they work through this course. At the completion of this course, students will have gained knowledge of and appreciation for calculus and its applications.

Prerequisite: Pre-Calculus

Format: T/C

Length: Semester/Year

High School—Mathematics, continued

Probability

In this course, students will take a comprehensive and engaging look at the field of probability. First, they will learn about the basic terms, types, theories and rules of probability. Next, the course covers random outcomes and normal distributions, as well as binomial probabilities. Finally, students will learn about geometric probability, sampling distribution, how to understand populations, and the central limit theorem. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of probability and how it is useful in everyday life.

Prerequisite: None

Format: T/C

Length: 9-week

Statistics

This course opens students' eyes to the many uses of statistics in the real world—from sports and the weather to health and politics. Students will learn about topics including basic concepts, graphs used to represent data, and ways to analyze data. They will explore statistical relationships, including the use of correlations, residuals and residual plots, and scatter plots. Finally, students will learn how to model nonlinear relationships using exponential and logarithmic functions and how to design a sample to produce the correct type of data (observational vs. experimental). At the completion of this course, students will have gained both knowledge of and appreciation for the field of statistics and its importance.

Prerequisite: None

Format: T/C

Length: 9-week

SAT[®] Mathematics

This course helps students prepare for the mathematics portion of the SAT[®] by equipping them with the knowledge and strategies needed to succeed on the test. Students will learn about basic mathematical theories and operations, including rational numbers, integers, methods to solve counting problems, and the characteristics of sequences and series of numbers. Students will learn how to use algebra to solve problems, including polynomial functions, linear equations and inequalities, and variation. The final unit covers geometrical shapes and how to calculate the area and perimeter of polygons and the circumference of circles. Students will also learn to solve for missing angles and sides of triangles, and understand lines, similar figures, and ratios. At the completion of this course, students will have gained both a knowledge of and appreciation for the concepts included in the SAT[®] Math exam.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Science

Physical Science

Physical Science is an interactive and engaging course that covers the sciences of chemistry and physics. The course begins with a unit on the nature of science and a review of measurement and its importance. The study of chemical principles then begins, exposing students to topics such as the properties of matter, the structure of the atom, the formation of bonds, and the properties of solutions. The course then moves to the science of physics, describing the topics of motion, force, work, and energy. Students in the course are asked to apply their knowledge of these topics through problems, explanations, and graphs, while maintaining their interest through engaging activities and explorations. Hands-on lab activities are found frequently throughout the course to reinforce the material and to give the students an opportunity to apply their knowledge through experiments and activities.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

Earth Science

Earth Science is the combined study of geology, physics, chemistry, and biology as they impact our Universe; the Earth's internal processes; and the structure and relationships of the natural world. This interactive and engaging course will provide students with the core knowledge of Earth's natural systems and place in the Universe. Included in this course is a study of the Earth's air, water, and physical processes that shape the physical world. This course also focuses on how human civilization has impacted the balance of nature. Students will gain knowledge of the most modern science behind topics such as continental drift, fossil dating, the cause of the seasons, natural disasters, ocean ecosystems, and alternative energy sources. At the completion of this course, students will have gained an appreciation for and understanding of Earth Science, and will have laid the groundwork for future studies in science.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

Biology

The science of biology is a large, complex, and constantly changing subject. This course will provide students with a broad and interactive experience covering the main topics of biological science. Students will be exposed to topics ranging from the process of science to cell reproduction to the diversity of life. Students will also learn about the chemical components of life, the process of energy conversion, and life's functions. The course will explore the subjects of genetics and evolution, incorporating the latest scientific research to support the students' learning. Finally, the course covers ecology in order to raise student awareness of the many challenges and opportunities of the modern biological world. Throughout the course, students will complete lab activities that reinforce the material and give them an opportunity to apply their knowledge through interactive experiments and activities.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

Chemistry

Chemistry is an important science that challenges students to apply their studies in previous sciences to new theories, models, and problems. The course begins with a discussion of the history and importance of chemical principles, moves through the various models of the atom and chemical reactions, explores relationships among liquids, gases, and solids, and investigates the role of energy in these relationships. The course ends with a unit on organic chemistry, a branch of the science that focuses on the molecules that are important to living things. At the completion of this course, students will have gained a basic knowledge of and appreciation for the field of chemistry, and its importance. Lab activities are found throughout the course in order to reinforce the material and provide an opportunity for students to apply their knowledge through hands-on experiments and activities.

Prerequisite: Algebra I

Format: T/C/F/S

Length: Semester/Year

High School—Science, continued

Physics

Although physics can be a challenging science, this is an incredibly engaging and rewarding course designed to provide students with an overview of both the traditional subject matter as well as the latest, most modern research in the field today. Beginning with Newtonian Mechanics, students will learn that every object is acted upon by multiple and predictable forces. The course moves on to cover fluid mechanics and the relationships between matter and energy as the laws of thermodynamics are investigated. The course also covers the topics of electricity and magnetism and explores the various models used to explain and apply these universal forces. Students also learn the characteristics of waves and the basics of optics before the final set of lessons on atomic physics. Here, the students will review the characteristics of the atom and its elemental particles; students will also apply their knowledge to modern physics. At the completion of this course, students will have a knowledge of and appreciation for the field of physics and its applications.

Prerequisite: Algebra II

Format: T/C

Length: Semester/Year

Astronomy

Students will take a fascinating journey through the cosmos and learn the basic concepts involved in the study of astronomy. The course begins with a study of the celestial objects closest to home, scanning the solar system to provide students with an overview of the planets, moons, asteroids, and comets that revolve around the sun. The course then moves beyond the solar system to cover the characteristics of the galaxy – the Milky Way. Students will be amazed to learn the sheer size of this system and of other galaxies nearby. They will also be in awe of what they learn about the formation and death of stars, supernovas, black holes, and even theoretical wormholes. Finally, the course reaches to the edges of time and space to investigate the properties of the Universe as a whole. Theories explaining the very beginnings of existence and the expansion of the Universe will be covered. Students will also learn about Einstein's theory of relativity and time travel and the search for extra-solar planets. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of astronomy and its importance.

Prerequisite: None

Format: T/C

Length: 9-week

Life Science

This survey of the biological sciences will introduce students to the structure and function of living things and the natural relationships that exist on Earth. The course begins with the definition of life and a discussion of how living things are classified and organized by scientists. Students will then work through material that presents the molecular building blocks of organisms, both microscopic and macroscopic views of life, the diversity and universality of species, and the characteristics of various groups of life. The course culminates with a unit on evolution, asking students to apply what they learned about the natural world to the complex relationships and environmental factors that have shaped the ever-changing species sharing the world today. At the completion of this course, students will have a basic knowledge and understanding of the biological sciences that will set them up for success in future science courses concerning the natural world.

Prerequisite: None

Format: T/C/S

Length: Semester

Superstars of Science

Superstars of Science will help students appreciate the accomplishments and impact upon today's society made by the most influential scientists in history. From scientists who lived in Ancient Greece to those who are still alive and working today, students will take a journey to meet 45 superstar scientists from all over the world. This timeline structure allows students to see how science is cumulative in nature and how the discoveries and inventions of every scientist are influenced by past breakthroughs. It is commonly said that every great scientist stands on the shoulders of those in the past, and this course explores that concept. The biography of each scientist, one per lesson, includes not only their contributions to their field, but also the context of their work at the time and the reaction of the world to their groundbreaking ideas. At the completion of this course, students will have an understanding of the work of important scientists and their cumulative impact on modern science.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Science, continued

Environmental Science

Environmental Science, sometimes referred to as Ecology, is the study of the relationships and interdependence of organisms and their connection to the non-living, or abiotic, factors in the natural world. This course provides students with a profile of the living relationships, abiotic factors, human influences, and current state of Earth's ecosystems. The course begins with a review of science as a process and the general components of Earth's structure that impact life. It then progresses through a study of the living groups and their relationships to one another, focusing on the balance achieved by nature through these relationships. Populations are explored and examples of unchecked growth and rapid extinction are provided in the context of their effect on ecosystems. A unit is dedicated to aquatic ecosystems, the organisms that live there, and the impact that human beings have had on the delicate balance and complex systems found there. The influence of energy extraction, production, and use is covered, and the course ends by examining the positive influence humans can have on the environment through conservation and sound management practices. At the completion of this course, students will have an understanding of and appreciation for environmental science and its impact on their daily lives.

Prerequisite: None

Format: T/C

Length: Semester

Epidemiology

Epidemiologists investigate the causes of disease and other public health problems in an effort to prevent them from spreading. This course introduces students to the field of epidemiology, including the basic concepts related to infectious disease, specializations in epidemiology, and study design. Students will learn about the specific parts of an epidemiology study and why they are important. Finally, students will learn how to understand epidemiologic studies, including types of sampling, selection bias, standardization, confidence intervals, and evidence-based research. At the completion of this course, students will have gained both knowledge of and appreciation for the field of epidemiology and its impact on the world they live in.

Prerequisite: None

Format: T/C

Length: 9-week

Natural Disasters

Around the globe, natural disasters are a seemingly daily occurrence. This course provides an overview of the different types of catastrophic forces of nature and their impact on the populations that they strike. The course will give students a greater understanding of what causes natural disasters and what effect they have; students will also investigate what can prevent such disasters. The first unit covers land-based events, detailing how scientists predict and react to avalanches, earthquakes, volcanic eruptions, mudslides, and fires. The second unit focuses on catastrophic events that begin in the ocean and atmosphere, describing the impact of flooding, hurricanes, blizzards, and droughts. The final unit of the course explains how disease spreads and how quickly it can impact the world's population. This last unit of this course focuses on potential catastrophic impacts from comets and asteroids. At the completion of this course, students will have an understanding of natural disasters and their impact on the world.

Prerequisite: None

Format: T/C

Length: 9-week

Forensics

Students will be introduced to the field of forensics, through a comprehensive and engaging look at related careers, laboratories, crime scene processing, evidence, and the impact of media on criminal investigations and trials. Students will learn about specific techniques used in crime scene investigation, including autopsy, fingerprint analysis, DNA fingerprinting, and other types of evidence and analysis important to solving crimes. Finally, students will be introduced to a variety of specialized forensic sciences, analyze specific case studies, and learn about the Innocence Project and Freedom Project. At the completion of this course, students will have gained both knowledge of and appreciation for the field of forensics and its application.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Science, continued

Genetics

Through this introduction to the field of genetics, students will learn about the theories of Darwin and Wallace; the concepts of adaptation, genotype and phenotype; and basic concepts related to cells, DNA, and RNA. Students will also learn about Gregor Mendel, his pioneering work in genetic variation, and the basic concepts that have been developed since. Finally, students will learn about applications of genetics, including metagenomics, genetically modified organisms, DNA technologies, genetic testing, and other clinical and non-clinical applications of the technology. At the completion of this course, students will have gained both knowledge of and appreciation for the field of genetics and its application.

Prerequisite: None

Format: T/C

Length: 9-week

Stem Cells

The diverse and rapidly changing field of stem cell research comes alive for students in this course. Students learn about the different types of stem cells, how stem cells were discovered and their importance to research, and the goals, challenges, and controversies in the field. Students will learn about human and mouse embryonic stem cells and a variety of stem cells found in different parts of the body, as well as the potential clinical applications of these cells to human medicine. Finally, students will learn about stem cell research models. At the completion of this course, students will have gained both knowledge of, and appreciation for, stem cells and their potential impact on human health.

Prerequisite: None

Format: T/C

Length: 9-week

Biotechnology

This course is designed to provide students with a comprehensive and engaging look at the field of biotechnology. Students will explore the history of biotechnology and advances in the field, as well as basic information about biotechnology laboratories and careers. Students will learn about chemistry and the units of measurement used in biotechnology, as well as basic biology of the cell, DNA, RNA, and proteins. Finally, students will learn about applications of biotechnology in the research lab and in industry, including enzymes, techniques, plasmids, and other key biotechnologies. At the completion of this course, students will have gained both knowledge of and appreciation for the field of biotechnology and its impact on the world around them.

Prerequisite: None

Format: T/C

Length: 9-week

Introduction to Technological Sciences

Students enrolling in this course will learn about three main fields of technological science: engineering, biotechnology, and information technology. The first unit of the course surveys 15 distinct sub-fields of engineering, exploring the science background, real world applications, and career opportunities in aerospace, nuclear, software, and other types of engineering. The second unit involves the study of cutting-edge biotechnology topics such as gene therapy, bioengineering crops, and biodegradation. The last unit of the course focuses on the study of informational technology, covering computer networking, data storage, and the encryption of data to provide secure communication. At the completion of this course, students will have a general knowledge of and appreciation for technological sciences and their applications.

Prerequisite: None

Format: T/C

Length: 9-week

Science of Computing

Students in this course will survey the past, present, and future of computer technology. They will explore fascinating and enlightening topics, such as the fact that Stonehenge may actually have been used as a type of computer. The course explores inventions such as the abacus and advancements such as the microprocessor that have made today's technology possible. Students will also learn about the science behind the hardware and software used today. Topics like algorithms, operating systems, and networks are described in detail and placed into context as tools for human innovation. Finally, the course looks to the future, introducing students to foreseeable improvements to current technology and visionary breakthroughs like artificial intelligence, quantum security, and biological processors.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Science, continued

Sports Medicine

In this course, students will explore how to keep “the human machine” in optimal condition. They will learn about various aspects of sports medicine, including careers, basic concepts, and techniques. The course examines the human body and different types of training programs. Students will also learn about sports injuries and how they are treated so that athletes are able to compete again. At the completion of this course, students will have gained both a knowledge of and an appreciation for the field of sports medicine and its applications.

Prerequisite: None

Format: T/C

Length: 9-week

Sports Science

Modern day sports and the world-class athletes who excel at them take center stage in this journey through sports science. This course provides students with a survey of the impact of physics, biomechanics, and physiology on 14 modern sports. The first unit will describe the role physics plays in a variety of sports, from the aerodynamics involved in auto racing to the force behind a boxer’s right hook. The next unit investigates the biomechanics of these sports, discussing concepts like the contortion of a gymnast’s body and the cause of tennis elbow. The last unit focuses on the limits of the human body, describing the energy used by cyclists during a mountain climb through the Alps and the reaction time required to hit a 90 miles per hour fastball. Overall, the course presents engaging information that will forever change the way students look at world-class athletes and competition.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Social Studies

World History

World History takes students on a journey through the historical events that have shaped the modern world. The material is organized sequentially, exploring history from 1400 AD to the present day. The course focuses on the leaders of the world's most influential countries and the impact that their decisions and innovation had on the populace. Topics covered include the Renaissance, the French Revolution, the Industrial Revolution, and the World Wars. At the completion of this course, students will be enlightened to the relationship between past events and the characteristics of the present-day world.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

Early American History

From the impact of the early Spanish explorers through the Civil War, this course explores the key events of European exploration and colonization of the Americas. Students will learn about the establishment of the United States as an independent country, the importance of the U.S. Constitution, and the impact of the Constitution on the continued development of the country. At the completion of this course, students will have gained both a knowledge of and appreciation for the early history of the United States.

Prerequisite: None

Format: T/C

Length: 9-week

American History

From the end of the Civil War in 1865 to the height of the Cold War in 1980, this course takes students on a journey through the key events that have shaped America as a nation since that divisive and destructive Civil War. The journey begins with the Reconstruction, a period of great transition and opportunity to heal a broken nation. It passes through the great migration westward and explores how the Industrial Revolution and waves of immigration fueled the flames of the American spirit today. The course details the challenges America faced and how equality did not come freely for populations of American Indians, African Americans, immigrants, and women. Students will learn how the core values of the founding fathers eventually prevailed and led to the Women's Suffrage and Civil Rights Movements. The impact of war is closely investigated in the course, with units covering the role of the United States in World War I, World War II, the Korean War, and the Vietnam War. Throughout this journey, the course highlights the great political, industrial, military, and human rights leaders who shaped America into a beacon of hope. At the completion of this course, students will have gained both a knowledge of and appreciation for the events and people who have impacted the growth of a nation.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

U.S. Government

This stimulating course offers students a comprehensive examination of the U.S. government. Students will explore the evolution of American democracy from its birth in the 18th century to the expansive role of the federal, state, and local administrations of today. Topics such as changes to the Constitution, the function of Supreme Court, the structure of Congress, and the importance of the media are investigated in order to give students a well-supported background of the reasons for and responsibilities of government. The relationship between the political parties and lobbyists is detailed, as well as the processes of monitoring and funding federal elections. Finally, students will learn about the roles of state and local governments and the direct impact these organizations have on our daily lives. At the completion of this course, students will have a knowledge of and appreciation for the workings and history of the U.S. government and its impact on American Society.

Prerequisite: None

Format: T/C/F/S

Length: Semester/Year

High School—Social Studies, continued

World Geography

This course illustrates the world's geographical division, the documentation of the land and water masses by topographers and geographers, and the differences between Earth and the other planets in our solar system. Not only will the course discuss the world's physical traits, but it also highlights cultural differences between countries. While each country has its different norms, they all contribute to the world's international relations. Studying geography allows students to determine energy usage and how to make the most of our planet without abusing its resources. Each section of World Geography can be examined historically, culturally, physically, and economically, offering students a diverse knowledge and understanding of the world.

Prerequisite: None

Format: T/C

Length: Semester/Year

Macroeconomics

In this Macroeconomics course, students will study the branch of economics that deals with the performance, structure, and behavior of a national or regional economy as a whole. Along with microeconomics, macroeconomics is one of the two most general fields in economics. Macroeconomists study aggregated indicators such as GDP, unemployment rates, and price indices in order to understand how the whole economy functions. Upon completing this course, students will recognize the events and people who have impacted the growth of macroeconomics.

Prerequisite: None

Format: T/C/S

Length: Semester

Microeconomics

The field of microeconomics explores the economic decisions made by individual and groups. In this course, students will learn all about the basic structure of economics and how it affects world events and the everyday lives of people. The course will cover basic economic concepts, including supply and demand and consumer theory. Students will also explore traditional, command, and market economies, and take a look at the role of governments in different economies. Upon completing this course, students will have a better understanding of personal finance, the role and process of taxation, and the risks and rewards of investment.

Prerequisite: None

Format: T/C/S

Length: Semester

Psychology

The study of psychology shows students how their senses, perceptions, emotions, and intelligence influence the way they think, feel, and learn. In this course, students will learn about the field of psychology, including the concepts and tools used to assess intelligence, sensation and perception, memory, motivation and emotion, and learning. At the completion of this course, students will have gained both knowledge of and appreciation for psychology and how it affects everyone.

Prerequisite: None

Format: T/C

Length: Semester

Sociology

The field of sociology explores the development, dynamics, and structure of society, and its connections to human behavior. It examines the ways in which groups, organizations, communities, social categories (such as class, sex, age, or race), and various social institutions (such as kinship, economic, political, or religious) affect human attitudes, actions, and opportunities. In this course, students will learn about the concepts and tools used to understand individuality, social structure, inequality, family structure, education, economics, politics, and social change. At the completion of this engaging course, students will have gained both a knowledge of and appreciation for sociology and how it affects everyone.

Prerequisite: None

Format: T/C

Length: Semester

High School—World Languages

| | |
|--------------------|---|
| Spanish I | <p>Spanish I introduces students to the Spanish language. Within each unit, 14 of the lessons present new information including useful vocabulary and grammatical structures, and introduce relevant cultural information. The last lesson of each unit is focused on practice and review. Each unit builds on the previous, so it is important to complete the course sequentially. This introductory course provides a solid foundation for students to build proficiency in listening, speaking, reading and writing, and will provide students with basic skills and contextual information for using Spanish in their lives daily, with travel, or in their professions.</p> |
| | <p>Prerequisite: None Format: T Length: Semester/Year</p> |
| Spanish II | <p>Students will be immersed in the Spanish language, while learning cultural aspects of Spanish-speaking countries. The course offers students a comprehensive and engaging profile of the Spanish language, while building upon what content was learned in Spanish I. The course will provide them with a comprehensive review of Spanish grammar while increasing the detail with which they use the language. At the completion of this course, students will have gained both a knowledge of and appreciation for the Spanish culture, including the events and people that have impacted its growth.</p> |
| | <p>Prerequisite: Spanish I Format: T Length: Semester/Year</p> |
| Spanish III | <p>In this level three Spanish course, students will take what they learned in their previous Spanish courses and apply it in conversation. Students will explore cultural aspects of Spanish-speaking countries ranging from schools and careers to sports and authors. At the completion of this course, students will have built on their previous skills, and will be able to express themselves through conversation in Spanish.</p> |
| | <p>Prerequisite: Spanish II Format: T Length: Semester/Year</p> |
| Spanish IV | <p>From the Caribbean to South America, Mexico to Spain, students continue their exploration of Spanish and Latin American language and culture. The course is designed to provide students with an advanced knowledge and deep appreciation of the many Spanish-speaking peoples and countries around the world. At the completion of this course, students will have gained the knowledge and skills to speak, read, and write in the Spanish language with basic fluency.</p> |
| | <p>Prerequisite: Spanish III Format: T Length: Semester/Year</p> |
| French I | <p>Students will explore the French language and culture in this comprehensive and engaging introduction to French. Students will start by learning how to pronounce the alphabet and numbers; by the end of the course, students will be able to carry on a conversation in French and will have gained both a knowledge of and appreciation for the French people, culture, and language. Through this course students will have built a foundation for further study of the French language.</p> |
| | <p>Prerequisite: None Format: T Length: Semester/Year</p> |

High School—World Languages, continued

French II

In French II, students continue their virtual educational tour through France and other French-speaking countries and regions. This second level French course takes a historical perspective in teaching the language. Students will learn not only about the French language, but they will also learn about famous people who speak the language. At the completion of this course, students will have gained a deeper knowledge of and appreciation for the French culture and the French language.

Prerequisite: French I

Format: T

Length: Semester/Year

French III

This course continues building students' vocabulary, grammar, and communication skills in order to improve their ability to speak, read, and write in French. Students will take what they learned in their previous French courses and learn to apply it in conversation. At the completion of this course, students will have built on their previous skills, and will be able to express themselves through conversation in French.

Prerequisite: French II

Format: T

Length: Semester/Year

French IV

In this level four French course, students will apply the knowledge they gained in their previous French courses to become true Francophones. Students will explore exciting eras of French history, from the Crusades to the Renaissance to modern day, learning about famous authors and historical figures along the way. The course is designed to provide students with an advanced knowledge and deep appreciation of the French language and culture. At the completion of the course, students will have gained the knowledge and skills to speak, read, and write in the French language with basic fluency.

Prerequisite: French III

Format: T

Length: Semester/Year

Chinese I

In Chinese I, students will be introduced to the basics of Chinese language and culture. Students will start by learning to pronounce the alphabet and numbers, and continue on to develop the vocabulary and phrases to be able to describe themselves and others. The course will focus on the most essential information needed to communicate in the Chinese language. By the end of the course, students will be able to carry on a conversation in Chinese and will have gained both knowledge of and appreciation for the Chinese people, Chinese culture, and the Chinese language.

Prerequisite: None

Format: T

Length: Semester/Year

Chinese II

Chinese II is organized as a journey through the different regions of China, allowing students to build upon the foundation they gained in Chinese I. Students will be immersed in the language, while learning various cultural aspects of China. The course will provide students with a comprehensive review of Chinese vocabulary and common expressions, while adding to their knowledge by increasing the detail with which they use the language. At the completion of this course, students will have gained both knowledge of and appreciation for the Chinese language, including the events and people that have impacted its growth.

Prerequisite: Chinese I

Format: T

Length: Semester/Year

High School—World Languages, *continued*

German I

This course is designed to provide students with a comprehensive and engaging look at the German language and culture. Students will start off this first level German course by learning how to pronounce the alphabet and numbers, and will end by carrying on a conversation in German. The course will focus on the most essential information needed to communicate in the German language. At the completion of this course, students will have gained both knowledge of and appreciation for the German people and the German language.

Prerequisite: None

Format: T

Length: Semester/Year

German II

German II takes students on a journey through the German language, building upon the content learned in German I. Students will be immersed in the language, while learning cultural aspects of German-speaking countries. The course will provide students with a comprehensive review of German grammar while adding to their knowledge by increasing the detail with which they use the language. At the completion of this course, students will have gained both knowledge of and appreciation for the German language, including the events and people that have impacted its growth.

Prerequisite: German I

Format: T

Length: Semester/Year

High School—Electives

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|--|--|
| Fitness | <p>This Fitness course is all about the latest ways to lead an active, healthy life. The course will provide up-to-date information to help students in establishing healthier lifestyles and a better understanding of the close relationship between physical activity, nutrition, and overall health. This course will support and encourage students to develop an individual optimum level of physical fitness, acquire knowledge of physical fitness concepts, and understand the importance of a healthy lifestyle. At the completion of this course, students will have gained both knowledge of and appreciation for fitness and how it affects everyone.</p> |
| | <p>Prerequisite: None Format: T/C Length: Semester</p> |
| Health | <p>This course is organized as a journey through health and wellness today. Today, the term health no longer means just the absence of illness. Instead, health refers to the overall well-being of your body, your mind, and your relationships with other people. The course shows students how to lead healthy lives, and includes such topics as disease, mental health, drug use, and reproductive health. At the completion of this course, students will have gained both knowledge of and appreciation for health and wellness and how it affects everyone.</p> |
| | <p>Prerequisite: None Format: T/C/S Length: Semester</p> |
| Life Skills | <p>Life Skills is a comprehensive career-development course for high school students making the transition to life after high school. The course shows students the steps to choosing a career, conducting a job search, selecting the right college, applying to college, and getting financial aid. From maintaining a healthy body and a safe home to finding and keeping a job, this course prepares young adults for a successful life after high school. At the completion of this course, students will have gained both knowledge of and appreciation for these important life skills.</p> |
| | <p>Prerequisite: None Format: T/C/S Length: Semester</p> |
| Introduction to Music Theory | <p>In this course, students will be immersed in the world of music. The course is designed to provide students with a comprehensive and engaging look at music theory. They will learn about various aspects of music theory, including the different types of musical staves. Students will also learn about notes, scales, chords, and harmonies. At the completion of this course, students will have gained knowledge of and appreciation for music theory.</p> |
| | <p>Prerequisite: None Format: T/C Length: Semester</p> |
| Introduction to Office Applications | <p>Learning how to use Microsoft Office applications equips students with important skills for both school and career. In this course, students will learn the basics of the following Office Applications: Microsoft® Word, Excel®, Access®, and PowerPoint®. Students will learn how to use each application in detail and how to make the applications work for them. At the completion of this course, students will have gained both a knowledge of and appreciation for Microsoft® Office and how they can use these applications.</p> |
| | <p>Prerequisite: None Format: T/C Length: Semester</p> |

High School—Electives, continued

Introduction to OpenOffice Applications

Introduction to OpenOffice Applications teaches students how to use the OpenOffice.org™ word processing and presentation applications, Write and Impress. In addition, students learn the benefits of the OpenOffice environment. The first part of the course covers the basics of OpenOffice Writer, including how to create, save, and customize Writer documents. The skills learned through class assignments enable students to complete real-world OpenOffice Writer tasks. Students learn document management, how to edit and proofread documents, and how to change the appearance of text. The next part of the course teaches students to use OpenOffice Impress, the OpenOffice application that helps users create and manage multimedia presentations. Students practice creating, saving, and customizing Impress presentations for school and personal use. The course also covers creating, editing, and sequencing slides as well as producing corresponding handouts.

Prerequisite: None

Format: T/C

Length: Semester/Year

HTML

Students can gain basic HyperText Markup Language (HTML) web design and programming skills in this introduction to HTML. Students will learn about the basic elements required to build a website, including lists, tables, frames, and other web design elements. They will practice designing and using cascading style sheets to enhance a webpage. Finally, students will learn and apply basic web design and layout principles, including testing and publishing a website. At the completion of this course, students will have gained both knowledge of and appreciation for HTML and its use for web design and programming.

Prerequisite: None

Format: T/C

Length: 9-week

JAVA™

In this course, students will be introduced to the JAVA™ programming language and its use in programming. Students will learn about the JAVA™ language, how programs work, basic programming tools used to design web applications, and how to write a basic program. Students will learn about arrays, objects, creating behavior with methods, forming an inheritance hierarchy, and designing and creating subclasses and superclasses. Finally, students will apply what they have learned to build user interfaces and use input and output streams to move data. At the completion of this course, students will have gained both knowledge of and appreciation for the JAVA™ programming language.

Prerequisite: None

Format: T/C

Length: 9-week

Chemical Engineering

This course offers students a comprehensive and engaging look at the field of chemical engineering. Students will learn the basic concepts used in chemical engineering, including systems of units, the periodic table of the elements, molecules, compounds, bonding, temperature and pressure. Students will learn about chemical systems and reactions, including stoichiometry, open and closed systems, multiple components systems, and chemical reactions. Finally, students will understand gases and gas laws, pressure, systems, energy, and enthalpy. At the completion of this course, students will have gained both knowledge of and appreciation for the field of chemical engineering and its growing importance in today's society.

Prerequisite: None

Format: T/C

Length: 9-week

High School—Electives, *continued*

Computer Engineering

The study of psychology shows students how their senses, perceptions, emotions, and intelligence influence the way they think, feel, and learn. In this course, students will learn about the field of psychology, including the concepts and tools used to assess intelligence, sensation and perception, memory, motivation and emotion, and learning. At the completion of this course, students will have gained both knowledge of and appreciation for psychology and how it affects everyone.

Prerequisite: None

Format: T/C

Length: 9-week

Electrical Engineering

Students can learn all about electrical engineering in this introduction to the field. The course covers the basic concepts used in electrical engineering, including an introduction to electricity, circuits, energy, work, power, the components of circuits, and some simple applications of electricity. Students will learn basic circuit concepts, including series and parallel circuits, laws of electricity, and how circuits are used. Finally, students will learn about real life applications of circuits, including everyday items such as on/off switches. At the completion of this course, students will have gained both knowledge of and appreciation for the field of electrical engineering and its many applications.

Prerequisite: Algebra I

Format: T/C

Length: 9-week

Mechanical Engineering

This course will introduce students to the field of mechanical engineering and its many applications in the world today. Students will learn the basic concepts used in mechanical engineering, including systems of units, vectors, forces, moments, force systems, couples, and equilibrium problems. Students will learn about the methods of joints and sections, define centroids, explain distributed loads, explain center of mass and axes, and state the Pappus-Guldinus theorems. Finally, students will learn about dry friction, beams, cables, load distribution, pressure, and potential energy. At the completion of this course, students will have gained both knowledge of and appreciation for the field of mechanical engineering and its importance.

Prerequisite: Algebra I

Format: T/C

Length: 9-week

7th & 8th Grade eCourses™

EdisonLearning's Middle School product offering leverages the innovative course player delivery technology used in our Competency-Based and Foundation eCourses.

The latest educational research shows that middle school students learn best in a highly structured, predictable environment that is individualized and allows students to exercise "student choice." Educational research also shows that today's middle school students are "digital natives" and as users demand a degree of digital sophistication that is unique to the present generation.

Some of the major features of EdisonLearning Middle School eCourses include:

Common Core Standards, Recognized Goals

The framework of each curriculum consists of Common Core Standards. The courses have been developed to meet or exceed the standards of traditional curricula.

A Highly Structured, Predictable Environment

Each day the student begins his or her work by starting with the online MyDay interface. MyDay tells the student what he or she will do that day, outlining the assignments in each content area. MyDay clearly lists the student's responsibilities.



Engaging Curriculum That Appeals to a Variety of Learning Styles

An introductory video presents the key concepts of each lesson. The video appeals to students who learn best through audio or visual input.

The MyBook application presents information in on-screen text format. Students draw, write, circle, trace, and highlight in MyBook. These activities appeal to the kinesthetic learner and keep all students engaged.

Online companion workbooks use puzzles, matching activities, and upbeat language to reinforce and enrich the online curricula.

Individualized for Students

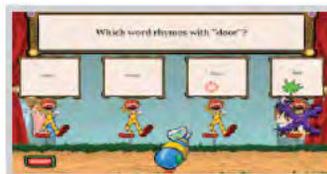
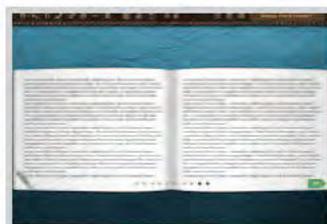
While the student is learning online, the course-delivery platform monitors student responses on assessments. A student's responses are one component of data supplied to a proprietary algorithm that identifies the student's Learning Zone.

If the Learning Zone indicates that the student will benefit from concept reinforcement or additional activities, the software automatically delivers these to the student. If the student is breezing through activities with ease, the software delivers enrichment content that will challenge the student.

By identifying students' Learning Zones, EdisonLearning curricula keep students engaged and make success attainable for a broad spectrum of learners.

Providing State-of-the-Art Tools That Help Students Help Themselves

In the Writing Center, students may submit their essays for review by the software. A student identifies essay type and reports the number of paragraphs in the essay. The Writing Center system checks the essay for elements of good writing and makes suggestions about how the student can improve the essay. After a student has made the suggested improvements and submitted the revised essay, the system will read the essay to the student, if desired. When the student is satisfied with his or her work, the student submits the essay to a human grader.



Middle School—English/Language Arts

English/ Language Arts 7

From poetry to novels, folklore to myth, this course introduces students to various style of writing from ancient times to present. Students read literature appropriate to the 7th-grade level while learning to analyze literature. Through this analytical process, the students are able to use these skills creatively to enhance their own writing. The course focuses on different elements of reading and the creation of specific types of essays.

Part 1

The first part of the course focuses on the elements of fiction. Students learn how characters, setting, and plot contribute to literary fiction. The curriculum provides students with opportunities to identify and explain the components of fiction as well as to use them creatively in their own written work. Students also learn the steps of the writing process. Knowing and understanding the process prepares students to write the essays they will create throughout the course. In Part 1, students write narrative essays.

Part 2

Students experience and learn about different types of poetry focusing on the figurative and descriptive language common in poetry. The lessons encourage active use of the concepts presented; students identify and analyze poetic elements during reading. In addition, students learn about the themes and characteristics of myth and folklore. Students apply the analytical skills learned by studying poetry related to myths and various types of folktales—forms that, like poems, tend to be short and condensed. As students write their own descriptive essays, the curriculum prompts them to apply the techniques of poetic language to create vivid images.

Part 3

In Part 3, students learn about grammar and genre. Part 3 stresses the importance of basic grammatical skills: the ability to identify the parts of speech and use them correctly and effectively. In addition, students learn about basic stylistic elements: slang, sentence variety, and transitions. Students learn to identify specific genres of writing. The lessons show students how to research and organize non-fiction and apply what they have learned about grammar and style while producing objective informational essays.

Part 4

The curriculum helps students expand what they have learned about character, setting, and plot, applying the expanded concepts to longer texts, such as novels. Students learn active reading and research skills that enable them to recognize bias and the techniques of persuasion in different genres, such as biographical writing. Students apply their new skills as they write persuasive essays based on their own beliefs or opinions.

Prerequisite: None

Length: Semester/Year

Middle School—English/Language Arts, *continued*

English/ Language Arts 8

Students continue their exploration of various genres in order to further build their skills in reading, writing, literary analysis, and comprehension. In addition to poetry, essay, myth, and folklore, students will also examine genres such as biography, memoir, and drama. The course focuses on different elements of reading and the creation of specific types of essays. The curriculum is designed to enable students to demonstrate their individuality through writing reflective and persuasive essays based on their own thoughts and ideas.

Part 1

Students focus on the elements of narrative writing, learning about plot, theme, and historical setting. Students review the steps of the writing process, making connections between each stage of writing and a well-formed final product. Students write narrative essays, applying the elements of fiction to their own writing.

Part 2

This part of the curriculum helps students analyze poetry, myth, and folklore. Students learn about specific types of poetry and traditional texts, discovering the unique characteristics of each. By studying figurative language, students enhance their ability to analyze literary works and to improve their own writing. Students write informational essays. The curriculum stresses that solid research is a component of the genre.

Part 3

In Part 3, students learn how authors use various organizational methods and visual features to organize texts and how readers can use these components to enhance understanding. Students improve their ability to recognize biased language. Students write persuasive essays based on their own thoughts and opinions.

Part 4

Students learn the characteristics of several literary genres -- observational essays, memoirs, and biography -- with an emphasis on drama. Students discover the conventions of play writing and see how drama employs the elements of fiction. Students learn the active-reading skills of conclusion drawing and note-taking and apply these skills to grade-level texts. Students learn writing techniques that allow them to show their individuality and share their feelings and ideas thoughtfully. Students apply these techniques by writing a reflective essay.

Prerequisite: None

Length: Semester/Year

Middle School—Mathematics

Math 7

Throughout the journey of Math 7, students learn about rational numbers and integers and how to apply them. The curriculum explains exponents, variable expressions, rates, ratios, proportions, percentages, and probabilities and applies them to everyday situations. Equations and inequalities are presented as problem-solving tools. Students learn to use graphs, charts, and diagrams as means to reading, interpreting, and displaying data. The curriculum introduces a number of geometric shapes and solids in the context of figuring volumes, areas, and perimeters. This course teaches math skills essential to adult life and lays the groundwork for future mathematics classes.

Part 1

Students begin by working with rational numbers and integers. They then learn to apply numbers in the context of absolute value, powers and exponents, prime factorization, and greatest common factor. The next step is to learn to write and convert decimals, fractions, and percentages and to add and subtract numbers with like denominators, the lowest common multiple, and the lowest common denominator. With these skills students learn to combine rational numbers in a variety of ways: addition, subtraction, multiplication, and division; by using the additive inverse; by regarding rational numbers as distance; and by using the order of operations. Students then learn the rules of exponents, including negative and zero. They learn to apply the order of operations and various properties -- of addition, subtraction, multiplication, and division -- to variable expressions.

Part 2

The second part begins by helping students recognize variable expressions in different contexts. Students convert words to expressions and vice versa. The curriculum teaches students to solve variable expressions, two-step equations, equations with variables on both sides, and multistep equations by using addition, subtraction, multiplication, division, and grouping. The activities apply skills to real-life situations. Part 2 shows how to use rates, ratios, and proportions to compute tax, percentage of error, commission, and interest. Students learn how to graph ordered pairs as well as graph and write linear equations.

Part 3

Activities surrounding proportions, rate of change, and variation are the focus of the beginning of Part 3. This part then transitions into work with congruent and similar figures. Students work with triangles, angles, circles, quadrilaterals, and polygons. They find the area and perimeter of various shapes and objects. Students work with composite figures and learn to find the area and perimeter of complex figures composed of simple figures (triangles, angles, circles, quadrilaterals, and polygons). Students learn the fundamentals of scale drawings and how to reproduce and compute lengths and areas.

Part 4

Part 4 introduces students to solids and how to compute the volumes and surface areas of prisms, cylinders, pyramids, cones, and spheres. Students will transition to stem-and-leaf and box-and-whisker plots and histograms and learn how to use these tools in real life. From the topics of collecting and interpreting data from graphs, graph interpretation, and misleading graphs, Part 4 moves to the topics of sampling and populations. These topics lead to applications involving probability, likely and unlikely outcomes, permutations, combinations, and compound events. Students learn to represent these concepts by using Venn diagrams and charts.

Prerequisite: None

Length: Semester/Year

Middle School—Mathematics, continued

Math 8

By showing students how to apply math knowledge to real-life situations, this course helps students see that mathematics is one of the most powerful tools in life. The 8th-grade curriculum begins by introducing scientific notation, the order of operations, squares and cubes, conversions, and exponents. The student uses these and other concepts to solve a variety of equations and to apply equations to cones, cylinders, and pyramids. Students learn about the huge role that the Cartesian plane plays in problem solving and in displaying data involving slope, transformations, and parallel and perpendicular lines. The curriculum introduces the Pythagorean Theorem as an essential problem-solving tool. This course helps students see how concepts connect and can be applied to every-day situations.

Part 1

Students review scientific notation and exponent properties and then apply their knowledge to simplify and compare fractions by using multiplication, division, addition, and subtraction. Students use the order of operations and absolute values as tools for ordering and expressing rational numbers as improper fractions and mixed numbers. The curriculum guides students in using rational numbers to model real-life situations. For example, students use radicals, perfect squares, and square roots as problem-solving tools. Part 1 reviews percentages and proportions, applying concepts to conversion factors and emphasizing English-measure and metric applications.

Part 2

Students begin Part 2 by solving various types of linear equations and applying them to real life scenarios. The students use square roots and cube roots, and problem solving includes square and cube variation. Next the curriculum guides students in applying their ability to find perimeter, area, surface area, and volume to triangles, circles, quadrilaterals, prisms, cones, and spheres. Discussion of the Cartesian plane leads to the ability to work with scale drawings, dilations, and graphs. Students use the point-plotting method to graph common functions. In addition, students learn how to work with and graph two-variable linear equations.

Part 3

Students begin Part 3 by identifying number patterns and sequences. They then compute arithmetic and geometric mean and find missing terms. Part 3 connects these ideas to the concept of slope, showing students how to compute rate of change, find intercepts, graph linear functions, and describe the action of a line. Part 3 then moves to a discussion of parallel and perpendicular lines. Students learn to solve linear equations in a variety of ways and use linear equations in everyday situations. This leads to the topic of inequalities -- their various forms and applications. Part 3 concludes by showing students the properties of parallel lines cut by a transversal and helping them to see how this topic applies to the Pythagorean Theorem and the properties of triangles.

Part 4

Part 4 takes up the theme of triangles, going into depth about their properties. Students learn about congruence and similarity and apply their knowledge to problem solving. The next topic is the Cartesian plane. Building on concepts learned in Part 3, students work with translations, reflections, rotations, symmetry, transformations, and similarity. Students make predictions and correlations by using pie charts, bar graphs, histograms, scatter plots, and other linear models. The topic of prediction leads into a discussion of probability. Students work with independent and dependent events, odds, combinations, permutations, and factorials.

Prerequisite: None

Length: Semester/Year

Middle School—Mathematics, continued

Middle School Algebra

Gaining a strong foundation in Algebra will set students up for success in future math courses at both the middle school and high school levels. This course provides students with a fundamental understanding of the concepts of algebra, and covers the following topics: sets of real numbers, algebraic expressions and the properties that simplify them, linear equations and inequalities, functions, slope, equation writing, systems of equations, exponents, factoring, quadratics, transformations, inverse functions, exponential and logarithmic functions, data organization, and basic statistics.

Part 1

Part 1 covers the basic topics of algebra that students must master. They first learn about the different sets of real numbers and the order of operations. Students then learn about translating phrases into expressions and sentences into equations. They learn about the different properties that can be used to simplify expressions. The next topic is linear equations. Students learn to write and solve linear equations that include terms on one side and both sides and linear equations that include decimals and fractions. The last section of Part 1 covers linear inequalities, which students learn to solve and graph. Students learn how to graph solution sets on a number line and to write solutions in interval notation. Part 1 also teaches students to solve and apply absolute-value inequalities.

Part 2

Students begin Part 2 by identifying functions and graphing relationships, including relationships with a limited domain and those with the domain of all real numbers. These activities provide the solid foundation essential for success in the remainder of the course. In addition, students graph linear equations and inequalities by finding and plotting ordered-pair solutions. Students briefly examine the graphs of sine and cosine before delving into the study of slope. Part 2 emphasizes the concept of slope by presenting the many ways of finding slope and then helping students apply these means to writing the equations of lines.

Part 3

The third part of this course begins with systems of equations. Students learn many different ways to solve systems of equations -- substitution, addition, elimination, and graphing -- and then use their knowledge to solve problems. The next topic is systems of inequalities and ways to solve them. Students learn the rules for using and defining exponents as they simplify exponential expressions. Part 3 shows students how to use a variety of methods to simplify polynomials. The final section of Part 3 teaches students different methods of factoring, including the use of the greatest common factor (GCF) and grouping. In this context, students examine binomials and trinomials.

Part 4

Students learn to factor the differences of two squares as well as how to solve quadratic equations by factoring. Part 4 emphasizes analysis of quadratic functions and shows students how to determine domain and range, minimum and maximum, zeros, and axis of symmetry. Students then use the quadratic formula, graphing, and factoring to solve quadratic equations. From this point students learn to apply transformations to polynomial functions. After an introduction to inverses and one-to-one functions, students examine exponential and logarithmic functions. The remainder of Part 4 provides an overview of statistics. Topics include organizing and analyzing data; making stem-and-leaf plots; finding mean, mode, and median; making box-and-whisker plots; and recognizing misleading graphs.

Prerequisite: None

Length: Semester/Year

Middle School—Science

Science 7

Science 7 brings together some of the most interesting sciences—general, physical, earth, and life science. Themes covered in detail are the scientific process, the properties of matter and energy, the characteristics of light and sound, the structure of Earth and the atmosphere, the processes of fossilization and natural selection, and the organization of the biosphere. Students explore these themes through an engaging, interactive experience.

Part 1

The course starts by explaining the scientific process and showing students why science is important. Students learn common measurement systems and how to convert from one to another. They learn the essentials of lab safety. Part 1 details the steps of the scientific method, and students have opportunities to apply what they learn. Part 1 provides an overview of the major branches of science before introducing students to the subject of matter. The curriculum explains the characteristics of atoms and elements and continues by describing the chemical and physical properties of matter and its phases.

Part 2

From matter, the curriculum moves to the types of energy and how energy is transferred. Part 2 then focuses on mass, gravity, and weight, introducing Newton's Laws of Motion and the concept of work. The focus shifts to the properties of waves. Students learn about electromagnetic waves and the electromagnetic spectrum. The emphasis in this section is on the properties of visible light. Part 2 concludes with an in-depth study of Earth's atmosphere; weather; and geology, including the rock cycle.

Part 3

Part 3 begins by examining geologic time and the geologic eras of Earth. Students study plate tectonics and Earth's crust, learning about the causes of earthquakes, mountains, and volcanoes. Paleontology is the next topic: The curriculum explains fossil formation and the importance of the fossil record, transitioning to a survey of taxonomy and the animal kingdom.

Part 4

Students begin Part 4 by learning about adaptation, natural selection, and the theory of evolution. The topics of genetics and mutation follow naturally. Students learn how traits are passed from one generation to the next and how mutation leads to variation within a population. The curriculum leads students through an examination of an ecosystem, showing how food webs work and the roles that different organisms play. The curriculum stresses the importance of conserving Earth's limited natural resources.

Prerequisite: None

Length: Semester/Year

Middle School—Science, continued

Science 8

Chemistry, biology, physical science, and astronomy take the spotlight in Science 8. Students focus in detail on the composition of matter, chemical bonding, the systems of the body, the structure and function of different types of cells, motion and gravity, and the seasons. The curriculum helps students think about the universe by teaching classical mechanics as well as presenting the most up-to-date revelations about the galaxies, constellations, solar systems, planets, and moons.

Part 1

The course starts by defining atoms and elements. The course then describes how the characteristics of atoms relate to the organizing principles of the periodic table. Students learn about atomic orbitals and electron shells and apply this knowledge to the topics of chemical bonding, chemical equations, and compounds. The phases of matter is the next theme. Students learn how matter can change from one state to another. They discover the different types of solutions and the factors that affect solubility.

Part 2

Part 2 begins by reviewing temperature scales and differentiating temperature from heat. Students examine the role of energy in chemical reactions and learn to classify reactions as either exothermic or endothermic. The curriculum focuses on oxidation and reduction reactions and emphasizes the differences between acids and bases. A core understanding of chemistry helps students in their next phase of study: learning about the biology of the human body. Students learn about the digestive, endocrine, cardiovascular, respiratory, skeletal, muscular, excretory, and nervous systems; the scientific principles that relate to each system; and how specific disorders interfere with systemic function.

Part 3

The third part of the course starts by examining the cycles of the natural world: the water, carbon, and nitrogen cycles. Students survey life from the viewpoint of cell function, studying prokaryotic cells and the types of eukaryotic cells (fungus, protist, plant, and animal cells). Students learn how cellular structures relate to the functions of photosynthesis and respiration. After studying asexual and sexual cell reproduction, students understand the role of genes and genetic mutation in nature.

Part 4

The final part of this curriculum emphasizes physical science and astronomy. Students begin by exploring classical mechanics: Newton's Three Laws of Motion and the Law of Universal Gravitation. Then students study planetary motion and the orbit of Earth around the Sun. Students learn to relate characteristics of the Moon to lunar phases, tides, and eclipses. The curriculum describes the Sun and other stars, helping students grasp the concept of electromagnetic radiation. Students learn about the history of NASA and manned space flight, including the lunar missions. Finally, the course brings students up-to-date, providing an overview of recent discoveries about the solar system, galaxy and universe.

Prerequisite: None

Length: Semester/Year

Middle School—Social Studies

Social Studies 7

History, government, economics, sociology, geography, and anthropology all come together in this comprehensive and engaging social studies course. The curriculum begins with geography and climates and then covers prehistory, classical civilizations, and feudalism. After discussing the Crusades, the Mongol tribes, and the Ottoman Empire, the curriculum emphasizes the development of the nation state and modern society. The student understands the impact of international conflict from the Seven Years War to the end of the Cold War. The course provides students with an interactive experience that describes the physical and historical world and encourages students to draw parallels to the present day.

Part 1

The curriculum begins with geography, including map and globe skills, and introduces issues pertaining to oceans, continents, and climates. These concepts make students familiar with the backdrop against which human history has played. Students learn about the formation and role of government. They see how government developed from prehistory through the first human civilizations of Mesopotamia and Egypt.

Part 2

Part 2 begins with the New Kingdom of Egypt and traces ancient civilizations to classical empires, ending with medieval Europe. Students study the development of new spirituality in the Middle East, the growth of dynasties in the Far East, and the formation of Mesoamerican civilization. They discover how feudal Europe began to move toward the Renaissance. Part 2 helps students see how modern culture arose from ancient and classical civilizations.

Part 3

Part 3 shows the role that invasion, war, and occupation played in the development of the modern nation. Students learn about the Crusades, Genghis Kahn and the Mongol tribes, and the Ottoman Empire. The curriculum connects these events and people to a new way of thinking about political identity. Students discover how the Renaissance, the scientific revolution, and the Protestant Reformation were built upon the ideals of humanism and constitutional forms of government. The curriculum helps students realize that, as Europe moved toward greater individual freedoms, geographic exploration led to imperialism abroad and nationalism at home.

Part 4

Part 4 begins with the development of modern nations and their quest for overseas colonies. The competition for colonies and extreme nationalism led to international conflicts on a global scale. From the Seven Years War in Europe and North America to the end of the Cold War, the curriculum covers world conflict in depth. In addition, this section traces the rise of the Industrial Revolution; the labor and progressive movements and civil rights; the economics of a modern society; and the dawn of the Information Age.

Prerequisite: None

Length: Semester/Year

Middle School—Social Studies, *continued*

Social Studies 8

In Grade 8 social studies, students will focus on the history of North America and, in particular, the history of the United States. Students will examine the American experience by studying the earliest Native American tribes, learning about the colonial and revolutionary periods, understanding the nation's growing pains, and considering the role of the United States as a twentieth-century superpower. The course provides students with an understanding of the major events and trends of American history.

Part 1

Before Europeans knew that North America existed, thriving indigenous civilizations dotted the continent. The curriculum helps students understand Europeans' impact on the indigenous peoples as well as on present-day United States. Students learn how colonial life led to the colonists' first attempts at self-government. The curriculum shows that the road to independence was neither smooth nor clean, with slavery and revolution being a part of the American experience.

Part 2

Beginning with the Revolutionary War and continuing through the founding documents, students study the difficult process of creating a new nation. This part of the curriculum shows how the first presidents established traditions and how the United States expanded its borders and fought a second war with England.

Part 3

Part 3 shows how growing pains accompanied the expansion of US borders. Students study how resource issues led to the removal of indigenous peoples, wars with neighbors, and annexations. Part 3 chronicles the admittance of new states and the Mexican-American War, and it examines issues relating to slavery and the beginning of the Civil War.

Part 4

Students learn about the Civil War and see how the war helped America become an industrial powerhouse. As America's might grew, so did its role in international conflict. Students examine America's role in the Spanish-American War, World War I, World War II, and the Cold War. In addition, students examine American society of the 1920s and '30s and trace the reasons for and outcomes of the civil rights movement.

Prerequisite: None

Length: Semester/Year

Middle School—Electives

Discovering World Languages

In this course, students begin their discovery of the world of language through a set of fun and engaging online activities. An interactive environment called Saga contains learning activities that focus on solving puzzles that incorporate basic vocabulary and grammar for the world language the student is enrolled in.

In the Saga virtual environment, students travel to different world cities and famous landmarks acting as espionage recruits. Their objective is to complete puzzles at important landmarks in order to obtain the trace evidence necessary to complete their assigned mission. Every puzzle solution provides a new clue to the whereabouts of the targeted suspect.

In each activity, an audio translator tool is available. The translator persona, named Lexi, has access to major vocabulary terms and phrases needed to solve the puzzles. Vocabulary can be searched in either English or the world language, and each term and phrase is read aloud so users can hear how the word or phrase is pronounced. This tool is key to a discovery-based program as the students can find definitions and listen to pronunciations as needed to solve the puzzles.

There is unlimited time and an unlimited number of attempts at each puzzle, making the game impossible to lose, as long as the player keeps trying. As they become more familiar with the vocabulary and basic grammar skills, they will gain confidence in solving the puzzles. Using the process of elimination as the puzzles are completed, the students will eventually locate the target and solve the activity. Students will receive a certificate of completion for each of the discovery courses they finish.

The following four languages are available to students in the Discovering World Languages offering:

- Discovering Spanish
- Discovering French
- Discovering Chinese
- Discovering German

Prerequisite: None

Length: Semester

My Classroom Project

My Classroom is an interdisciplinary project-based curriculum that enables middle school students to experiment with and develop collaborative social communication skills in an educational environment. This team-based course is built around Core Learning Skills, which are designed to foster the growth of each student's social communication skills. The team projects in My Classroom are designed to measure each student's growth in the Core Learning Skills and apply students' understanding of the material during the 9-week course.

For each My Classroom project, students participate in one of four roles on the My Classroom projects. The roles include a mathematician, journalist, historian, and scientist. In each project segment, a student may choose any role, but each student must choose each role at least once in every subject. After choosing a role within the team, the student receives a list of the weekly objectives, the Core Learning Skills to be emphasized, and the tasks to be completed. As each student completes the weekly activities, his or her work is saved and compiled with that of teammates, to produce one theme-based 9-week project.

Prerequisite: None

Length: 9-week

Middle School—Electives, continued

Health & Fitness

The terms “health” and “fitness” refer to the overall well-being of body, mind, and relationships. This course provides up-to-date information in order to:

- Increase students’ understanding of the interrelationship of physical activity, nutrition, and overall health
- Help each student create or improve a healthful lifestyle

The course emphasizes health and health-related decision-making, nutrition and food choices, and the importance of a healthful lifestyle. Lessons encourage each student to set goals relating to optimal fitness level. Health and Fitness provides a comprehensive overview of the way the human body works and the ways in which daily decisions impact health.

Part 1

Part 1 introduces students to the essential concepts of health and wellness. Students learn to define health and wellness and the importance of setting goals related to well being. The lessons show students how to recognize peer pressure that could lead to poor decision-making, and students learn the strategies of conflict resolution. Part 1 focuses on the benefits of exercise and physical activity and highlights the challenges of avoiding unhealthy behaviors. Part 1 arms students with an understanding of nutrition, food labels, and dietary guidelines.

Part 2

The second part of Health and Fitness helps students develop an appropriate exercise plan and summarizes how physical activity affects different body systems. Part 2 details key exercise concepts: cross training, overload, and flexibility. After a survey of the major body systems and common ailments, Part 2 emphasizes the importance of self-esteem and emotional well-being.

Prerequisite: None

Length: Semester/Year

Introduction to OpenOffice Applications

Introduction to OpenOffice Applications teaches students how to use the OpenOffice.org™ word processing and presentation applications, Write and Impress. In addition, students learn the benefits of the OpenOffice environment.

Part 1

Part 1 covers the basics of OpenOffice Writer, including how to create, save, and customize Writer documents. The skills learned through class assignments enable students to complete real-world OpenOffice Writer tasks. Students learn document management, how to edit and proofread documents, and how to change the appearance of text.

Part 2

Part 2 teaches students to use OpenOffice Impress, the OpenOffice application that helps users create and manage multimedia presentations. Students practice creating, saving, and customizing Impress presentations for school and personal use. It covers creating, editing, and sequencing slides as well as producing corresponding handouts.

Prerequisite: None

Length: Semester/Year

eCourses Options & Details

| | Course | Course Length | | | Course Options | | |
|----------------|--|---------------|----------|------|----------------|----------------|------------------------|
| | | 9-Week | Semester | Year | Prerequisites | Course Format* | Diagnostic Available** |
| English | World Literature I (English 9) | | ✓ | ✓ | | T/C/F | |
| | World Literature II (English 10) | | ✓ | ✓ | | T/C/F | |
| | American Literature (English 11) | | ✓ | ✓ | | T/C/F | |
| | British Literature (English 12) | | ✓ | ✓ | | T/C/F | |
| | SAT® Critical Reading & Writing | ✓ | | | | T/C | |
| Mathematics | General Math | | ✓ | ✓ | | T/C/S | ✓ |
| | Pre-Algebra | | ✓ | ✓ | | T/C/F/S | ✓ |
| | Algebra I | | ✓ | ✓ | | T/C/F/S | ✓ |
| | Geometry | | ✓ | ✓ | Algebra I | T/C/F/S | ✓ |
| | Algebra II | | ✓ | ✓ | Algebra I | T/C/F/S | ✓ |
| | Trigonometry | | ✓ | | Algebra II | T/C | ✓ |
| | Pre-Calculus | | ✓ | ✓ | | T/C | ✓ |
| | Calculus | | ✓ | ✓ | Pre-Calculus | T/C | ✓ |
| | Probability | ✓ | | | | T/C | |
| | Statistics | ✓ | | | | T/C | |
| | SAT® Mathematics | ✓ | | | | T/C | |
| Science | Physical Science | | ✓ | ✓ | | T/C/F/S | ✓ |
| | Earth Science | | ✓ | ✓ | | T/C/F/S | ✓ |
| | Biology | | ✓ | ✓ | | T/C/F/S | ✓ |
| | Chemistry | | ✓ | ✓ | Algebra I | T/C/F/S | ✓ |
| | Physics | | ✓ | ✓ | Algebra II | T/C | ✓ |
| | Astronomy | ✓ | | | | T/C | |
| | Life Science | | ✓ | | | T/C/S | |
| | Superstars of Science | ✓ | | | | T/C | |
| | Environmental Science | | ✓ | | | T/C | |
| | Epidemiology | ✓ | | | | T/C | |
| | Natural Disasters | ✓ | | | | T/C | |
| | Forensics | ✓ | | | | T/C | |
| | Genetics | ✓ | | | | T/C | |
| | Stem Cells | ✓ | | | | T/C | |
| | Biotechnology | ✓ | | | | T/C | |
| | Introduction to Technological Sciences | ✓ | | | | T/C | |
| | Science of Computing | ✓ | | | | T/C | |
| | Sports Medicine | ✓ | | | | T/C | |
| Sports Science | ✓ | | | | T/C | | |

| | | Course Length | | | Course Options | | |
|-----------------|---|---------------|----------|------|----------------|--------------------|------------------------|
| | Course | 9-Week | Semester | Year | Prerequisites | Foundation Course* | Diagnostic Available** |
| Social Studies | World History | | ✓ | ✓ | | T/C/F/S | |
| | Early American History | ✓ | | | | T/C | |
| | American History | | ✓ | ✓ | | T/C/F/S | ✓ |
| | U.S. Government | | ✓ | ✓ | | T/C/F/S | ✓ |
| | World Geography | | ✓ | ✓ | | T/C | ✓ |
| | Macroeconomics | | ✓ | | | T/C/S | |
| | Microeconomics | | ✓ | | | T/C/S | |
| | Psychology | | ✓ | | | T/C | |
| | Sociology | | ✓ | | | T/C | |
| World Languages | Spanish I | | ✓ | ✓ | | T | |
| | Spanish II | | ✓ | ✓ | Spanish I | T | |
| | Spanish III | | ✓ | ✓ | Spanish II | T | |
| | Spanish IV | | ✓ | ✓ | Spanish III | T | |
| | French I | | ✓ | ✓ | | T | |
| | French II | | ✓ | ✓ | French I | T | |
| | French III | | ✓ | ✓ | French II | T | |
| | French IV | | ✓ | ✓ | French III | T | |
| | Chinese I | | ✓ | ✓ | | T | |
| | Chinese II | | ✓ | ✓ | Chinese I | T | |
| | German I | | ✓ | ✓ | | T | |
| | German II | | ✓ | ✓ | German I | T | |
| Electives | Fitness | | ✓ | | | T/C | |
| | Health | | ✓ | | | T/C/S | |
| | Life Skills | | ✓ | | | T/C/S | |
| | Introduction to Music Theory | | ✓ | | | T/C | |
| | Introduction to Office Applications | | ✓ | ✓ | | T/C | |
| | Introduction to OpenOffice Applications | | ✓ | ✓ | | T/C | |
| | HTML | ✓ | | | | T/C | |
| | JAVA™ | ✓ | | | | T/C | |
| | Chemical Engineering | ✓ | | | | T/C | |
| | Computer Engineering | ✓ | | | | T/C | |
| | Electrical Engineering | ✓ | | | Algebra I | T/C | |
| | Mechanical Engineering | ✓ | | | Algebra I | T/C | |

* High School Course Format Legend: T – Traditional; C – Competency-based; F – Foundation; S – System-graded

** The diagnostic allows clients to pre-test students' proficiency level against both state and course requirements. Once tested, students may complete only the portions of the curriculum they have not yet mastered.

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218

PARENTAL INVOLVEMENT PLAN

The school shall –

- Establish a positive, welcoming atmosphere so that parents will always feel welcome
- Designate a staff member to serve as the Parent Facilitator whose duties are as follows:
 - ✓ Provide a communication line for teachers and parents.
 - ✓ Provide teacher training designed to encourage parental involvement for staff.
 - ✓ Undertake efforts to foster parental participation in the school.
- Develop a system of communication with the parents that consists of the following:
 - ✓ Foster a parent mass email list so that information can be distributed throughout the year.
 - ✓ Send out monthly newsletters and monthly calendars.
 - ✓ Send out interim reports each grading periods.
 - ✓ Maintain a user-friendly website (www.ocbainc.com or www.youngadultacademy.org) with a wealth of information.
 - ✓ Update the school's announcements on the school website about twice a month.
- Implement a campus leadership advisory team and encourage parents, students, community members and teachers to be a part of this Team.
 - ✓ Some of the responsibilities include a review and recommendation for course of study and local graduation requirements.
 - ✓ Changes to the School's discipline policies
 - ✓ Recommend improvements to the School's student wellness program.
- Implement and support a type of PTO and encourage all to join and participate.
- Prepare family kits that will be distributed at the first of the year that may include:
 - ✓ The School's Parental Involvement Plan
 - ✓ Important school information on school policies and procedures.
 - ✓ Recommended roles of parents, students, teachers and administration.
 - ✓ Information on ways a parent can become involved in our school and in the education of his/her student.
 - ✓ A calendar of activities to encourage parental involvement.
 - ✓ A communication process that allows parents, teachers and administrators to communicate in a productive two-way manner.
 - ✓ A process for resolving parental concerns, including who to approach first and how to develop a solution.
 - ✓ Provide tip sheets for parents on how to foster their student's success in school.
- Encourage communication with parents by scheduling at parent-teacher conferences.
To provide opportunities for parents, students, teachers and counselors to dialogue so that everyone is working toward the same goal of meeting each student's needs.
- Provide student orientation each year to help students and their families make a smooth transition into the next term at the school.
- Hold Open Houses -
 - ✓ Fall Open House will encourage parents to meet the teachers, administrators and staff.
 - ✓ Spring- "Come Check Us Out" is designed for prospective students to see what the school has to offer. (Preferably in February)
- Plan various activities throughout the school year that will be beneficial to families and will encourage parental involvement.
- Provide a Parent Center.
- Purchase magazines and books and other informative material that will be housed in the Parent Center and will be available for check-out by the parents.

- Provide a quarterly “State of the School” address that will be presented at each of our campus leadership team meetings.
- Schedule “Parents Make the Difference” evenings on various subjects that will give an overview of the following:
 - ✓ What students are learning.
 - ✓ How students will be assessed.
 - ✓ What parents should expect for their student’s education.
 - ✓ Understanding of Core graduation requirements
 - ✓ How parents can assist and make a difference in their student’s education.
 - Family Science Night
 - The School Health Fair
 - Drug, Alcohol, and Safety Awareness Workshops
 - PTO Meetings
- Survey the parents, so that the school can more effectively meet their needs.
- Encourage local businesses to serve in an advisory capacity.

The teachers shall -

- Provide a positive classroom atmosphere that is conducive to learning.
- Provide students with meaningful classroom instruction on a daily basis.
- Provide course information to Parents at Open House.
- Encourage parents to keep open communication lines to enhance their students’ success.
- Provide interim reports to all students each of the four nine-week grading periods.
- Post students’ grades to the grade site at least once a week.

The parents shall -

- Encourage teachers, counselors and administrators to keep open communication lines to enhance their students’ success.
- Review the monthly calendar that is provided by the school.
- Review their student’s planner/organizer every class.
- Attend parent conferences and workshops and school activities.
- Contact the school if there is an issue that needs to be resolved.
- Become an involved parent at the school. Be involved in one or more of the following ways
 - ✓ Parent/Teacher Organization (PTO), Mentoring or Volunteering at the school
 - ✓ Campus leadership team or Advisory Committee
 - ✓ Drug and Alcohol Task Force.
- Provide a quiet place at home for students to complete their homework and/or study.
- Monitor your student’s learning and provide assistance when needed.
- Monitor your student’s progress as follows:
 - ✓ Review online grade site weekly.
 - ✓ Review the monthly letter and calendar.
 - ✓ Contact the teachers on a regular basis.
 - ✓ Utilize the school’s website for important updates and information
 - ✓ Review the interim reports and the report cards.
- Abide by the school’s parent agreement
- Read "Choosing Civility, the 25 Rules of Considerate Conduct"
- Encourage their student to abide by the rules at school and at home.

Shared Responsibilities for High Student Academic Achievement

Parent-Student-Teacher-Compact

School Mission: The mission of the school is to provide a school organization that encourages high integrity, high performance, and focuses on all our students to excel both academically and ethically in all school and outside life related endeavors. Through the combined efforts of students, faculty, parents, and the community, our students will learn to set and achieve goals that will ensure they are productive citizens in a multicultural and technological society.

School Agreement

The entire school staff will share the responsibility for improved student achievement; therefore we will do the following:

- Hold parent/teacher conferences
- Send frequent reports to parents on their student’s progress.
- Provide opportunities for parents to volunteer and participate in their student’s class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their parents and the diverse culture of the school.

School/Teacher Signature _____

Parent/guratinan agreement

I want my teenager to reach his/her full academic potential; therefore I will do the following to support my teen’s learning:

- Have an on-going communication with the school; including parent-teacher conferences and volunteering.
- See that my student attends school regularly and is punctual
- Supports the school staff and respects cultural differences of others.
- Establishes a time and place for homework and checks it regularly.
- Monitor television and movie viewing.
- Will help to make positive use of extra curricular time

Parent/Guardian Signature _____

Student Agreement

It is important that I do the best I can; therefore I will do the following:

- Come to school each day on time with my homework completed and have the supplies that I need
- Always try to work to the best of my ability
- Believe that I can learn and I will learn
- Conform to the rules of conduct and my school
- Show respect for my school, myself, and other students, and have consideration for cultural differences.

Student Signature _____

CONFLICT OF INTEREST POLICY

Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's, Osceola Communication, Business and Arts, Inc., hereby known as OCBA Inc. or "The Entity" (per Arkansas Department of Education RESOLUTION's Legal Comments), interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an OCBA Inc. officer or director or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. **Interested Person.** Any director, principal officer, or member of an OCBA Inc. committee with governing board delegated owners, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family;
 - a. An ownership or investment interest in any entity with which OCBA Inc. has a transaction or arrangement,
 - b. A compensation arrangement with OCBA Inc. or with any entity or individual with which OCBA Inc. has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which OCBA Inc. is negotiating a transaction or arrangement.
Compensation includes direct or indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate OCBA Inc. governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the OCBA Inc. directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussions with the interested person, he/she shall leave the OCBA Inc. governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining OCBA Inc. board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the OCBA Inc. governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the OCBA Inc. governing board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the OCBA Inc. governing board or committee shall determine whether OCBA Inc. can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the OCBA Inc. governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in OCBA Inc.'s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflict of Interest Policy

- a. If the OCBA Inc. governing board or committee has reasonable cause to believe its member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such a belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the OCBA Inc. governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the OCBA Inc. governing board and all committees with board delegated powers shall contain:

- a. The names of persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a. Pursuant to Arkansas School Board member laws concerning compensation, a voting member of the OCBA Inc. governing board may not receive compensation, directly or indirectly, from OCBA Inc. for services

- b. A voting member of any OCBA Inc. committee whose jurisdiction includes compensation matters and who receives compensation directly or indirectly, from OCBA Inc. for services is precluded from voting on matter pertaining to that member's compensation.
- c. No voting member of the OCBA Inc. governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from OCBA Inc., either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of an OCBA Inc. committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understand OCBA Inc. is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure OCBA Inc. operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to OCBA Inc.'s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in **inurement**, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, OCBA Inc. may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the OCBA Inc. governing board of its responsibility for ensuring periodic reviews are conducted.

ZONING INFORMATION

From: Scott Creecy,
City of Osceola Code Enforcement Officer
(870)563-5245, Ext.28

Re: Young Adult Magic Johnson Bridgescape Academy

Sally,

According to the Osceola Zoning Map, the undeveloped lands west from the Holthouse Farm house and driveway and east of the Plumb Point subdivision road is currently zoned as C-3, which is Highway Commercial. This area is currently approved for the construction of new schools as well as new stadiums and, or arenas.

Thanks,

Scott

A handwritten signature in blue ink, appearing to be 'SC' followed by a long horizontal flourish.

2013-2014 Application Cycle

Application

**Young Adult Magic Johnson Bridgescape Academy of Mississippi County
Osceola, Arkansas**

RECEIVED

Arkansas Department of Education
Charter and Home School Office
Sep 03, 2013



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Young Adult Magic Johnson Bridgescape Academy of Mississippi ☒

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Young Adult Magic Johnson Bridgescape Academy of MS CO

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 250

Name of Sponsoring Entity: Osceola Communication, Business and Arts, Inc

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Sally Wilson

Address: 851 W. Semmes City: Osceola

ZIP: 72370 Daytime Phone Number: (870) 822-0574 FAX: (870) 563-5582

Email: ocbainc@yahoo.com

Charter Site

Address: Highway 140 at I-55 City: Osceola

ZIP: 72370 Date of Proposed Opening: August 2014

Chief Operating Officer

of Proposed Charter (if known): TBD Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (____) _____

The proposed charter will be located in the South Mississippi County School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

| | | |
|-------------------------------|---|-------------------------------|
| Name: <u>Sally Wilson</u> | Position: <u>OCBA, Inc - President</u> | State of Residence: <u>AR</u> |
| Name: <u>B.J. Bowles</u> | Position: <u>OCBA, Inc - Secretary</u> | State of Residence: <u>AR</u> |
| Name: <u>Terry Coburn</u> | Position: <u>OCBA, Inc - Vice President</u> | State of Residence: <u>AR</u> |
| Name: <u>Mike Malone</u> | Position: <u>Edison Learning</u> | State of Residence: <u>IN</u> |
| Name: <u>Jodie Beckley</u> | Position: <u>Edison Learning</u> | State of Residence: <u>MI</u> |
| Name: <u>Chris Wilberding</u> | Position: <u>Edison Learning</u> | State of Residence: <u>IL</u> |
| Name: <u>Jennifer Parker</u> | Position: <u>Edison Learning</u> | State of Residence: <u>FL</u> |
| Name: <u>Beau Butler</u> | Position: <u>OCBA, Inc</u> | State of Residence: <u>TN</u> |
| Name: <u>Tracy Adams</u> | Position: <u>OCBA, Inc</u> | State of Residence: <u>AR</u> |
| Name: _____ | Position: _____ | State of Residence: _____ |
| Name: _____ | Position: _____ | State of Residence: _____ |
| Name: _____ | Position: _____ | State of Residence: _____ |
| Name: _____ | Position: _____ | State of Residence: _____ |
| Name: _____ | Position: _____ | State of Residence: _____ |

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

2413 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

South MS CO School District Osceola School District Blytheville School District

Gosnell School District Manila School District Armored School District

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Charter School will implement the Magic Johnson Bridgescape model, a specialized program focused on dropout prevention and recovery for students in grades 9-12 who have dropped out of school or who are at-risk of dropping out of school. The mission of Magic Johnson Bridgescape is to provide an alternative graduation path for those who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions. The program is grounded in the belief that every student, given the right tools, support and environment, is capable of exceeding their expectations. This vision is incorporated in a program that is student-focused and providing individuals an opportunity to earn a high school diploma in an environment that fits their schedule, life circumstances and learning needs.

The Magic Johnson Bridgescape model provides a student-centered, blended learning, community-integrated model which creates a positive and safe learning environment focused on improving attendance and student achievement. Through a strategic alliance with Magic Johnson Enterprises, Magic Johnson Bridgescape draws on EdisonLearning's nearly twenty year history of school improvement success and educational innovation and *the proven track record, passion, and leadership of Magic Johnson Enterprises to address the specific needs of students who are at-risk of not graduating or who have already dropped out of school*

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The Charter School will serve students who want to move forward academically and graduate but find the obstacles overwhelming. This includes students who are pregnant or parenting, working to support themselves or family members, falling behind or struggling with coursework, or disengaging from learning in the traditional setting.

In order to adequately support the population of students, the Magic Johnson Bridgescape program combines several key components: a blended instructional model that includes direct instruction and online learning, an individualized instruction path, and the counseling and behavioral coaching necessary to earn a high school diploma and achieve success beyond graduation. These components work together so that the program focuses on the whole student and not just the student's academic coursework.

Through the blended learning environment, high school students will be able to experience an abbreviated non-traditional school day and maximize the online coursework to focus on specific areas of need. Additionally, through a combination of the individualized instructional path and coaching and counseling, students will receive a roadmap to receive their high school diploma and the counseling to support not only that effort, but to also make post-secondary plans.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Applicant Response:

The Young Adult Magic Johnson Bridgescape Academy of Mississippi County public hearing was held at 5:00 on Thursday, August 22, 2013 in the meeting room of the Econo Lodge, at I-55 and State Highway 140 in Osceola, Arkansas.

The notices ran in the local paper, The Osceola Times, on August 1, August 8 and August 15. The last notice on Thursday, August 15 was seven days prior to the public meeting. The size of each notice was 3" by 3" and ran on the page with general news. The notice read: "Public Notice: You are invited to attend a meeting on Thursday, August 22, 2013 at 5:00 pm at the meeting room of the Econo Lodge located at 4635 W. Keiser in Osceola. The purpose of the meeting to present information about a proposed new charter school, Young Adult Magic Johnson Bridgescape Academy of Mississippi County. For more details e-mail ocbainc@yahoo.com or call Sally Wilson at 870-822-0574". **Copies of the three notices are attached.**

The superintendents from all districts where the school is more likely draw students and the districts contiguous to the South Mississippi County School District were invited to attend via e-mail on August 6, 2013. The names

and schools of the superintendents invited are as follows:

Mr. Gary Masters, South Mississippi County School District;
Mr. Mike Cox, Osceola School District;
Mr. Richard Atwill, Blytheville School District;
Mr. Bonard Mace, Gosnell School District;
Ms. Pam Castor, Manila School District;
Mr. Don Johnston, Marion School District;
Ms. Sally Bennett, Armored School District;
Mr. Tommy Knight, Riverside School District;
Mr. Rickey Nicks, Earle School District;
Mr. Michael Pierce, East Poinsett County School District;
Mrs. Annesa Thompson, Marked Tree School District;

A copy of the e-mail, with the superintendents' contact information visible in the "To:" space is attached.

The Public Meeting was a complete success. Over a dozen people attended the meeting including the superintendent of the South Mississippi County School District, a circuit judge, the juvenile court's chief officer, 2 city council people, the county literacy director, local church leaders, retired school teacher. Sandra Brand, a reporter from the local paper attended and wrote an excellent article that appeared on the front page of The Osceola Times. The article that ran three days after the meeting also featured a color photograph of the two presenters, Sally Wilson and Mike Malone of Indiana. The article also ran on the front page of the countywide Blytheville Courier on August 29th. **Both articles are available to ADE.**

The Public Meeting began at 5:00. Sally Wilson, the President of Osceola Communication Business and Arts, Inc, or OCBA, welcomed the attendees, reminded everyone to sign the attendance sheet. **The signed attendance sheets are available to ADE.** Wilson invited those in attendance who oppose the charter application register their opposition on the "I oppose" sheet.

Wilson gave a brief introduction of OCBA and explained how America's Promise Alliance and GradNation matched OCBA with the Magic Johnson Bridgescape Academy. Wilson also showed the educational need and the large number of non-graduated in the county. Mike Malone, from Indiana, gave the history of EdisonLearning, and explained the educational program and the record of proven success.

Wilson and Mike Malone from EdisonLearning used a PowerPoint presentation.

The 25 minutes powerpoint presentation lasted about 25 minutes included the following topics. A question and answer period followed. The powerpoint presentation included:

- 1) The relationship between OCBA and Magic Johnson Bridgescape Academies/EdisonLearning
- 2) The dropout crisis data for Crittenden County
- 3) OCBA and MJBA's relationship with America's Promise Alliance and GradNation
- 4) The loss of economic impact in Crittenden County by the non-graduates
- 5) EdisonLearning fact sheet
- 6) EdisonLearning student demographics
- 7) Introduction Magic Johnson Bridgescape, MJB and its 17 campuses in five states
- 8) The school's key features, instructional model and curriculum
- 9) The Magic Johnson Bridgescape success rate
- 10) The benefits of the MJB alliance
- 11) A national map showing the Magic Johnson Bridgescape locations
- 12) MJB demographics and performance results
- 13) The Arkansas charter school approval process and timeline
- 14) An invitation to help and how to get involved

The slide showing the dropout crisis showed the dropping enrollment of the cohort groups in the last five graduating classes in Mississippi County. As an example, the combined Mississippi County class of 2011, had 747 students in its 9th grade class count but only 536 seniors graduated 3 ½ years later. The source of this data

is the ADE Data Center county enrollment. Furthermore, the loss of economic impact from each graduate per year is \$10,780. This amount totals to \$2.3 million annually for 211 non-graduates from the class of 2011 alone. **A copy of the powerpoint presentation is available to ADE.**

A question and answer period followed with very good questions. The meeting concluded about 6:00.

The attendees appeared supportive of the proposed school. No one voiced opposition to the school and no one signed the "I oppose" sheet. **The "I oppose" sheet is available for ADE review.**

A pre-meeting was held just prior to the public for community leaders who were not able to attend the nightly public meeting. This meeting was held at the Osceola/South Mississippi County Chamber of Commerce board meeting. At the meeting Sally Wilson introduced Mike Malone, who shared information with the community leaders in attendance, including the city mayor, a former state representative, a circuit judge, Chamber board members, the Chamber Executive Director, a member of the South Mississippi County School Board, members of the Delta Bridge initiative committees. The feedback from the meeting was positive. Many of those present offered to write letters of need for the charter school proposal.

As a result of the meeting area citizens showed their support for the charter school application by signing a petition of support. **Five of the signed sheets of the Petition of Support are attached**

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Legal Structure

The non-profit corporation Osceola Communication, Business and Arts Inc., (hereafter referred to as OCBA) is the sponsoring entity of the charter school application. OCBA has a governing board (hereafter referred to the Board) pursuant to its bylaws. The bylaws is posted on the website, <http://www.ocbainc.com> . If the Charter School is approved, this Board will govern the school and will be the ultimate governing body of the charter school.

Non-profit status since 2007

OCBA is a non-profit corporation that is nonsectarian in its programming and operations, and is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. OCBA was founded in 2007 by a group of volunteers dedicated to raising funds for educational efforts and making application for open-enrollment public schools. OCBA was approved by the U. S. Department of the Treasury in 2007. The Internal Revenue Service issued determination letter, which verifies the OCBA's tax exempt status, is attached. OCBA is governed according to its bylaws that have already been approved by the IRS.

Governing Board's Roles and Responsibilities

The Board will control the operation of the proposed Charter School and make all decisions regarding the school. The Board will have final decision-making authority for the Charter School in the areas of finance, purchasing, student discipline, hiring and firing of staff, and hiring and firing of the Program Director and Director of Achievement.

If the charter is approved, the OCBA Board will enter into an agreement with EdisonLearning for the Magic Johnson Bridgescape program. Items in the agreement will include; recommendation for the school's directors, professional development of the teachers and staff, student recruitment, evaluating and assessing student, curriculum delivery, providing support services to the students, etc. **A sample of the agreement can be made available for ADE review**

OCBA will be responsible for fund raising and grant writing for the proposed Charter School. OCBA will incur any debt for the establishment and maintenance of the proposed Charter School. OCBA members abide by all federal rules governing non-profit boards and foundation. Should the Charter School close or be closed, all assets or funds (after debts paid) collected by OCBA on behalf of the Charter School will be returned to the state.

Policies and Procedures for Board Operation and Board election

Pursuant to its bylaws, the OCBA Board is elected to office by the OCBA members at the Annual Meeting held on the third Tuesday in September. OCBA membership is open to everyone dedicated to the mission of the Charter School.

The length of the terms for Board officers is two years. An officer is limited to two consecutive terms in the same office. The Board officers are a President, Vice President, Secretary, and Treasurer. The President presides over the Board meetings. The Secretary maintains minutes of the meetings. The Vice President acts in the President's absence. The Treasurer is responsible for overseeing the finances. If the charter is approved and pursuant to school law, the Board, during its September meeting will pass a resolution identifying the dispersing officer and alternate dispersing officer and file the resolution with the county treasurer and Department of Finance Administration. Pursuant to the OCBA bylaws, if a charter school application is approved, another board member will be elected making the board composition five members. This Board position will become the chairman of an Advisory Committee for the school. The Advisory Committee will not have governing powers but can help to advise the Board in matters concerning the charter school.

The Board will join the Arkansas School Board Association (ASBA) and will utilize the ASBA model policy program. The Board will adhere to requirements of local Board of Directors in Arkansas, including Arkansas' code of ethics for board members, avoiding nepotism and adhering to freedom of information, FOI. The Board members must attend training that is determined by the Corporation members at the Annual Meeting. The Board will oversee a long range plan for the Charter School.

The Board policies, using the ASBA model policy program, identify the specific day-to-day operations of the school and will be reviewed and approved by the Board each year and posted on the school website. **Drafts of the School Board's policy, Student Handbook, Personnel Handbook can be available for review by the ADE staff.**

Delineation

EdisonLearning will recommend a qualified person for the Program Director and the Director of Achievement to the Board. The Program Director will recommend names for campus personnel to the Board to hire, renew, not renew and terminate.

The Board will vote to hire, renew, not renew and terminate all the school employees and consultants. The Board will issue all employee contracts and post the contracts on the school website pursuant to Arkansas law.

The Program Director, serving as the school's business manager. The description of personnel who will perform business duties is in Section C13, Business and Budget Planning of this application.

The Program Director will be responsible for student discipline and will oversee all disciplinary issues related to rules and regulations that are laid out in the student handbook. Per state rules and school policy, if the Director wishes to suspend a student for longer than 10 days, the Director must seek approval by the Board for expulsion. The school board will approve a student handbook, based upon the ASBA model policies, that includes a section on student discipline. The Program Director will ensure that the rules and regulations are carried out and adhered to accordingly.

Plan for Involving Parents, Staff, Students and Community in the Decision-Making of the Charter School

A draft **Parent Involvement Plan** outlines the involvement of parents, staff and community in the decision-making of the Charter School. All parents, staff, adult-age students and supportive citizens are encouraged to join the OCBA non-profit corporation.

A local Advisory Committee of parents, staff, students and community volunteers will be appointed by the Program Director to support the Charter School and the Board. Though the group will not have governing power, the Board will consider suggestions from the Advisory Committee.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The Charter School will implement the Magic Johnson Bridgescape model, a specialized program focused on dropout prevention and recovery for students in grades 9-12 who have dropped out of school or who are at-risk of dropping out of school. The mission of Magic Johnson Bridgescape is to provide an alternative graduation path *for those who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions.* The program is grounded in the belief that every student, given the right tools, support and environment, is capable of exceeding their expectations. This vision is incorporated in a program that is student-focused and providing individuals an opportunity to earn a high school diploma in an environment that fits their schedule, life circumstances and learning needs.

The Magic Johnson Bridgescape model provides a student-centered, blended learning, community-integrated model which creates a positive and safe learning environment focused on improving attendance and student achievement. Through a strategic alliance with Magic Johnson Enterprises, Magic Johnson Bridgescape draws on EdisonLearning's nearly twenty year history of school improvement success and educational innovation and the proven track record, passion, and leadership of Magic Johnson Enterprises to address the specific needs of students who are at-risk of not graduating or who have already dropped out of school

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

Filling a Critical Need

Through its involvement with America's Promise Alliance, <http://www.americaspromise.org>, and the GradNation initiative, OCBA is aware of the need for innovative education to address the dropout crisis in the U.S., in Arkansas and in the Arkansas Delta. Nationwide, a student drops out of school every 26 seconds. The numbers of students leaving Arkansas schools can be studied using the ADE Data Center October 1st enrollment counts and graduation numbers. A typical illustration is an analysis of the statewide enrollment data from the class of 2011. The class of 2011 had 37,819 members in its 9th freshman class. The enrollment of this class dropped to 35,853 the next year, in their sophomore year. By the time the class of 2011 graduated, the number had dropped to 28,921 students.

For that class in Crittenden County, there were 902 sophomores but only 595 graduates in 2011.

For the same class in Mississippi County, there were 747 freshmen but only 536 graduates in 2011.

Studying the ADE Data Center enrollments over the past few years, there appears to have been shrinkage in the graduating classes of about 200 students per year in Mississippi County schools and about 250 students per year in Crittenden County schools. If these numbers are indicative of the number of non-graduates each year, *there could be 800 non-graduates between the ages of 18 and 22 living in Mississippi County, and about 1,000 non-graduates of the same age living in Crittenden County.* These non-graduates are the primary target group for the Young Adult Magic Johnson Bridgescape Academy.

This ADE data, from the last few years, was entered into line graphs. These graphs were presented at the public meetings and **are available to ADE.**

Innovations

OCBA recognizes that there is a need for an educational program to allow students to reach their potential in a non-traditional high school structure. OCBA proposes using EdisonLearning's Magic Johnson Bridgescape program; a scalable, cost-effective dropout prevention and recovery solution.

The Magic Johnson Bridgescape program will be different from the current comprehensive high schools and Alternative Learning Environments offered in area schools. The program provides a blended learning environment, where each student follows an individualized instructional path and is continually supported through coaching and counseling in order to earn a high school diploma and explore post graduation options.

The guiding goals for the Magic Johnson Bridgescape program are:

- Provide a challenging, enriching, and meaningful curriculum;
- Establish an environment that is safe and conducive to learning;
- Respect and celebrate a diverse community of learners;
- Assist students in developing good coping and problem solving skills that will allow them to meet challenges in a positive manner;
- Provide students with the tools necessary to achieve academic success, thus building the skills and confidence needed to become productive and contributing members of society; and
- Prepare students for post-secondary options including workforce readiness through Magic Johnson Enterprises workforce solutions and resources.

In the Magic Johnson Bridgescape model, differentiating program and instructional needs begins at the time of enrollment when students complete an initial assessment to determine any skill gaps that may be barriers to success. Once gaps are identified, students will be prescribed a reading and/or math remediation track to address specific needs. All historical data (*i.e.*, transcripts, IEPs, state assessment results) and any other available records and data will be reviewed by the teachers and staff who will collaborate with the student and parent or guardian (if available) to create the student's Individual Graduation Plan (IGP). Remediation, if needed, is included as a component of the IGP. Furthermore, students will be enrolled in an online career preparation course that will allow them to identify individual strengths and skills and to investigate employment and career options.

The blended instructional model gives students the opportunity to work at their own pace, take advantage of flexible scheduling, and learn through a variety of instructional methods. EdisonLearning's proprietary online coursework (eCourses) is designed to personalize the learning experience. eCourses are self-guided and self-paced, enabling students to complete coursework at their own pace, while fully monitored and supported with daily assessments and interventions. Structured based on a modular design with lessons limited to one or two standards based on objectives that are clear and attainable, students maintain focus and motivation by accomplishing achievable goals in each lesson, a technique which has been shown to foster success in online learning. Each lesson is accompanied by an assessment that tests mastery of lesson content and includes a host of interactive multimedia features that support the diverse needs of students as well as reinforce key concepts in the curriculum.

The eSchoolware learning and content management system allows teachers and staff to review student results, grades, time-on-task, and incorporate notes on achievement of student goals. When students are identified as struggling within a content area they will be provided the individualized assistance needed to master the material and move on. Individual or small group instruction is driven by student needs as identified through progress monitoring and will be provided as needed, both formally and informally. Small group instruction will be provided not only to address remediation needs but also to provide enrichment, specifically in the area of character education to promote good citizenship and decision making skills as well as to develop core values that include compassion, integrity, justice, and responsibility.

Teachers and staff will regularly monitor progress of their students according to the IGP on at least a weekly basis and adjust any expectations or conduct conferences to determine interventions and remediation that may be needed to keep the student on track. Progress Monitoring Logs are kept at the program location and notes are made regularly so that information can be shared among the team.

Further, focused on the student as an individual, the teachers, paraprofessionals, and counselors offer more than instructional and academic guidance, but a support network that enhances the student experience with life skills coaching, post-graduation planning and goal setting and measurement to ensure that every student has a clear path to graduation and beyond. Assistance with job placement and job training is available, many times working with community groups to provide local support and opportunities. One such resource is Magic Johnson Enterprises, which will provide students connections to workforce solutions and partner businesses. Students graduating from Magic Johnson Bridgescape programs are eligible for high school to workplace or high school to college resources. Through the program, students will have access to job readiness and mentorship resources to assist in career preparation and post-secondary planning. The program will partner with local businesses, civic organizations, and non-profits to create career platforms for students, providing workplace exposure and training and Magic Johnson Enterprises will leverage its full service staffing business and its other businesses and local partnerships to help identify job opportunities for graduates. The Magic Johnson Foundation will offer scholarship opportunities for students who graduate from the Magic Johnson Bridgescape programs.

The research on preventing dropouts by the U.S. Department of Education identifies key strategies for effective programs including creating more personalized learning environments for students; providing extra support and academic enrichment for struggling students; assigning adult advocates to students deemed to be at risk of dropping out; and providing rigorous and relevant instruction to engage students in learning. The blended learning environment, individualized instructional path, and counseling and coaching offered through the Magic Johnson Bridgescape programs are based on the U.S. Department of Education's recommendations.

The targeted student population for the Magic Johnson Bridgescape program is students who want to move forward academically and graduate but find the obstacles overwhelming. This includes students who are pregnant or parenting, working to support themselves or family members, falling behind or struggling with coursework, or disengaging from learning in the traditional setting. In order to adequately support these students, the teachers and staff, including a qualified guidance counselor, focus on the whole student and not just the student's academic coursework. In focusing on the whole student, at the time the student is enrolled in a Magic Johnson Bridgescape program, the teachers and staff and specifically the counselor determine the social and emotional needs of the individual students. These needs will inform the IGP to determine the supports needed for success. As the student progresses through the program, the social and emotional needs will be continually monitored by all staff members. To provide these supports, the guidance counselor will identify the necessary community partners and create a network of external social agencies to provide the needed resources and services for the students. For example, in the metropolitan Columbus area, the program has partnered with the Youth Empowerment, Mothers Helping Mothers, Franklin County Children Services, the Ohio Department of Youth Services, Ohio Health, and the American Red Cross. If a student is hungry, doesn't have a place to stay, or is lacking basic needs, we strive to identify those needs and the agencies or support network that can meet these and thus eliminate barriers to learning.

Based on our experience in serving similar student populations, the main social and emotional needs of students who have dropped out of school or who are at-risk of dropping out of school are the basic necessities which are not always available in poorer communities (food, clothing, and shelter) and the issues that plague today's students (drug and alcohol abuse, bullying, gang activity). Magic Johnson Bridgescape works with students to address and ensure that to the best of our abilities their needs are satisfied so that they can learn.

Career and Technical Education

Responding to the community leaders' requests for additional career and technical education, OCBA may apply for a pilot program through Arkansas Career and Technical Education. The courses of study considered include Steel Technology and/or Logistics/Warehousing.

Distinguishing characteristics

It is not just our extensive experience of both OCBA and EdisonLearning that will set the Charter School apart from other schools, but the Magic Johnson Bridgescape's model's ability to still focus on the student's needs

through practical research-based strategies, and more modern, involved ways of instructional support.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

Description of educational program

The Charter School will offer both a direct instruction and online educational program. The online courses are provided through Edisonlearning's proprietary eCourses, self-guided and self-paced online high school curriculum *that enables students to complete coursework at their own pace, while being fully monitored and supported with daily assessments and interventions.*

The primary source of curriculum is online coursework provided through EdisonLearning's proprietary eCourses, which are designed to personalize the learning experience. The courses are self-guided and self-paced, enabling students to complete coursework at their own pace, while fully monitored and supported with daily assessments and interventions. Each lesson is also accompanied by an assessment that tests mastery of *lesson content. An online PDF textbook is also included with each course that serves as a companion guide to the content presented in each lesson.*

Viable education program

The online coursework is designed to allow for individualization and customization based on specific student needs and includes a host of interactive multimedia features that support these diverse needs as well as reinforce key concepts in the curriculum. Features such as interactive demonstrations, interactive games, videos, and virtual science labs make courses *engaging and support learning. Not only do students work at their own pace and focus on the learning components of each lesson that resonate with their own particular learning style, but the Foundation eCourses require that students demonstrate mastery (i.e., receive a score of 80% or better) of the current lesson's assessment in order to advance to the next lesson. Additionally since students in alternative education may be struggling readers, Foundation eCourses are designed to support reluctant or struggling, while still maintaining the same academic rigor. Further audio programming components of the online curriculum, such as the text to speech functionality, allow lessons to be heard as well as read to support struggling readers and English Language Learners.*

The eCourses are delivered through an engaging and competency-based platform called Course Player. This system delivers content to students in a linear fashion one learning object at a time and presents material appropriate to each learning modality. For example, visual learners will find comfort in direct video instruction covering examples and lesson objectives. Auditory learners are accommodated through text-to-speech software available for all textual content. Kinesthetic learners will be drawn to activities that require drag-and-drop tools, model building, laboratory simulations and other online manipulatives embedded into the curriculum.

In addition to their online learning, students will engage with teachers offering direct instruction for remediation, intervention, and enrichment, which may include, but is not limited to:

- Direct Instruction
- Project Based Learning
- Small Group
- One-on-One Support
- Cooperative Learning
- Role Play
- K-W-L
- Simulations

A description of the **Blended Learning Pedagogical Model for Magic Johnson Bridgescape Academies is available to ADE.**

School day and calendar

The length of the school year exceeds the state requirements. There are 178 days of instruction scheduled between early August and late May. Additionally there is a term scheduled for the summer. The school is

requesting a waiver on the start and ending days to accommodate this extended year. The school day has two four-hour blocks, one scheduled for the morning and one for the afternoon. An additional block in the evening will be offered as needed. The school is also requesting waiver for the length of school day to accommodate this extended day. **The calendar and daily/weekly schedule are attached.**

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

For the population of students that the Charter School proposes to serve, the Charter School' goals focus on student achievement and student engagement.

Student Achievement:

- Based on the overall average of students demonstrating proficiency (in reading, reading comprehension, mathematics, and mathematics reasoning), the percentage of enrolled students demonstrating proficiency on the mandated state assessment, as applicable, will increase at least 2% each year.
- The percentage of students meeting 100% of their IGP goals will increase by at least 2% each year.
- The Charter School's annual graduation rates will increase at least 2% each year.
- The Charter School's average ACT or COMPASS scores will increase at each year. And the number of students attaining the ACT minimum benchmark of 18 for English and 22 for Math (or equivalent COMPASS) will increase each year.

Student Engagement:

- The Charter School will average at least 55% attendance each school year for all students.
- The attendance rate will increase at least 2% each year for all students.
- As demonstrated through anonymous student surveys, at least 90% of students will recommend the Charter School to their peers.

In addition to the state assessment required under law and State Board of Education regulations, within the Charter School student assessment and testing will be administered throughout the academic year in order to improve the instructional program at the Charter School; assess the progress of individual students in relation to standards; and assess the progress of the students within the curriculum. Regular and systematic measures of learning are useful guides for parents, teachers, students, and community members as indicators of individual and group attainment of state and district standards.

Assessment tools

Upon enrollment in the school, students will take a diagnostic reading assessment in order to determine any skill gaps that may be barriers to success. Once identified, students will be prescribed a remediation track to address specific needs. The teachers and staff will regularly monitor progress of their students and adjust any expectations or conduct conferences to determine interventions and remediation that may be needed to keep the student on track. Students will also take an annual reading diagnostic assessment to measure growth. The creation of the IGP also includes a review of any state assessment data and/or academic improvement plans, AIP, to help inform each individual student's academic goals.

Further, individual assessment items within the eCourses are correlated to the Arkansas Curriculum Frameworks and the Common Core State Standards. Teachers continually monitor student progress in the eCourses and intervene as needed. For example, if a student's assessment across a particular standard dips below

proficiency, a teacher may point the student back to the portion of the course or to a web resource that presents the material in another way, or provide tutoring sessions with the individual student or a small group.

All assessments are designed so that the results are used by the teachers and staff to evaluate instructional practices and to initiate appropriate educational support for students in order to improve the instructional program; assess the progress of individual students in relation to standards; and assess the progress of the students within the curriculum.

The Charter School will also create, implement and sustain its Arkansas Comprehensive School Improvement Planning (ACSIP) model annually. This planning and fund distribution design will help school leaders develop a comprehensive school improvement plan. The plan will be used in our applications for federal programs administered by the ADE, under No Child Left Behind (NCLB), in addition to Student Special Use Funds. The plan will include priorities based on the school's greatest needs. The plan will identify the performance of student subgroups if the subgroup did not meet the achievement level necessary for Adequate Yearly Progress. The improvement plan will be submitted electronically by October 1st or by the date determined by ADE.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

In developing the eCourses, EdisonLearning synthesized best practices from over a decade of online education experience and nearly two decades of experience driving student achievement in brick-and-mortar schools. The curriculum was developed by teachers with backgrounds in both the brick-and-mortar and online education communities to deliver an achievement-driven and engaging solution for both students and teachers. The eCourses solution was validated through a rigorous independent review process spearheaded by Dr. Paul Kim, Assistant Dean and Chief Technology Officer at Stanford University School of Education. This review process ensured that the usability and design of the courses effectively serves a broad population of students' needs and learning styles.

Aligned with ADE content standards and Common Core Standards

EdisonLearning's eCourses curriculum is fully-aligned to the Arkansas Curriculum Frameworks, the Common Core State Standards, and a global set of standards produced by EdisonLearning. Since the eCourses are developed in-house, EdisonLearning's Curriculum Team can make necessary modifications to address changes in standards and any gaps in curriculum that do not currently meet standards. The eCourses are modular in nature. Each lesson is freestanding and builds in prerequisite knowledge, objective-based instruction and assessment pools that do not depend on or refer to previous or future lessons. This feature allows for any alignment gaps to be filled with content from the EdisonLearning repository of more than 8,000 unique lessons. This alignment process ensures that every standard is covered by both the instructional content and assessment items comprising the curriculum.

EdisonLearning is accredited as a Learning Service Provider by the Middle States Association Commission on Elementary and Secondary Schools (MSA-CESS). EdisonLearning is also accredited as a Distance Education School by the Northwest Accreditation Commission (NWAC), an accreditation division of AdvancED. For NCAA initial-eligibility core-course requirements, EdisonLearning has an approved course list that meets the requirements for establishing the initial-eligibility certification.

Annual curriculum review

During the school's staff annual curriculum review and alignment, the staff will verify that standards, benchmarks and performance standards are addressed in the appropriate manner, such as lesson plans, pacing guides, etc. The staff also ensures that best practices are used and recommends improvements.

A table showing the alignment of ADE course codes with the EdisonLearning's eCourses can be provided to ADE.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

As a part of the Magic Johnson Bridgescape program, the teachers, paraprofessionals, and counselors offer more than *instructional and academic guidance*, but a *support network that enhances the student experience with life skills coaching, post-graduation planning and goal setting and measurement to ensure that every student has a clear path to graduation and beyond.*

The Charter School's Guidance Counselor will have the main responsibility for providing these services. For experience and skills, the Counselor will have a Master's of Social Work or Master's in Counseling, appropriate state credentials, clinical experience with at-risk children, strong communication skills, ability to work *collaboratively with teachers/staff, and experience developing and managing community-based initiatives or school-business partnerships.*

B) Health services;

Applicant Response:

The Charter School requests a waiver for the school nurse requirement. The Charter School will use the local Health Department or health consortium to deliver the required health services such as vision Screenings.

C) Media center;

Applicant Response:

The Charter School requests a waiver the media center. Students will have access to video library at the Charter School. *Students will also have access to public libraries in the area communities.*

D) Special education;

Applicant Response:

All students enrolled in the Charter School who are eligible for special education services will have a current Individualized Education Plan (IEP) that reflects their educational needs and services. The Charter School will be responsible for ensuring that each eligible student's IEP is fully implemented. The Charters School will provide special education and related services both directly and under contract with outside providers. The Charter School will offer a continuum of special education services per the services defined in the IEPs of all enrolled students with disabilities.

Students with an IEP will be served in the general Magic Johnson Bridgescape program and all accommodations written into the plan will be provided. Teachers and staff will ensure that the program meets the student's needs and/or accommodations according to his or her IEP.

Postsecondary transition will be a consideration for students with IEPs and as with regular education students, Teachers and will include appropriate postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living and the transition services including a course of study needed to assist the student in reaching those goals.

E) Transportation;

Applicant Response:

The Charter School requests a waiver from the transportation requirements. Should the need for transportation be deemed necessary to address, monies may then be budgeted to allow students the ability to use public transportation.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Charter School's focus will be dropout prevention and recovery and as such anticipates offering an Alternative Learning Environment. The Magic Johnson Bridgescape program is an intervention program designed to remove traditional barriers that student encounter in school. Students will be assessed at entry and *provided intervention services based on their individualized IGP. The Charter School may pursue a consortium with area schools and serve as an ALE lead school site.*

G) English Language Learner (ELL) instruction

Applicant Response:

English Language Learners (ELL) will be identified early in the application process in order to provide timely access to ELL services. A Home Language Survey and other assessments will be completed for all students to guide the teachers in developing an appropriate educational program. The Charter School will be responsible for ensuring that ELL students and their families are served pursuant to all applicable state and federal laws.

Services for ELL students will be provided by appropriately qualified teachers in classroom settings, small groups, and/or individual tutoring sessions. The focus of instruction for ELL students will be teaching subject matter. However the subject matter will be introduced in a way that can be understood by the ELL students. Teachers will be provided information on the language proficiency of ELL students and adjust instruction accordingly.

Additionally, for ELL students, audio programming components of the online curriculum can be heard as well as read to support language learners. With the text-to-speech tool, a student is able to play an audio reading while the student reads the instructional material or replay it at their leisure to support their learning style. The online curriculum also has over 1200 multimedia items including virtual science labs and demonstrations to deliver visual, concrete explanations of abstract concepts

H) Gifted and Talented Program.

Applicant Response:

The Charter School requests a waiver from this requirement. As the Charter School is focused on at-risk students by offering a dropout prevention and recovery program, the Charter School does not anticipate offering a Gifted and Talented Program.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

As outlined in Section C4: Education using the ADE Data Center class enrollments and graduation numbers, there appears to have been, over the last few years, a shrinkage in the graduating classes of about 200 students per year in Mississippi County schools. If these numbers are indicative of the number of non-graduates each year, there could be 800 non-graduates between the ages of 18 and 22 living in Mississippi County. These non-graduates are the primary target group for the Young Adult Magic Johnson Bridges Academy. Therefore there should be a very small number of students transferring from Mississippi County schools to the charter school.

This ADE data, from the last few years, was entered into line graphs. These graphs were presented at the public meetings and **are available to ADE.**

The Charter School's 200 students will most likely be Mississippi County residents, and come from within the district boundaries of the South Mississippi County School District, Osceola School District, Manila School District, Blytheville School District, Gosnell School District and Armorel School District.

According to the 2012-13 enrollment information housed on the Department of Education Data Center's website, the districts in Mississippi County contain 2,413 students in grades 9-12.

The map attached shows the geographic areas listed above.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

Timeline for Annual Report to Parents and Community

By November 15 or a date determined by state law, the Charter School will publish an annual report to the public in the local newspaper. The report will detail the school's progress toward goals, accreditation status and proposals to correct deficiencies.

The Board will hold a public meeting by November 15, or by the date determined by state law, to review and discuss the annual report detailing the school's progress toward goals, accreditation status and proposals to correct deficiencies. Documentation of this meeting may include minutes of the meeting, the agenda including progress toward goals.

Performance report card

The Board will publish the school's performance report card in the local newspaper pursuant to §6-15-2006(b).

Probationary status notification

In the unfortunate event that the school be placed on probationary status, the school will publish the report immediately on the school's website and will run the status report in the local newspaper for two weeks pursuant to §6-15-205.

Report to the ADE Charter School Office

The school will provide a progress report and updated data to the ADE Charter school office by the deadline determined by ADE.

ACSIP

The Charter School will develop, with appropriate staff and community participation a comprehensive plan. The school's goals shall be compatible with state and national education goals and shall address local needs. The plan shall be filed with and reviewed by Department annually on October 1st or the date determined by ADE. The ACSIP will be viewable to the public through the ADE website or the Charter School's website.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

As an open-enrollment charter school, the Charter School will enroll all eligible Arkansas students, provided that the program may accommodate the students.

Student recruitment plan

The Charter School will utilize EdisonLearning's Enrollment Department for student recruitment and admission services. EdisonLearning's Enrollment Department offers expertise in enrolling schools throughout the country, and consists of seasoned marketing professionals, enrollment managers, support staff, and an Enrollment Service Center which manages all phone calls, follow up calls, and document processing for the Magic Johnson Bridgescape programs. The Enrollment Department will design and produce brochures, posters, direct mail postcards, banners, promotional items for giveaway, advertising for local newspapers and transit systems and radio spots. The budget for this recruitment is reflected in the attached budget template.

Students are required to complete an enrollment application online to initiate the enrollment process. Applicants will then receive a call from an enrollment specialist to review their application, discuss their eligibility for the program obtain parental or legal guardian approval and explain the admissions requirements. Eligible students are then emailed or mailed a policy packet to fill out with state mandated information, which must then be returned with proof of residence, and any other official documents needed to hand off the student's application to the school for review. The Charter School will hold an enrollment process that is open, fair and in accordance with applicable law. EdisonLearning will manage all student contact information according to FERPA guidelines.

Open, fair admissions process and public lottery

If more applicants enroll in the school than are spaces available a public lottery will be held to draw for the names of students that will fill the school. The names of the students not selected will be saved in the event a selected student relinquishes his/her slot. If an opening comes available, another name will be pulled, by random selection, from that lottery pool. In the years that follow, existing students wishing to return for the next year are not required to enter the lottery pool. Returning students are required to complete an "intent to return" to the Charter School.

Newly enrolled students are assigned a Learning Coach who provides the student the initial support and resources to promote student success. The Learning Coach provides the student with the Code of Conduct and Student Handbook, including the Statement of Understanding, reviews a Note Taking and Study Skills Tutorial, and provides a Student Orientation Packet. In the course of the orientation, new students complete a Cyber Essentials Course that helps familiarize students with the eCourses and provides an overview on how to navigate the eCourses. Students complete a New Student Worksheet to help identify why the student has dropped out of their prior school or program, what are their ultimate goals, and what they need to succeed at the Charter School. Students also complete an Academic Assessment to assess his or her basic skills. These tools are used to develop an IGP that is tailored to meet each student's unique learning needs and career goals.

Samples of these forms and policies can be made available to ADE.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

N/A

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Director of Achievement - The main responsibility of this part-time regional position is managing EdisonLearning's primary focus of student achievement in schools. The role, which will be similar to that of a superintendent, also ensures excellence in service delivery of all Magic Johnson Bridgescape by collaborating and partnering with district and charter school boards to drive consistently superior achievement gains. As required, this role will manage relationships as well as the operational/financial/budgetary/legal management of the Magic Johnson Bridgescape program. The Director of Achievement should be experienced in school finance and familiar with APSCN's Financial Management System (FMS). The Director of Achievement will oversee responsibilities, ACSIP development and submission, Technology Plans & E-rate, Federal Programs Coordinator, Schedule the Annual Audit by year's end, School Budget by Sept 30th, Monthly financial reports, APSCN Financial Cycle reports, Security Policy, Salary schedules, Annual Report by Aug 31, Arkansas Retirement System, State and Public School Employee insurance Program, Procurement and bidding, Statewide Information System, SIS, EDGAR, Equipment inventory, NSLA, Initial and Annual Tier 1 training, Write grant applications, Work financials with Educational Coop, Promotional events

School Operations Manager - The Schools Operations Manager, a regional position, akin to the Director of Achievement. Whereas the Director of Achievement ensures that the academic pieces are being implemented with fidelity, the School Operations Manager ensures that the operations/financial pieces are being implemented with fidelity

Program Director - The Program Director is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school including primary responsibility for achievement and financial performance. The Program Director, which will be similar to that of a school principal, is the overall leader of the school, with a dominant focus on instructional leadership. The Program Director will be held accountable for the continuous improvement of the school and its staff and for increased student achievement. The Program Director should be experienced with school administration and APSCN's SMS (student side) and FMS (financial side). And preferably, should have at least a master's degree and be experienced in managing a charter school. The Program Director will oversee responsibilities such as Standards of Accreditation, Statewide Information System, SIS, Board relations and policies-including discipline, Compliance to this Charter, Charter renewal, Long range planning, Quality Management System, Legal issues, Monitor ADE Commissioner's memos, Ensure all ADE reports are filed, Statement of Assurances by October 15th, Maintain job descriptions and employee contracts, Research and Development, Teacher training, Highly Qualified assurance, NSLA, Food services and nutrition, Liaison with Educational coop, Curriculum and Instruction, Testing and Assessments, Creating Master Schedule in APSCN, Initial and Annual Tier 1 training, Equity compliance report and assurance, ALE Reports & Program description, APSCN Student Management System, Cognos, Triand, APSCN Cycle reports, Manage student data, Required website postings (such as Student Handbook, Salary Schedule, Personnel Policies by September 15th, Parent Involvement Plan, Annual School Performance Report, Board meetings and information, Contracts). The Program Director is also responsible for control student records and transcripts, Control schedules and grades, Report attendance, Set student and staff discipline per Board Policy, Manage staff, Record staff professional development, Review student handbook, Evaluate transfer students' credits, Set up Parent Center, Arrange building inspections, Conduct safety and fire drills, Ensure compliance with IDEA, Ensure criminal background for staff, Ensure child mistreatment checks, Comply with Special Education, Schedule Parent Teacher Conference, Recruit targeted student, Enroll and retain students, Plan Closing Achievement Gap efforts, Encourage community involvement, Oversee graduation and diplomas, Delegate student functions and activities, Review lesson plans or pacing guides, Recruit and recommend teachers, Evaluate teachers, Observe classrooms, Serve as Instructional leader, Serve as Office of Teacher Quality, Plan Minority Teacher Recruitment, Parent Involvement Plan requirements, Purchase goods up to \$10,000 or amount set by the Board and ADE.

Teacher - The budget reflects that 4 teachers, a part time ALE teacher and part-time ELL teacher will be hired in the first and second years. As a member of a teaching team, the teacher will be responsible for facilitating student learning in an instructional technology learning environment and supplementing computer-based

instruction with direct instruction as needed. He or she uses a variety of instructional methodologies and curriculum resources to teach content and skills to students in small- or pull-out group instruction. The teacher regularly meets with students to advise and plan for students' IGPs, providing coaching and mentoring in an advisory capacity. The teacher works as a team member to meet the needs of all students. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success. Teachers collaborate with team members to analyze different means of meeting student needs and communicates with students, parents, and other team members about student progress and plan for next steps.

The Charter School requests the waiver on teacher certification, but the teachers must meet the highly qualified teacher status requirements. The School will use certified teachers as the ACTAAP Test Coordinator and to administer the state mandated assessments as required by ADE. All staff members will uphold the professional code of ethics and conflict of interest.

Special Education Teacher - The budget reflects that one special education teacher will be hired in the first and second years. The Special Education Teacher is responsible for implementing and ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the school's program of services. Responsibilities include, but are not limited to: providing student interventions and modifications to the academic program as needed; managing the school's special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

Aide/Paraprofessional - The budget reflects that two aides will be hired in the first and second years. The Aide or Paraprofessional, as a member of the instructional team, works under the supervision of the Program Director. This person primarily works in classroom, assisting the teacher in implementing instruction and related services. Such assistance may include: providing instructional assistance, guiding additional practice opportunities, re-teaching, and monitoring behavior.

Guidance Counselor - The budget reflects that one counselor will be hired in the first and second year. The qualified Guidance Counselor champions the behavioral, social/emotional and mental health needs of students in support of student achievement across the program. They take a leadership role in providing professional development within the school to create a solid understanding of the psychosocial development of students and the influences of family, community, and cultural differences on student achievement. They are a crucial voice in determining, planning and supporting the implementation of interventions, particularly related to the behavioral/social/emotional issues of students. Within this unique and alternative setting, it is critical that specific student needs be identified and met early on in an effort to provide students a support system that is often lacking outside of this environment. The Guidance Counselor will be trained (most likely at the educational cooperative) and appropriately qualified with APSCN student side.

Enrollment Coordinator - The budget reflects that one will be hired in the first and second years. The Enrollment Coordinator develops a student recruitment strategy, recruits students who are at-risk or who have dropped out of schools and maintains student enrollment.

Office Manager - The budget reflects that one will be hired in the first and second years. The Office Manager will play a key support role, serving as the focal point for communication by mail, telephone and in person. The Office Manager will manage the flow of information, both within the school and between the school and the state, and will be responsible for maintaining all school records. To be effective, the Office Manager must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the Office Manager as representative of the program. He or she must be flexible, personable, able to communicate the program's mission and vision, and possessed of the same EdisonLearning core values. The Office Manager will be trained (most likely at the educational cooperative) and qualified to enter financial data and coding in APSCN information. The OfficeManager will also be trained to enter Cycle data into APSCN.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

Business Office and managing fiscal responsibility

The Charter School will have a formal business office with the Program Director acting as the campus business manager. This Program Director will work with the local education cooperative(s) in composing and preparing the school's annual budget and financial reports for the Board's input and approval. The upcoming year's annual budget will be created and approved by the Board on or prior to September 30 or the date determined by ADE.

The Program Director will have the decision-making authority in finance and purchasing, in consultation with the school director, for purchases under \$10,000 or the amount set by statute. Any purchase or financial decision over that amount must be approved by the Board. The Program Director will prepare the monthly statements of finances and present them to the Board for approval. The Program Director will be responsible for maintaining financial records and ensure the information is provided to the auditor for the annual school audit.

Additional financial responsibilities are listed under the job descriptions in the Staffing Plan in Section C12 of this application.

Procurement Policy

The Charter School has a draft of the purchasing and procurement policy. **This draft policy can be made available to ADE upon request.** The policy includes bidding procedures.

Annual Budget Timeline

Upon approval of the Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network

Two-year Budget Estimate

The Budget Worksheet has been developed for application purpose. It is formatted to expedite the application process and does not include funds that are not presently guaranteed and does not include one-time grants such as the Charter School Program implementation grant. **The sample two-year budget worksheet is attached.**

Budgeting for student enrollment

Year One: Enrollment - 200 students

Year Two: Enrollment - 200 students

The "Number of Students" is the number of students expected to be enrolled in the open-enrollment public charter school. The student numbers including addition of students by year and or grade is clearly be defined in the application's budget page.

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

Annual Audit

OCBA has previously worked with Hudson Cisne, a Little Rock auditing firm, and therefore will ask Hudson Cisne to conduct the Charter School's first-year audit. Their contact information is listed below.

Hudson Cisne & Co. LLP
Rami Kassissieh, CPA
11412 Huron Lane
Little Rock, AR 72211 (501)2 21-1000

The audit will be carried out after the end of the school year. The fee for the audit will be \$10,000. This amount is reflected in the attached budget worksheet in year two.

Information needed to be reported to ADE

The schedule of statutes required by ADE to be addressed in independent auditor's report on compliance include;

Bidding & Purchasing commodities
School officials prohibited from Sales
Collateralization & Investments
Deposit of Funds
District Finances
Bonded & non-bonded Debt,
District School Bonds
Petty Cash,
Investment of Funds
Management of Schools
Board of Directors
District Treasurer - Warrants
Management letter for Audit
Nonrecurring Salary Payments
Revolving Loan Fund
Salary Laws
School Elections
Teachers and Employees
Personnel Policies
Employment & Assignment
Teacher's License Requirement
Contracts
Certification Requirements
Fair dismissal Act
Sick leave policies
Teacher Salaries, the Minimum Foundation Program Aid Act
Teacher Salary Fund
Trust Funds



Use of Contractors, Improvement, Contracts
Use of District M & O Millage (N/A)

Information Reported to the Community

The audit will be posted on the Charter School's website



15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Portable buildings

The proposed Charter School will be housed in portable buildings on two acres of farmland on Highway 140 near I-55. The landowner will be leased to the school for \$1 per year. The total expense to set up and lease the portable buildings is less than \$2,500 per month. This dollar amount is calculated from a price quote from Williams Scotsman, Inc. dated August 14, 2013.

Facilities and maintenance budget

The attached budget worksheet reflects the following line items, annually; \$30,000 for rent, \$20,000 for supplies and materials, \$12,000 for utilities, \$24,000 for phone/internet, \$24,000 for custodial, \$26,000 for maintenance. The Board is experienced with safety and health inspections needed for the facility including the requirements for Fire Marshall's approval. This approval must be in hand before the school can open. The organizers are experienced with meeting Arkansas health, safety, certificates of occupancy, and compliance with IDEA.

Facilities use form

The ADE supplied **Facilities Use form has been signed and is attached. The Williams Scotsman price quote is available to ADE.** The land owner understands and invites the representatives from ADE to visit the site within the next couple of months. The lot is owned by Kim Holthouse of Osceola. There are no relations with the property owners and those listed in (1), (2) and (3). There is no school staff at this time.

If the charter is approved, OCBA acknowledges that the lease or a loan for equipment purchase must be approved by the Commissioner of Education.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The land is owned by Kim Holthouse of Osceola. There are no relations with Kim and those listed in (1), (2) and (3). There is no school staff at this time.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
 No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

IDEA

The Charter School's proposed facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If during the ADE inspection, a nonconformance is discovered, the Charter School will repair or fix the facility to meet the requirement.

The land for the school is on farmland and is suitable for a school building. No liquor stores or sales are within 1000 feet of the facility.

17. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

- (A) Any other individual specifically identified by name in Section A of the application;
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
- (C) The owner(s) of the facilities to be used.

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

There are no relationships as described in Question 17.

(B) If approved, OCBA plans to contract with Magic Johnson Bridgescape/EdisionLearning to manage the school. *Any conflict of interest will be addressed through a management agreement between the Board and any other organization involved with the school.* The OCBA bylaws includes a policy for Conflict of Interest. If approved, the Board will also approve and abide by a Conflict of Interest policy.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

There are no conflicts of interest among the individuals involved with this proposed Charter school. There is no family or financial relationship between any of the those listed. The bylaws of the non-profit ensure that there are no conflicts of interest.

Draft of Conflict of Interest Policy

The Board will utilize the ASBA model policy program and adopt a Conflict of Interest Policy that ensures that all actions are in the best interest of the school and the students at the school. A draft of a procedure:

Board members believe that school board membership is an act of public service and as such no monetary reward is expected by the individual members. Further, the Board strives to avoid any impropriety or appearance of impropriety in its use of school funds. In accordance with statute the Board will not purchase supplies, equipment or personal services from any member of the Board, or from a firm or corporation in which a Board member has a significant interest unless such purchases are made on the basis of open competition bids or quotations requested through public advertising.

OCBA, Inc also includes a Conflict of Interest statement in its bylaws.

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Food service for all eligible students

The Charter School apply for the Federal Free- and Reduced-Priced breakfast, lunch programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value and reporting requirements.

It is the intention of the Charter School to bid out the food service, for the first year or two, to Food Service Management Companies. Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. The Charter School Board will set all meal prices for both students and adults and will ensure those meal prices are also compliant with all state and federal regulations.

Food Service Management Plan

The school will develop a full Management Plan, pursuant to §§20-7-124, 20-7-135. The Plan includes the following components:

1. Program Management

Child Nutrition program; The application process and deadlines

Menu Planning Tool, Production Records, meals Per hour labor worksheet, on-site review, Self review form, Eligibility Master Roster, Direct Certification of Students, Certification of Disability for Special Dietary needs form, Time certification form, bid tabulation form

2. Reimbursement claim reimbursement, cash management worksheet, daily record form, edit check worksheet, safety net listing

3. Summer Meals Program - seamless summer schedule

4. Verification Reporting, forms and letters

5. Free and Reduced price meals, Eligibility guidelines and applications

6. After school snack

7. Healthy schools, Wellness Committee

8. Wellness Policy Checklist

9. Cycle 2 reporting and student report

10. Staff requirements

Child Nutrition Unit Requirements and Deadlines, Certification of Child Nutrition, (CN) Director, School Nutrition Association, (SNA), Duties of the CN Director, Non-profit food service account, Source of CN Director salary, Certification of Child Nutrition (CN) Manager, Child Nutrition (CN) Manager's Training, Training of Child Nutrition (CN) Workers

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parent Involvement in educational programs

Parent and community involvement is essential in establishing a strong foundation for a school. For the population of students who traditionally enroll in Edison Learning's Magic Johnson Bridgescape Academies, the student's parent or guardian is not always the person supporting the student to achieve their academic and career goals. For that reason, teachers and staff of the Charter School will work with each student to identify the adults in their lives who positively influence the student's life and will support the student. The Charter School has a draft Parent Involvement Plan and will involve the parents and community in the development of the final Parent Involvement Plan by October 1st or the date determined by ADE. The Parent Involvement Plan will be posted on the school's website by October 21st or the date determined by ADE.

The Charter School will seek to involve parents/guardians and the community throughout the start up process. The Charter School will ask for parent/guardian and community volunteers to help with outreach, and other efforts such as student activities, field trips, and community partnerships that will enrich the experiences of the students. Parents/guardians, students, and community members will be encouraged to promote the school to their contacts, to refer friends, and to help the school establish mutually beneficial relationships and partnerships with community organizations and local businesses.

Continued involvement

The Charter School will seek to involve parents and the community throughout the development process. As the Charter School will bring together the community, including parents, business people, educators, and community leaders to serve on a Advisory Committee. This OCAB Board will encourage the Advisory Committee to provide feedback throughout the school year. As previously discussed, one of the Charter School's primary focuses will be to serve students who are at risk of or who have already dropped out of school and foster a conducive learning environment that will lead to the student graduating. It is imperative to have a whole-child approach to education and as a result parent and guardian involvement will be an integral component of the learning process. Parent and guardian satisfaction will be gauged by conducting twice-annual parent satisfaction surveys.

The OCBA and Magic Johnson Bridgescape staff will also identify and engage with community organizations that provide services and opportunities for at-risk youth. This outreach to local organizations will increase awareness in the community for the drop-out recovery and re-engagement services that the Magic Johnson Bridgescape program will provide. One such resource is Magic Johnson Enterprises, which will provide students connections to workforce solutions and partner businesses. Students graduating from the Magic Johnson Bridgescape programs are eligible for high school to workplace or high school to college resources. Through the program, students will have access to job readiness and mentorship resources to assist in career preparation and post-secondary planning. The program will partner with local businesses, civic organizations, and non-profits to create career platforms for students, providing workplace exposure and training and Magic Johnson Enterprises will leverage its full service staffing business and its other businesses and local partnerships to help identify job opportunities for graduates. Magic Johnson Enterprises currently has a strong network of government and corporate relationships in 22 states and 98 cities. Further, the Magic Johnson Foundation will offer scholarship opportunities for students who graduate from the Magic Johnson Bridgescape program. To date, the Magic Johnson Foundation has awarded scholarships to 386 students with an 87% graduation rate. Currently, there are 137 scholarship recipients attending 96 colleges and universities.

Student Services Annual Report SurveyThe Charter School will also participate in the Student Services Annual Report Survey as required by ADE.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

The Charter School respectfully requests waivers from the following provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the Standards for Accreditation of Arkansas Public Schools and School District in order to meet the goal of the Charter School and offer the Magic Johnson Bridgescape program.

Waivers from Title 6 of Arkansas Code Annotated (Education Code)

§6-10-106 Uniform dates for beginning and end of school year. The school operated on an extended school year

§6-13-109 Licensure requirements for School Superintendents. The school will hire a Director that has been interviewed and recommended by the Magic Johnson Bridgescape Academy partnership therefore the school requests the waiver on superintendent's requirements.

§6-13-608 Length of Director's terms - The Board is elected pursuant to the nonprofit bylaws posted on the nonprofit's website, <http://www.ocbainc.com>

§6-13-611 Vacancies Generally - The Board is elected pursuant to the nonprofit bylaws

§6-13-616(a) Qualifications of Directors -Board is elected pursuant to the nonprofit bylaws. None of the Board members shall be eligible for employment in the charter school

§6-13-619 Meetings & Removing Directors- The Board will follow the nonprofit bylaws for removing and replacing Board members

§6-13-620 (i) Powers and duties - The school will not hire a Superintendent but will hire and will evaluate annually a Director of Achievement and a Program Director to share the duties identified as those of a Superintendent.

§6-13-630 Election by Zone and at Large - The Board is elected pursuant to the nonprofit bylaws

§6-13-633 Vacancy- The Board is elected pursuant to the nonprofit bylaws

§6-13-634 School District Board of Directors - The Board is elected pursuant to the nonprofit bylaws. Per these bylaws, the charter school will have (the odd number of) five members on its Board

§6-14-101 through 6-14-122 General Election Laws-School Boards - The Board is elected pursuant to the nonprofit bylaws, <http://www.ocbainc.com> .

§6-15-213 38 units. The EdisonLearning curriculum does not have a Journalism course nor all of the arts courses therefore the school requests a waiver to teach 38 units

§6-15-902 (c)(3)(B) Weighted credit for concurrent credit - The School will award weighted credit for 2nd year (sophomore) level concurrent credit college courses that a student is using for a core course graduation requirement.

§6-15-1004 Qualified teachers in every public school classroom - The School will use highly qualified teachers

as determined by federal requirements.

§6-15-2302 (b) General Business Manager - The school will hire and train qualified staff through its partnership with *Magic Johnson Bridgescape/EdisonLearning*. The staff entering financial data into APSCN will be trained, probably at the local educational cooperative, Crowley's Ridge Coop.

§6-16-102 School Day - The School will hold classes during the day for more than six hours per day and will hold classes in the evening as the interest increases for night classes. Therefore the school will hold classes for more than six hours a day. But in the Magic Johnson Bridgescape Academy model, students are allowed to complete some of their coursework away from the campus, therefore the school requests a waiver on the school day.

§6-16-103 Course of Study - (c)(1) Mail the courses to be taught to every parent. The school will mail the letter to the students who are 18 years or older instead of their parents.

§6-16-124 Arkansas History-Required Social Studies course. The school will not require students missing this half credit up if they did not take the course in 7th or 8th grade.

§6-17-111 Duty-free lunch - The staff may be needed to eat with the students during lunch.

§6-17-114 Daily Planning Period - The teachers will not have a paid daily planning period.

§6-17-203 and §6-17-205 Committee for each school district (Personnel Policy Committee) and Organization - The board will adopt personnel policies, using the ARSBA model policy, but school will not have a personnel policy committee

§6-17-204 (b)(2)(A) Incorporating into teachers' contract. Voting by personnel policy committee - The school will not have a personnel policy committee.

§6-17-302(a) Public school principals-Qualifications and responsibilities - The school will use a Program Director instead of a principal. Many of the Director's responsibilities are listed in the Job Description section of this application.

§6-17-309(a)(1) Certification - Teachers teaching out of area. The school is requests teacher certification waiver for classroom teachers and substitute teachers

§6-17-401 Teacher's license requirement - The teachers will teach multiple subjects. But the School will use only highly qualified teachers as determined by federal requirements.

§6-17-427 School superintendent monitoring. The school seeks the waiver on superintendent monitoring for its campus leader, the Program Director

§6-17-418 Teacher certification - Arkansas history - The School will use highly qualified teachers as determined by federal requirements.

§6-17-702 Arkansas History in-service Training - The school will provide professional development according to the professional development plan used by Magic Johnson Bridgescape/Edisonlearning

§6-17-704 thru §6-17-705 Professional Development Plan and credit - The school will provide professional development according to the professional development plan used by Magic Johnson Bridgescape/Edisonlearning. **A copy of the Professional Plan in use at other sites in the U.S. is available to ADE**

§6-17-901 through 6-17-922 AR Teachers' Salary Law - The school requests waiver from the AR Teacher's Salary Law

§6-17-1501 through 6-17-1510 Subchapter 15 Teacher Fair Dismissal. Employees will be afforded constitutional due process in all dismissals.

§6-17-1702 through 6-17-1705 Subchapter 17 Public School Employee Fair Hearing Act. Employees will be afforded constitutional due process in all dismissals.

§6-18-211(a) and (b)(1), *Mandatory attendance.* In the Bridgescape model, students are allowed to complete school work at home. The school requests the waiver requiring its students in grades 9-12 to attend a full day.

§6-18-223 Credit for college classes. School students can substitute college classes for additional high school requirements per the sample concurrent credit matrix that is available to ADE. The School will pay the students' college tuition, fees and books for the dual enrolled college courses.

§6-24-106 Administrators

The school directors will have at least a Bachelor's degree and a business background. Most of the administrator's responsibilities are listed in Section 12 of this application. The salary is commensurate with performance, years of experience and level of graduate college work

§6-47-406 (1), (2)(A), (f)(1) Virtual school. The school seeks waivers to offer distance learning to students outside of the district where the charter school is located, to allow student to take the distance learning course off-campus (except the state tests and assessments must be taken on site), to expand the potential students to those who have dropped out of school or are at serious risk of leaving their high school.

§6-48-101 through §6-48-104 Direct instruction is primary education component in ALE. Plus ALE participate in school wide activities. The school requests to be able to offer its Edison Learning eCourses in the ALE setting.

Waivers from SBE Rules and Regulations

Business Manager Qualifications. The staff entering financial data into APSCN (FMS) will have training provided by the local educational cooperative or similar provider.

Concurrent Credit Classes. The school will pay for the concurrent credit classes

Distance Learning. The home schooled or private school students may enroll in the school distantly. The students would be required to come to the charter school only to take state test and assessments.

Gifted and Talented Program Approval Standards. The School will focus on basic academic, skills and workforce preparedness.

Mandatory Attendance in Grades 9 through 12. In the Magic Johnson Bridgescape Academy model, the students are allowed to complete some of their coursework away from the campus. The school seeks the waiver requiring 350 minutes of instruction per day

Personnel Policies and Salary Schedules, The school will award pay and pay increases based upon performance not years of service. The school will post the personnel policies and financial data on its website as required in Section 9

Professional Development The school will use the Magic Johnson Bridgescape Academies professional development plan. A copy of the Profession Development used at MJBA is available to ADE.

Waivers from Standards for Accreditation

In the rules concerning parents, the school requests that the students, 18 years and older, be able to act in the role of the parent, such as rule 9.03.1, 12.04 and other rules requiring a parent signature or approval.

Standard IV (CURRICULUM)

Rule 9.03.1.2 The school requests the waiver to teach the 38 units. The EdisonLearning curriculum does not include a Journalism course, some of arts courses.

Rule 9.03.04 38 units. The school requests waiver from teaching the 38 units, from requiring a minimum of laboratory experience of 20%, and from requiring 9 units of sequenced CTE courses in 3 occupational areas The School will schedule all 38 units on its Master Schedule in ASPCN but if the full or half course is not needed by any student for graduation, the course will not have to be taught. **The EdisonLearning course catalog is available to ADE.**

Standard V (INSTRUCTION)

Rule 10.01.2 190 day contract for teachers. The School will use adjunct and part time teachers

Rule 10.01.3 Ten days of professional development. The Magic Johnson Bridgescape Academies have an established **professional development plan. It is available to ADE.**

Rules 10.02.5 Class Size and Teaching Load. With the Magic Johnson Bridgescape model a teacher may need to teach more students than this rule allows.

Standard IX (GRADUATION REQUIREMENTS)

Rule 14.03 Clock time. The school requests a waiver for the 120 clock hours for 1 unit and 60 clock hours for ½ unit. In the Magic Johnson Bridgescape Academy model the students are allowed to complete some of their coursework away from the campus therefore this waiver is requested.

Standard X (PERSONNEL)

Rules 15.01 through 15.02 School District Superintendent and Principal. The school requests the Director of Achievement and the Program Director not be required to be licensed

Rule 15.03.1 to Rule 15.03.3 Licensure and Renewal. The school requests this waiver for all staff including substitute teachers. Teachers will meet highly qualified status as required by federal guidelines.

Rule 15.04 Professional Development and In-Service Training. The school is requesting a waiver form the professional development requirements. The School will use part time and adjunct faculty and the will be scheduled to teach at different and various school sessions during the year. The faculty will be trained in accordance with the existing Magic Johnson Bridgescape Academy professional development plan. Professional development records will be maintained by the school. The school has a **sample professional development plan used at other Magic Johnson Bridgescape locations available to ADE.**

Standard XI. (SUPORT SERVICES)

Rule 16.01.3 Guidance and Counseling. The School will use a qualified counselor to advise students and to provide counseling services

Rule 16.02 Media Services. The School will utilize local libraries, and the EdisonLearning eCourse program in place of an on-site library

Rule 16.03.1 and 16.03.2 Health. The School will use contracted services to provide the health program

Standard XIII (GIFTED AND TALENTED EDUCAITON) School students will focus upon the basic courses.

Standard XVI (AUXILIARY SERVICES) The school will not transport students.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Charter School will not impact any court order or statutory obligations.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Sally Wilson, OCBA President and Founder

Wilson was a member of the Osceola School Board from 2002 through 2009, attended ARSBA training and received outstanding school board member recognition. Since 1999, Wilson has helped numerous groups write charter applications, some successful and some not. In 2007, she helped OCBA, Inc write the OCABS charter application that the State Board approved. Wilson worked as the OCABS School Director in its start up year and in its second year. In its start up year, OCABS received full accreditation from ADE, without any probationary items or any citations. In the second year, OCABS had an on-site review and was one of few schools in the area to receive full accreditation without any probationary items or citations. During the same two years, Wilson served on the Arkansas Public School Resource Committee. Wilson has been a presenter at the Charter School conference. Wilson has a bachelor's degree in Engineering and consults and teaches for area community colleges' technical programs. In 2006, Wilson was the lead instructor of the ADTEC team that created the Advanced Manufacturing course of study for Arkansas Career and Technical.

Michael Malone

Michael Malone is the Regional Vice President of Development for EdisonLearning. A former Assistant Superintendent, Michael has twenty-five years of executive experience in K-12 education spanning positions in large urban districts, a non-profit education reform partnership, and two for-profit educational management companies. In his current position, Michael works with school districts and charter school boards to implement high achieving and innovative school designs, such as Magic Johnson Bridgescape. For example, Michael worked in Cleveland, Columbus, and Cincinnati, Ohio, to develop and implement ten Magic Johnson Bridgescape Academy charter schools.

The Magic Johnson Bridgescape Academy Management Team

Jodie Beckley

Jodie Beckley is the Senior Vice President of Alternative and School Improvement Solutions. A life-long educator, Jodie taught Spanish for 10 years at the elementary, middle, and high school levels in Wichita, Kansas before she joined EdisonLearning in 1996 to start up one of the first Junior Academies in our system. She then became a principal and moved to Michigan to open Edison-Oakland Public School Academy, which served 840 Detroit students in grades K-8 and her school earned a "Golden Apple Award" – Michigan's highest recognition for outstanding achievement gains on the state's high-stakes test at that time. Since 2002, Jodie has held a number of positions, including Vice President of Education Services and Regional General Manager.

Chris Wilberding

Chris Wilberding is the Vice President of Operations for Alternative Education Solutions and has extensive experience in management of operations. Mr. Wilberding began his career as a social studies teacher and coach prior to operating alternative schools and programs for students at risk of dropping out of school.

Jennifer Parker

Jennifer Parker is the Executive Director and Education Service Lead for Alternative Education Solutions and as such is responsible for developing the educational models and designing the implementation model for the Magic Johnson Bridgescape Academies. A former middle and high school English teacher, Ms. Parker transitioned to administration and has served as Program Director for schools serving at-risk, and

behaviorally and learning-challenged students at the elementary, middle and high school levels. Additionally, Ms. Parker has supervised schools regionally, serving as an Executive Director for multiple school programs in the state of Florida. In these roles she has gained a wide range of experience in curriculum development, school management, training and professional development. Ms. Parker's background in curriculum, instruction, and training is key to Magic Johnson Bridgescape's success.

Natalie Williams

Natalie Williams is the Vice President, Strategic Alliances and Operational Excellence. Ms. Williams is responsible for managing strategic alliances to ensure they deliver value to both partners and achieve stated goals. As the primary liaison with Magic Johnson Enterprises, Ms. Williams' work with "Friends of Magic" and community partners is critical to the success of Magic Johnson Bridgescape. Ms. Williams also supports operational excellence through the management of regional staff training and the evaluation of client relationships.

Sponsoring Entity, OCBA, Inc

OCBA, Inc is the sponsoring entity of this charter school application. OCBA members have experience with successfully governing a charter school in 2008, 2009 and 2010. During this time the school won accolades for careful compliance to its charter and state requirements. Per the OCABS charter, OCBA delegated governance of the school to newly formed group, called the OCABS Board that was designed to be elected from the school's families. Unfortunately the new group hired administrators that did not comply with the intent of the charter and ultimately the school was closed.

In this charter application, the governance of the school will remain with OCBA, Inc. And to help ensure the long-term success of the school, OCBA will enter into contract with Magic Johnson Bridgescape EdisonLearning to manage the school.

America's Promise Alliance and GradNation

All of the organizations are involved with America's Promise Alliance and the GradNation initiative. Magic Johnson Bridgescape has 17 academies in five states. EdisonLearning works with about half a million students across the globe.

OCBA, Inc.'s Determination Letter

The "eligible entity" is an organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). A copy of the entity's letter from the IRS reflecting tax exempt status.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: ~~MAY 21 2008~~

Employer Identification Number:
26-1309516

DLN:
17053008315008

OSCEOLA COMMUNICATION BUSINESS AND
ARTS INC
C/O SALLY L WILSON
PO BOX 94
OSCEOLA, AR 72370

Contact Person: ID# 95011
JOYCE DARBY
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30

Public Charity Status:
170(b)(1)(A)(ii)

Form 990 Required:
Yes

Effective Date of Exemption:
June 28, 2007

Contribution Deductibility:
Yes

Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

-2-

OSCEOLA COMMUNICATION BUSINESS AND

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Community News

est in warm water with optimum growth occurring at temperatures of about 85° F.

221 -



oy Scout Troop
tion near Con-
np June 20-July
d in such activ-
nd rifle marks-



red wearing the
the Gus Blass



The Martins

Grammy nominated trio to perform at A-State

The multi-Dove award winning and Grammy nominated trio, The Martins will be in concert 4 p.m., Saturday, Aug. 24 at the Arkansas State University's Convocation Center in Jonesboro.

who continue to be regularly featured on the Gather Homecoming Video and Concert Series, released their first new recording in 10 years.

For more information, call 870-799-1616.

Local students make chancellor's list

Seven Osceola students have been selected to join the Chancellor's Leadership Corps at the University of Arkansas at Little Rock.

To participate the students must have at least a 3.0 cumulative high school grade point average and participate in an on-campus interview to be considered. Scholars have an opportunity to develop and enhance the skills necessary for leadership posi-

ments are met.

Osceola students participating in the CLC are Quaylon Estell, Kierra Gill, Ashton McFarland, Swan'Daysha Pugh, Rashad Roberts, Chanse Smithey and Jonathan Woodson.

Osceola Schools hold "open houses"

The Osceola School District will have new teacher orientation Aug. 8 and 9.

Aug. 12-16 teachers will head back to school for professional development.

Students in the Osceola School District will return to class Aug. 19.

Carroll Smith Elementary School will hold an open house from 5-6 p.m., Aug. 15.

North Elementary School will hold its open house from 5-6 p.m., Friday, Aug. 16.

Republican Party to host state candidates

The Mississippi County Republican Committee will host David Sterling, candidate for Attorney General, and Judge Rhonda Wood, candidate for Arkansas Supreme Court, Thursday, Aug. 22.

A Dutch treat dinner will be held at 6 p.m. at Dixie Pig, 701 North 6th Street, Blytheville. Following dinner a meeting will be held at 7:15 p.m. at Bush Thornton Building, 1594 South Division, Blytheville.

PUBLIC NOTICE

You are invited to attend a meeting Thursday, August 22, 2013 at 5:00 p.m. in the meeting room of the Econo Lodge, located at 4635 W. Keiser Ave. in Osceola.

The purpose of the meeting is to present information about a proposed new charter school, Young Adult Magic Johnson Bridgescape Academy.

For more details, email ocbainc@yahoo.com or call Sally Wilson at 870-822-0574.

TRiO
EDUCATIONAL



Education

Families with school-aged children will spend an average of \$634.78 on apparel, shoes, supplies and electronics this year, down from \$688.62 last year.



School receives recycling bins - The Mississippi County Regional Solid Waste Management District receives grant funds each year to help fund recycling projects within the district. Lana Carney, math coach at Carroll Smith Elementary School, requested four recycling bins for the school to hold paper. The MCRSWMD used grant funds to purchase the bins. Pictured are Mississippi County Judge Randy Carney, Lana Carney, Christel Smith, dean of students; Kelli Hicks, MCRSWMD coordinator; Stefanie Smithey, principal; David and Luke Carney and Micah Driver.

Area workers looking for new career encouraged to call ANC

Dr. Bridget Shemwell began her career in 1997 teaching in the public schools while attending graduate school part-time

ANC/library team up

The Mississippi County Library System and Arkansas Northeastern College's Community Education Department are partnering to offer classes for adults at the Blytheville, Osceola, and Leachville Public Libraries this fall.

Starting in September, the class Beginning Conversational Spanish will be held at all three libraries in a six session course. Also in

September patrons can take courses in Old Testament Literature, Upholstery Workshop, and Sewing Made Easy offered at the Blytheville Public Library. Other classes include Crocheting Fancy, The Art of Quilling, I Can't Believe I Am Knitting, Cross Stitching and Tatting: Knot a Lost Art. The Osceola Public Library will be offering Studio Art in October and November for ages 12 years old and up.

The enrollment fee for the community education courses is \$5 per course. All-though courses don't start until fall now is the time to register. registration through the libraries is not available, but those who are interested may register through ANC's Community Education Department.

Registering prior to the classes allows instructors to know how to plan for projects and supplies. Mary Ann Garren may be reached at ANC Adams/Vines Building room L-30, by phone at 870-762-3168. Garren can also provide full course descriptions, times and dates.

MCCDC to hold

open house

Mississippi County Child Development Center in Osceola will hold an open house at 3:30 p.m., Aug. 8.

The open house will give parents and/or guardians the opportunity to meet, visit and observe MCCDC. Parents and/or guardians may also ask any questions or voice any concerns they may have concerning their child.

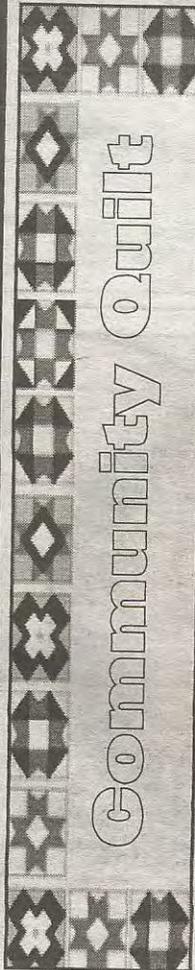
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Citizen-Report

The longest putt ever was as long as 114 meters.



Community Quilt

Daniel Cluck III celebrated his sixth birthday Saturday with family and friends. His mother and step-father are Marie and Dusty Smith of Osceola. ***

in honor of Stacy Dalton and Heather Lucius by members of Junior Auxiliary of Osceola. ***

Mr. and Mrs. Dan Robinson of Osceola will celebrate their wedding anniversary Aug. 19. ***

Mr. and Mrs. Steven Shaffer of Osceola will celebrate their wedding anniversary Aug. 16.

Members of the First

- Complete Cars & Trucks \$9.50 per 100 lbs.
- Tin & Appliances \$9.00 per 100 lbs.
- Long Iron \$9.25 per 100 lbs.
- Short Iron \$10.75 per 100 lbs.
- Non-Mag Stainless Steel 35¢ lb.
- Aluminum Rims \$8.00 clean \$6.00 dirty
- Aluminum Cans 50¢ per lb.
- Aluminum 35¢ per lb.
- ACR's \$1.10 per lb. clean 95¢ per lb. dirty
- #1 Copper \$2.35 per lb.
- #2 Copper \$2.20 per lb.
- Yellow Brass \$1.50 per lb.
- Auto Radiators \$1.15 per lb. Clean 90¢ per lb. Dirty
- Batteries \$7.00 - \$8.00

We pickup cars and trucks and have roll off containers available.

Open: Monday - Friday 8:00 a.m. - 4:00 p.m.
 Saturday: 8:00 - 1:00 p.m.
 1015 Industrial • Osceola, AR • 870-563-3650
 Prices are subject to change without notice!



County Fair to begin

The 82nd Mississippi County Fair will be held Tuesday, Aug. 20-Saturday, Aug. 24 at the Fairgrounds at Walker Park in Blytheville.

Admission for this year's fair is \$3 for adults and \$1 for youth up to

OTLC to hold rummage

Osceola Therapy and Living Center, 287 S. Country Club Road, will hold a yard sale at 7 a.m., Saturday, Aug. 17.

Donations are appreciated. All money will benefit the residents' Christmas fund.

Earthquake registers

A second earthquake occurred in the Osceola area.

PUBLIC NOTICE

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The purpose of the meeting is to present information

about a proposed new charter school, Young Adult Magic Johnson

Bridgescape Academy.

For more details, email ocbainc@yahoo.com or

call Sally Wilson at 870-822-0574.

PAT'S

Connecting

From: Sally Wilson <ocbainc@yahoo.com>

To: "mcox@seminoles.k12.ar.us" <mcox@seminoles.k12.ar.us>; "gary.masters@smccolts.com" <gary.masters@smccolts.com>; "mcox@osd1.org" <mcox@osd1.org>; "gary.masters@smc.k12.ar.us" <gary.masters@smc.k12.ar.us>; "ratwill@bps.k12.ar.us" <ratwill@bps.k12.ar.us>; "ratwill@blythevilleschools.net" <ratwill@blythevilleschools.net>; "bmace@gosnellsschool.net" <bmace@gosnellsschool.net>; "castorp@mps.crsc.k12.ar.us" <castorp@mps.crsc.k12.ar.us>; SUPERINTENDENTMarion MrDONJOHNSTON <djohnston@msd3.org>; "mpierce@mail.epc.k12.ar.us" <mpierce@mail.epc.k12.ar.us>; "sbennett@armorel.k12.ar.us" <sbennett@armorel.k12.ar.us>; "tommy.knight@riverside.k12.ar.us" <tommy.knight@riverside.k12.ar.us>; "thompsona@mtree.crsc.k12.ar.us" <thompsona@mtree.crsc.k12.ar.us>; INTERImSUPTEarle MrRICKEYNICKS <rnicks7@hotmail.com>; "tknight@riverside.k12.ar.us" <tknight@riverside.k12.ar.us>

Cc: "arkansas.promise@yahoo.com" <arkansas.promise@yahoo.com>; "Michael.Malone@edisonlearning.com" <Michael.Malone@edisonlearning.com>; OCBA Inc. <ocbainc@yahoo.com>; "mary.perry@arkansas.gov" <mary.perry@arkansas.gov>; "keisha.mattox@arkansas.gov" <keisha.mattox@arkansas.gov>; Sally Wilson <sallylongowilson@yahoo.com>; "arkansas.promise@yahoo.com" <arkansas.promise@yahoo.com>

Sent: Tuesday, August 6, 2013 12:12 PM

Subject: Young Adult MJ Bridgescape Academy: Please attend public meeting on Aug 22 for this Open-enrollment Public Charter School application

**Dear Superintendents,
Please attend our Public meeting!
Thursday, August 22, 2013, 5:00 pm
Econo Lodge meeting room
4635 W Keiser Ave, Osceola**

**The purpose of this meeting is to present information
about**

**a proposed new charter school,
Young Adult Magic Johnson Bridgescape Academy
of South Mississippi County.**

**For more details, e-mail ocbainc@yahoo.com or call me,
Sally Wilson 870-822-0574**

Young Adult Magic Johnson Bridgescape Academy, Mississippi County

Petition of Support, August 2013

| Name | City | Comments |
|-----------------------------|-------------|---------------------|
| Emma Longston | Luxora | YES, its a Great Id |
| Willie Robinson | Luxora | Yes, its Good Idea |
| Kevin SEALS | Luxora | |
| Jerry Gray | Luxora | |
| Hollen Jefferson | Luxora | |
| Whei Ballou | Osceola | |
| Margaret Walker | Osceola | |
| Shirley Hill | Osceola | |
| John Tony Hughes | Osceola | |
| Manda Burks | Osceola | great idea |
| Breuel Beecher | OSCEOLA | YES |
| Ernest Batters | Osceola | |
| Shonta Williams | Osceola | great Idea |
| Sandra Bryant | OSCEOLA | Great idea |
| Zen Rutherford | Osceola | |
| Roy Vazquez | Osceola | great idea |
| Clara Cross | Osceola | |
| Linda Carter | Osceola | |
| Gary Grace | Osceola | Great Idea |
| Magan Hayes | Blytheville | |
| Sherri Chalk | Osceola | much needed! |
| Charles Chalk | Osceola | much needed!! |

Young Adult Magic Johnson Bridgescape Academy, Mississippi County

Petition of Support, August 2013

| <u>Name</u> | <u>City</u> | <u>Comments</u> |
|------------------|-------------|-----------------|
| Peggy Anderson | Blytheville | Great |
| Sh Bennett | Blytheville | |
| Ronald Ross | Blytheville | |
| Meknee Walker | Blytheville | |
| Jonya Young | Blytheville | |
| Tiffany Sanders | Blytheville | |
| Tondra Harris | Blytheville | |
| Stauristen Floyd | Blytheville | "Great" |
| Juanita Brown | Gosnell | |
| Jill Jones | Blytheville | |
| Christa Williams | Blytheville | |
| Tamiko Coleman | Blytheville | Great |
| Shirley Hankins | Blytheville | |
| Adrian Daniel | Blytheville | |
| Michael Clay | Blytheville | |
| Margaret Witches | Blytheville | Love it |
| Dishya Burrell | Blytheville | |
| Tina Grant | Blytheville | That Great |
| Alex King | Blytheville | |
| Sarah Karaman | Blytheville | |
| Ebone Anderson | Blytheville | |
| Tony Howard | Blytheville | |

Young Adult Magic Johnson Bridgescape Academy, Mississippi County

Petition of Support, August 2013

| <u>Name</u> | <u>City</u> | <u>Comments</u> |
|----------------------|-------------|-----------------|
| Edna J. Adams | Osceola | Much needed |
| Tracy Adams | Gosnell | |
| Wesley Adams | Gosnell | |
| Jakeya Green | Osceola | |
| Diamond 'Violet' | Osceola | |
| Kyrayshia Banks | Oceola | |
| Stacy Monica Coleman | Oceola | |
| Linda Campbell | Oceola | |
| Shirley Moore | Oceola | |
| Willie High | Oceola | |
| Jeanne Little | ETOWAH | |
| Ray J. Jones | Oceola | |
| Jung Lee | Blytheville | |
| Camelia Lee | Blytheville | |
| Charlet Little | Blytheville | |
| Mike Wyatt | OCEOLA | |
| Joyce Hill | Oceola | |
| Tom Estrom | OCEOLA | |
| Niki Redfern | Oceola | |
| Warren Watkins | Oceola | Warren Watkins |
| Mike Winters | Oceola | |

M 3.3

Young Adult Magic Johnson Bridgescape Academy, Mississippi County

Petition of Support, August 2013

| <u>Name</u> | <u>City</u> | <u>Comments</u> |
|-----------------------|------------------------|-----------------|
| Mary Colphini | Blytheville | |
| James Ford | Blytheville | |
| Ramona Sophie | Blytheville | Great Ideas! |
| Crystal Hudson | Blytheville | |
| Michael Hudson | Blytheville | |
| Dionisia Mitchell | Blytheville | |
| Carolyn Anderson | Blytheville | |
| Deja Slaughter | Blytheville | |
| Lolie Kuntledge | Osceola | |
| Raid Fergus | Osceola | |
| Milton Washburne | Osgooda AR | |
| Lanise Johnson | Amurza, AR | |
| Rebra F. Felt | Osceola, AR | all for it! |
| Shauna Dixon | Osceola, AR | |
| Brian Wells | Morette, AR | |
| Brian Wells | OSCEOLA, AR | |
| Heather Bradley | Joiner AR | |
| Amanda Beiers | Blytheville AR | |
| Willie Bridges | Whelan AR | |
| Sandra K Brand | OSCEOLA AR | |
| Heather A. Bradley | Osceola, AR | |
| Steph L. Knox | Osceola, AR | |

Young Adult Magic Johnson Bridgescape Academy, Mississippi County

Petition of Support, August 2013

| <u>Name</u> | <u>City</u> | <u>Comments</u> |
|------------------|-------------|-----------------|
| John Wilson | Osceola | |
| Rob Wilson | Osceola | |
| Mary Ann Wilson | Osceola | |
| Donald R. Betton | OSCEOLA | |
| Jim Rees | Osceola | |
| Gene Cox | Osceola | |
| Linda Morgan | Osceola | |
| John D. Duro | Osceola | |
| Paul Mason | MISO | |
| David Burnett | Osceola | |
| Kura L. McDaniel | Jonestown | |
| Sandra Arwood | Jonestown | |
| Jamie Currie | Osceola | |
| Tiffany Baker | Osceola | |
| Jerry Baker | Keiser | |
| Gene Wixard | Luna | |
| John Cole | Osceola | |
| Johnny M. Bann | Osceola | |
| Barbara | Osceola | |
| Sam Delach | Osceola | |
| Michelle B. Hull | Osceola | |
| Billie J. Bawa | Osceola | |

SAMPLE Young Adult MJB Academy 2014/2015 Calender

| July | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| January | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

- Staff report
- Students report
- Staff/Student Break
- Professional Development - AM Session only
- Professional Development - PM Session only
- Prof. Dev, No School; No Students
- Parent Teacher conference

| August | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| February | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

- July 31 Staff Report
- August 6 Student Report
- August 22 Professional Development Day, No School
- September 1 - Labor Day Holiday
- October 8 End of 1st Quarter (44 days)
- October 13 - Columbus Day holiday
- October 27 - November 7 - OGT

| September | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 9 | 10 | 11 | 12 | 13 | 14 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| March | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

- November 26 - 29 Thanksgiving Holiday
- December 19 End of 2nd Quarter
- December 22 - January 2 - Christmas Break
- January 19 - MLK Jr. Holiday
- Feb 16 Professional Development Day, No School
- March 2-13 OGT
- March 11 End of 3rd Quarter (44 days)
- March 22-28 Spring Break (38th week of the year)

| October | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| April | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 28 | 30 | | |

- April 3 - Professional Development Day, No School
- April 6- Easter Holiday
- May 22 End of 4th Quarter (45 days)
- May 26-June 6 Summer break
- June 9 - 27 Summer OGT
- June 27 End of Summer term (15 days)

| November | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

| May | | | | | | |
|-----|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

Month Days

- July 0
- August 18
- Septem 20
- October 21
- Nov 15
- Dec 15
- Jan 17
- Feb 19
- March 17
- April 20
- May 16
- June 15

- Session 1: 7:30am-12:00pm
- Session 2: 11:00am-3:30pm
- Staff Report: 7:00am-4:00pm

| December | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| June | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

193 total number of student days

Make up days for inclement weather:
May 26, 27, 28, 29, June 2

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------|---------------------------|---|---------------------------|---|---------------------------|
| 7:30 – 8:45 | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content |
| 8:45 – 9:15 | Achieve3000 | Achieve3000 | Achieve3000 | Achieve3000 | Achieve3000 |
| 9:15 – 10:00 | eCourses: Core Content | Life Skills / Study Skills / Service Project/Fin Lit | Core Values | Life Skills / Study Skills / Service Project/Fin Lit | eCourses: Core Content |
| 10:00- 11:30 | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content |
| 12:00 – 1:15 | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content |
| 1:15 – 1:45 | Achieve3000 | Achieve3000 | Achieve3000 | Achieve3000 | Achieve3000 |
| 1:45 – 2:30 | eCourses: Core Content | Life Skills / Study Skills / Service Project/Fin Lit | Core Values | Life Skills / Study Skills / Service Project/Fin Lit | eCourses: Core Content |
| 2:30 – 4:00 | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content | eCourses: Core Content |

**Public Charter School Application
Personnel Salary Schedule**

| Administrative Positions: | | 2014-2015 | Salary 2014-2015 | 2015-2016 | Salary 2015-2016 |
|----------------------------------|--|------------------|-------------------------|------------------|-------------------------|
| <i>Line#</i> | List Positions | No. FTEs | | No. FTEs | |
| 1 | Program Director | 1 | \$70,000.00 | 1 | \$71,400.00 |
| 2 | Enrollment Coordinator | 1 | \$45,000.00 | 1 | \$45,900.00 |
| 3 | Regional Support (Director of Achievement) | 0.125 | \$100,000.00 | 0.125 | \$100,000.00 |
| 4 | Regional Support (School Operations Mgr) | 0.1 | \$70,000.00 | 0.1 | \$70,000.00 |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Subtotal: | | \$134,500.00 | | \$136,800.00 |
| 8 | Fringe Benefits (rate used 25%) | | \$33,625.00 | | \$34,200.00 |
| 9 | Total Administration: | | \$168,125.00 | | \$171,000.00 |

| Regular Classroom Instruction: | | 2014-2015 | | 2015-2016 | |
|---------------------------------------|---|------------------|--------------|------------------|--------------|
| | | No. FTEs | | No. FTEs | |
| 10 | Teachers | 4 | \$45,000.00 | 4 | \$45,900.00 |
| 11 | Aides | 2 | \$30,000.00 | 2 | \$30,600.00 |
| 12 | Subtotal: | | \$240,000.00 | | \$244,800.00 |
| 13 | Teacher Fringe Benefits (rate used 25%) | | \$45,000.00 | | \$45,900.00 |
| 14 | Aide Fringe Benefits (rate used 25%) | | \$15,000.00 | | \$15,300.00 |
| 15 | Total Regular Classroom Instruction: | | \$300,000.00 | | \$306,000.00 |

| Special Education: | | 2014-2015 | | 2015-2016 | |
|---------------------------|--|------------------|-------------|------------------|-------------|
| | | No. FTEs | | No. FTEs | |
| 16 | Teachers | 1 | \$55,000.00 | 1 | \$56,100.00 |
| 17 | Aides | | | | |
| 18 | Subtotal: | | \$55,000.00 | | \$56,100.00 |
| 19 | Teacher Fringe Benefits (rate used 25%) | | \$13,750.00 | | \$14,025.00 |
| 20 | Aide Fringe Benefits (rate used _____) | | | | |
| 21 | Total Special Education: | | \$68,750.00 | | \$70,125.00 |

| Gifted and Talented Program: | | 2014-2015 | | 2015-2016 | |
|-------------------------------------|---|------------------|--|------------------|--|
| | | No. FTEs | | No. FTEs | |
| 22 | Teachers <i>waiver</i> | | | | |
| 23 | Aides | | | | |
| 24 | Subtotal: | | | | |
| 25 | Teacher Fringe Benefits (rate used _____) | | | | |
| 26 | Aide Fringe Benefits (rate used _____) | | | | |
| 27 | Total Gifted and Talented Program: | | | | |

**Alternative Education Program/
Alternative Learning Environments:**

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | 0.5 | \$45,000.00 | 0.5 | \$45,900.00 |
| 29 Aides | | | | |
| 30 Subtotal: | | \$22,500.00 | | \$22,950.00 |
| 31 Teacher Fringe Benefits (rate used 25%) | | \$5,625.00 | | \$5,737.50 |
| 32 Aide Fringe Benefits (rate used _____) | | | | |
| 33 Total Alternative Education Program/ Alternative Learning Environments: | | \$28,125.00 | | \$28,687.50 |

English Language Learner Program:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|---|-----------------------|-------------|-----------------------|-------------|
| 34 List Positions | | | | |
| Teacher | 0.25 | \$45,000.00 | 0.25 | \$45,900.00 |
| 35 _____ | | | | |
| 36 _____ | | | | |
| 37 _____ | | | | |
| 38 _____ | | | | |
| 39 Subtotal: | | \$11,250.00 | | \$11,475.00 |
| 40 Fringe Benefits (rate used 25%) | | \$2,812.50 | | \$2,868.75 |
| 41 Total English Language Learner Program: | | \$14,062.50 | | \$14,343.75 |

Guidance Services:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|-------------------------------------|-----------------------|-------------|-----------------------|-------------|
| 42 List Positions | | | | |
| Guidance Counselor | 1 | \$45,000.00 | 1 | \$45,900.00 |
| 43 _____ | | | | |
| 44 _____ | | | | |
| 45 _____ | | | | |
| 46 _____ | | | | |
| 47 Subtotal: | | \$45,000.00 | | \$45,900.00 |
| 48 Fringe Benefits (rate used 30%) | | \$13,500.00 | | \$13,770.00 |
| 49 Total Guidance Services: | | \$58,500.00 | | \$59,670.00 |

Health Services:

| | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|--------------------------------------|-----------------------|--|-----------------------|--|
| 50 List Positions | | | | |
| Contracted services, waiver | | | | |
| 51 _____ | | | | |
| 52 _____ | | | | |
| 53 _____ | | | | |
| 54 _____ | | | | |
| 55 Subtotal: | | | | |
| 56 Fringe Benefits (rate used _____) | | | | |
| 57 Total Health Services: | | | | |

Food Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 90 List Positions | | |
| 91 contracted services | | |
| 92 | | |
| 93 | | |
| 94 | | |
| 95 Subtotal: | | |
| 96 Fringe Benefits (rate used _____) | | |
| 97 Total Food Services: | | |

Data Processing:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---------------------------------------|-----------------------|-----------------------|
| 98 List Positions | | |
| 99 n/a | | |
| 100 | | |
| 101 | | |
| 102 | | |
| 103 Subtotal: | | |
| 104 Fringe Benefits (rate used _____) | | |
| 105 Total Data Processing: | | |

Substitute Personnel:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---|-----------------------|-----------------------|
| 106 Number of Certified Substitutes <u>1</u> | 0.25 | 0.25 |
| 107 Number of Classified Substitutes _____ | | |
| 108 Subtotal: | \$11,250.00 | \$11,475.00 |
| 109 Certified Fringe Benefits (rate used <u>25%</u>) | \$2,812.50 | \$2,868.75 |
| 110 Classified Fringe Benefits (rate used _____) | | |
| 111 Total Substitute Personnel: | \$14,062.50 | \$14,343.75 |
| 112 TOTAL EXPENDITURES FOR SALARIES: | \$697,125.00 | \$710,580.00 |

**Public Charter School Application
Estimated Budget Template**

REVENUES

2014-2015 Amount:

2015-2016 Amount:

State Public Charter School Aid:

2014-2015

Line#
1
2
3
4
5

| | | | | | |
|-----------------|------------|---|-------------------|-----------------------------|-----------------------|
| No. of Students | <u>200</u> | x | <u>\$6,521.00</u> | State Foundation Funding | <u>\$1,304,200.00</u> |
| No. of Students | <u>200</u> | x | <u>\$44.00</u> | Professional Development | <u>\$8,800.00</u> |
| No. of Students | <u>200</u> | x | <u>\$1,549.00</u> | eligible rate* NSL Funding | <u>\$309,800.00</u> |
| No. of Students | _____ | x | _____ | Other: <i>Explain Below</i> | _____ |

2015-2016

6
7
8
9
10
11

| | | | | | |
|--|------------|---|-------------------|-----------------------------|---|
| No. of Students | <u>200</u> | x | <u>\$6,521.00</u> | State Foundation Funding | <u>\$1,304,200.00</u> |
| No. of Students | <u>200</u> | x | <u>\$44.00</u> | Professional Development | <u>\$8,800.00</u> |
| No. of Students | <u>200</u> | x | <u>\$1,549.00</u> | eligible rate* NSL Funding | <u>\$309,800.00</u> |
| No. of Students | <u>10</u> | x | <u>\$4,200.00</u> | Other: <i>Explain Below</i> | <u>\$42,000.00</u> |
| <u>ALE reimbursement</u> | | | | | |
| Total State Charter School Aid: | | | | | <u>\$1,622,800.00</u> <u>\$1,664,800.00</u> |

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12
13
14
15
16
17

| | | |
|---|---------------------------|---------------------------|
| Private Donations or Gifts | _____ | _____ |
| Federal Grants (List the amount) | _____ | _____ |
| Special Grants (List the amount) | _____ | _____ |
| Other (<i>Specifically Describe</i>) | _____ | _____ |
| Estimated Title I and IDEA Funding | <u>\$50,000.00</u> | <u>\$50,000.00</u> |
| Total Other Sources of Revenues: | <u>\$50,000.00</u> | <u>\$50,000.00</u> |

TOTAL REVENUES:

\$1,672,800.00 **\$1,714,800.00**

EXPENDITURES

2014-2015 Amount:

2015-2016 Amount:

Administration:

18
19
20
21
22
23
24
25
26
27
28
29
30
31

| | | |
|---|----------------------------|----------------------------|
| Salaries and Benefits | <u>\$168,125.00</u> | <u>\$171,000.00</u> |
| Purchased Services - List Vendors Below | | |
| V - AD 1 <u>Student Outreach, Recruitment & Retention</u> | <u>\$15,000.00</u> | <u>\$15,300.00</u> |
| V - AD 2 _____ | _____ | _____ |
| V - AD 3 _____ | _____ | _____ |
| V - AD 4 _____ | _____ | _____ |
| V - AD 5 _____ | _____ | _____ |
| Supplies and Materials | _____ | _____ |
| Equipment | _____ | _____ |
| Other (List Below) | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| Total Administration: | <u>\$183,125.00</u> | <u>\$186,300.00</u> |

| Regular Classroom Instruction: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---------------------------------------|---|----------------------------|----------------------------|
| 32 | Salaries and Benefits | <u>\$300,000.00</u> | <u>\$306,000.00</u> |
| | Purchased Services - List Vendors Below | | |
| 33 | V - CI 1 _____ | _____ | _____ |
| 34 | V - CI 2 _____ | _____ | _____ |
| 35 | V - CI 3 _____ | _____ | _____ |
| 36 | V - CI 4 _____ | _____ | _____ |
| 37 | V - CI 5 _____ | _____ | _____ |
| 38 | Supplies and Materials | <u>\$20,000.00</u> | <u>\$20,400.00</u> |
| 39 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 40 | Curriculum & Instrucion Support | <u>\$342,215.00</u> | <u>\$360,619.00</u> |
| 41 | Training and travel | <u>\$5,000.00</u> | <u>\$5,100.00</u> |
| 42 | _____ | _____ | _____ |
| 43 | _____ | _____ | _____ |
| 44 | _____ | _____ | _____ |
| 45 | Total Regular Classroom Instruction: | <u><u>\$667,215.00</u></u> | <u><u>\$692,119.00</u></u> |

| Special Education: | | | |
|---------------------------|---|---------------------------|---------------------------|
| 46 | Salaries and Benefits | <u>\$68,750.00</u> | <u>\$70,125.00</u> |
| | Purchased Services - List Vendors Below | | |
| 47 | V - SE1 _____ | _____ | _____ |
| 48 | V - SE 2 _____ | _____ | _____ |
| 49 | V - SE 3 _____ | _____ | _____ |
| 50 | V - SE 4 _____ | _____ | _____ |
| 51 | V - SE 5 _____ | _____ | _____ |
| 52 | Supplies and Materials | <u>\$2,000.00</u> | <u>\$2,000.00</u> |
| 53 | Equipment | <u>\$5,000.00</u> | <u>\$5,000.00</u> |
| | Other (List Below) | | |
| 54 | _____ | _____ | _____ |
| 55 | _____ | _____ | _____ |
| 56 | _____ | _____ | _____ |
| 57 | _____ | _____ | _____ |
| 58 | _____ | _____ | _____ |
| 59 | Total Special Education: | <u><u>\$75,750.00</u></u> | <u><u>\$77,125.00</u></u> |

| Gifted and Talented Program: | | | |
|-------------------------------------|---|-------|-------|
| 60 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 61 | V - GT1 _____ | _____ | _____ |
| 62 | V - GT2 _____ | _____ | _____ |
| 63 | V - GT3 _____ | _____ | _____ |
| 64 | V - GT4 _____ | _____ | _____ |
| 65 | V - GT5 _____ | _____ | _____ |
| 66 | Supplies and Materials | _____ | _____ |
| 67 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 68 | waiver | _____ | _____ |
| 69 | _____ | _____ | _____ |
| 70 | _____ | _____ | _____ |
| 71 | _____ | _____ | _____ |
| 72 | _____ | _____ | _____ |
| 73 | Total Gifted and Talented Program: | _____ | _____ |

Alternative Education Program/ Alternative Learning Environments:

| | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|----|--|--------------------------|
| 74 | | |
| | Salaries and Benefits | \$28,125.00 |
| | Purchased Services - List Vendors Below | \$28,687.50 |
| 75 | V - ALE1 | |
| 76 | V - ALE2 | |
| 77 | V - ALE3 | |
| 78 | V - ALE4 | |
| 79 | V - ALE5 | |
| 80 | Supplies and Materials | |
| 81 | Equipment | |
| 82 | Other (List Below) | |
| 83 | | |
| 84 | | |
| 85 | | |
| 86 | | |
| 87 | Total Alternative Education Program/ Alternative Learning Environments: | \$28,125.00 |

English Language Learner Program:

| | | | |
|-----|--|--------------------|--------------------|
| 88 | Salaries and Benefits | \$14,062.50 | \$14,343.75 |
| | Purchased Services - List Vendors Below | | |
| 89 | V - ELL1 | | |
| 90 | V - ELL2 | | |
| 91 | V - ELL3 | | |
| 92 | V - ELL4 | | |
| 93 | V - ELL5 | | |
| 94 | Supplies and Materials | \$2,000.00 | \$2,000.00 |
| 95 | Equipment | | |
| 96 | Other (List Below) | | |
| 97 | | | |
| 98 | | | |
| 99 | | | |
| 100 | | | |
| 101 | Total English Language Learner Program: | \$16,062.50 | \$16,343.75 |

Guidance Services:

| | | | |
|-----|---|--------------------|--------------------|
| 102 | Salaries and Benefits | \$58,500.00 | \$59,670.00 |
| | Purchased Services - List Vendors Below | | |
| 103 | V - GS1 | | |
| 104 | V - GS2 | | |
| 105 | V - GS3 | | |
| 106 | V - GS4 | | |
| 107 | V - GS5 | | |
| 108 | Supplies and Materials | | |
| 109 | Equipment | | |
| 110 | Other (List Below) | | |
| 111 | | | |
| 112 | | | |
| 113 | | | |
| 114 | | | |
| 115 | Total Guidance Services: | \$58,500.00 | \$59,670.00 |

| Health Services: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|--|--------------------------|--------------------------|
| 116 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 117 | V - HS1 _____ | _____ | _____ |
| 118 | V - HS2 _____ | _____ | _____ |
| 119 | V - HS3 _____ | _____ | _____ |
| 120 | V - HS4 _____ | _____ | _____ |
| 121 | V - HS5 _____ | _____ | _____ |
| 122 | Supplies and Materials | _____ | _____ |
| 123 | Equipment | \$5,000.00 | _____ |
| | Other (List Below) | _____ | _____ |
| 124 | Contracted services | \$5,000.00 | \$5,000.00 |
| 125 | _____ | _____ | _____ |
| 126 | _____ | _____ | _____ |
| 127 | _____ | _____ | _____ |
| 128 | _____ | _____ | _____ |
| 129 | Total Health Services: | <u>\$10,000.00</u> | <u>\$5,000.00</u> |
| | | | |
| Media Services: | | | |
| 130 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 131 | V - MS1 _____ | _____ | _____ |
| 132 | V - MS2 _____ | _____ | _____ |
| 133 | V - MS3 _____ | _____ | _____ |
| 134 | V - MS4 _____ | _____ | _____ |
| 135 | V - MS5 _____ | _____ | _____ |
| 136 | Supplies and Materials | _____ | _____ |
| 137 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 138 | Technology and Service Desk Support | \$13,542.00 | \$13,848.00 |
| 139 | _____ | _____ | _____ |
| 140 | _____ | _____ | _____ |
| 141 | _____ | _____ | _____ |
| 142 | _____ | _____ | _____ |
| 143 | Total Media Services: | <u>\$13,542.00</u> | <u>\$13,848.00</u> |
| | | | |
| Fiscal Services: | | | |
| 144 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 145 | V - FS1 Audit, Hudson, Cisne \$ Co, LLP, Little Rock | _____ | \$10,000.00 |
| 146 | V - FS2 _____ | _____ | _____ |
| 147 | V - FS3 _____ | _____ | _____ |
| 148 | V - FS4 _____ | _____ | _____ |
| 149 | V - FS5 _____ | _____ | _____ |
| 150 | Supplies and Materials | _____ | _____ |
| 151 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 152 | _____ | _____ | _____ |
| 153 | _____ | _____ | _____ |
| 154 | _____ | _____ | _____ |
| 155 | _____ | _____ | _____ |
| 156 | _____ | _____ | _____ |
| 157 | Total Fiscal Services: | _____ | <u>\$10,000.00</u> |

| Maintenance and Operation: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----------------------------------|--|----------------------------|----------------------------|
| 158 | Salaries and Benefits | <u>\$45,500.00</u> | <u>\$46,410.00</u> |
| | Purchased Services - List Vendors Below INCLUDE UTILITIES | | |
| 159 | V - MO1 Custodial | <u>\$24,000.00</u> | <u>\$24,480.00</u> |
| 160 | V - MO2 Utilities (water/sewer, gas/electric) | <u>\$12,000.00</u> | <u>\$12,240.00</u> |
| 161 | V - MO3 Phone/Internet | <u>\$24,000.00</u> | <u>\$24,480.00</u> |
| 162 | V - MO4 _____ | _____ | _____ |
| 163 | V - MO5 _____ | _____ | _____ |
| 164 | Supplies and Materials | _____ | _____ |
| 165 | Equipment | _____ | _____ |
| 166 | Other (List Below) | _____ | _____ |
| 167 | _____ | _____ | _____ |
| 168 | _____ | _____ | _____ |
| 169 | _____ | _____ | _____ |
| 170 | _____ | _____ | _____ |
| 171 | Total Maintenance and Operation: | <u><u>\$105,500.00</u></u> | <u><u>\$107,610.00</u></u> |

| Pupil Transportation: | | | |
|------------------------------|---|-------|-------|
| 172 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 173 | V - PT1 _____ | _____ | _____ |
| 174 | V - PT2 _____ | _____ | _____ |
| 175 | V - PT3 _____ | _____ | _____ |
| 176 | V - PT4 _____ | _____ | _____ |
| 177 | V - PT5 _____ | _____ | _____ |
| 178 | Supplies and Materials | _____ | _____ |
| 179 | Equipment | _____ | _____ |
| 180 | Other (List Below) | _____ | _____ |
| 181 | _____ | _____ | _____ |
| 182 | _____ | _____ | _____ |
| 183 | _____ | _____ | _____ |
| 184 | _____ | _____ | _____ |
| 185 | Total Pupil Transportation: | _____ | _____ |

| Food Services: | | | |
|-----------------------|---|----------------------------|----------------------------|
| 186 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 187 | V - FD1 _____ | _____ | _____ |
| 188 | V - FD2 _____ | _____ | _____ |
| 189 | V - FD3 _____ | _____ | _____ |
| 190 | V - FD4 _____ | _____ | _____ |
| 191 | V - FD5 _____ | _____ | _____ |
| 192 | Supplies and Materials | _____ | _____ |
| 193 | Equipment | _____ | _____ |
| 194 | Other (List Below) | _____ | _____ |
| 194 | Food Services | <u>\$168,000.00</u> | <u>\$171,360.00</u> |
| 195 | _____ | _____ | _____ |
| 196 | _____ | _____ | _____ |
| 197 | _____ | _____ | _____ |
| 198 | _____ | _____ | _____ |
| 199 | Total Food Services: | <u><u>\$168,000.00</u></u> | <u><u>\$171,360.00</u></u> |

| Data Processing: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------------|---|--------------------------|--------------------------|
| 200 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 201 | V - DP1 _____ | _____ | _____ |
| 202 | V - DP2 _____ | _____ | _____ |
| 203 | V - DP3 _____ | _____ | _____ |
| 204 | V - DP4 _____ | _____ | _____ |
| 205 | V - DP5 _____ | _____ | _____ |
| 206 | Supplies and Materials | _____ | _____ |
| 207 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 208 | _____ | _____ | _____ |
| 209 | _____ | _____ | _____ |
| 210 | _____ | _____ | _____ |
| 211 | _____ | _____ | _____ |
| 212 | _____ | _____ | _____ |
| 213 | Total Data Processing: | ===== | ===== |
| | | | |
| Substitute Personnel: | | | |
| 214 | Salaries and Benefits | <u>\$14,062.50</u> | <u>\$14,343.75</u> |
| | Purchased Services - List Vendors Below | | |
| 215 | V - SB1 _____ | _____ | _____ |
| 216 | V - SB2 _____ | _____ | _____ |
| 217 | V - SB3 _____ | _____ | _____ |
| 218 | V - SB4 _____ | _____ | _____ |
| 219 | V - SB5 _____ | _____ | _____ |
| 220 | Total Substitute Personnel: | ===== | ===== |
| | | | |
| Facilities: | | | |
| 221 | Lease/Purchase Contract for One Full Year | <u>\$30,000.00</u> | <u>\$30,000.00</u> |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | Facility Branding | <u>\$1,500.00</u> | <u>\$1,530.00</u> |
| 223 | Facility Maintenance | <u>\$26,000.00</u> | <u>\$26,120.00</u> |
| 224 | _____ | _____ | _____ |
| 225 | _____ | _____ | _____ |
| 226 | _____ | _____ | _____ |
| 227 | _____ | _____ | _____ |
| 228 | _____ | _____ | _____ |
| 229 | Property Insurance for One Full Year | <u>\$25,588.00</u> | <u>\$25,988.00</u> |
| 230 | Content Insurance for One Full Year | _____ | _____ |
| 231 | Total Facilities: | ===== | ===== |

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Kimberly Ann Holthouse

Lessee(Tenant): Osceola Communication, Business & Arts, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:
Current farm land

Address of Premises: Highway 140 near I-55

Square Footage: 2 acres

Terms of Lease: Two year renewable lease

Rental Amount: \$1 per year

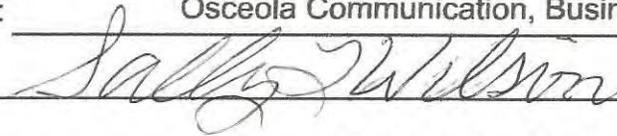
Contingency: The terms of this agreement are contingent upon
Osceola Communication, Business & Arts, Inc

Sponsoring Entity

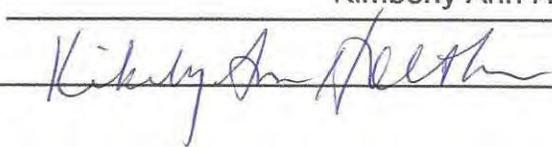
receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2014

Statutory Language Concerning No Indebtedness:
No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Osceola Communication, Business & Arts, Inc.

By:  Date 9-2-13

Lessor: Kimberly Ann Holthouse

By:  Date Sept 2, 2013

**2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

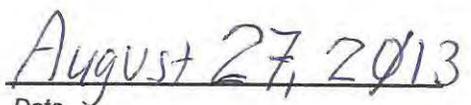
6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

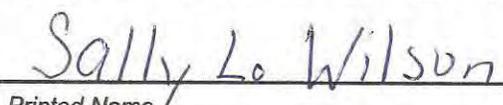
13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Director



Date



Printed Name



ARKANSAS SCHOOL DISTRICTS AND EDUCATION COOPERATIVES EFFECTIVE JULY 1, 2010

Notification of Charter Authorizing Panel Decision

Arkansas Virtual Academy (ARVA)



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 14, 2013

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Scott Sides, Director
Arkansas Virtual Academy (ARVA)
4702 West Commercial Drive, Suite B3
North Little Rock, Arkansas 72116

RE: Notification of Charter Authorizing Panel Decision
Arkansas Virtual Academy Amendment Requests

Dear Mr. Sides:

On November 13, 2013, the Charter Authorizing Panel met and approved waivers of the following, as requested by ARVA through the charter amendment request process:

From Ark. Code Ann.

6-13-619(a)(1)(A)

Requiring monthly board meetings; and

6-13-619(c)(1)(A)

Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote.

Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to **request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

C: Mr. Kelly Rodgers, Superintendent, North Little Rock School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Arkansas Virtual Academy

LEA Number 6043

Type of Amendment Requested:

- Other: Arkansas Virtual Academy (ARVA) currently holds a waiver from Arkansas Code § 6-13-619. Act 559 of 2013 requires that meetings be held "monthly" and requires that "a board member shall be physically present to be counted for purposes of a quorum or to vote." The Bylaws of Arkansas Virtual Academy require that meetings be held, at least, quarterly. Additionally, ARVA board members reside throughout the state, spanning a geographical distance from Fayetteville to De Queen and West Helena. The ARVA Board of Directors requests a waiver from the new provisions set forth in Arkansas Code § 6-13-619 (a)(1)(A) and Arkansas Code § 6-13-619 (c)(1)(A).

Charter Leader Scott Sides

Email address ssides@arva.org

Phone number (501) 664-4225

**Arkansas Virtual Academy
Amendment Request
November 2013**

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the charter.

Notification of Charter Authorizing Panel Decision

KIPP Delta Public Schools



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 15, 2013

State Board
of Education

Mr. Scott Shirey, Executive Director
KIPP Delta Public Schools
215 Cherry Street
Helena, Arkansas 72342

Brenda Gullett
Fayetteville
Chair

RE: **REVISED** Notification of Charter Authorizing Panel Decision
KIPP Delta Public Schools Amendment Requests

Sam Ledbetter
Little Rock
Vice Chair

Dear Mr. Shirey:

Dr. Jay Barth
Little Rock

On November 13, 2013, the Charter Authorizing Panel met and approved the following KIPP Delta Public Schools expansion amendment requests:

Joe Black
Newport

- To expand the grade levels served in Blytheville from 4- 8 to 4-12, beginning with the 2014-2015 school year; and
- To increase the enrollment cap from 1,550 to 1,910 (specifically from 450 to 810 in Blytheville to accommodate the additional grade levels), beginning with the 2014-2015 school year.

Alice Mahony
El Dorado

The panel also approved waivers of the following:

Toyce Newton
Crossett

From Ark. Code Ann.

Mireya Reith
Fayetteville

6-13-619 (c)(1)(A)

Requiring board members' physical presence at meetings in order to be counted for purposes of quorum or a vote

Vicki Saviers
Little Rock

6-15-902(c)(2)

Requiring quality points for Advanced Placement courses be contingent upon teacher AP training documentation

Diane Zook
Melbourne

Section 4 of the Arkansas Department of Education (ADE) Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program

Section 4.03(c)(i) of the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

An Equal Opportunity
Employer

C: Mr. Richard Atwill, Superintendent, Blytheville School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name KIPP Delta Public Schools - Changes Requested for Blytheville Location

LEA Number 5440700

Type of Amendment Requested:

Increase enrollment cap **Current cap** 1,550 (450)
Proposed cap 1,910 (810)

Change grade levels served **Current grade levels served** K-12 (4-8)
Proposed grade levels (4-12)

Other: Although the charter is approved to serve grades K-12, KIPP is currently approved to serve grades 4-8 in Blytheville and is requesting to expand to high school by adding one grade per year, beginning in July 2014 with the addition of grade 9. The request for a cap increase is specifically to accommodate the added high school grades in Blytheville and would increase the Blytheville cap from 450 to 810.

Additionally, KIPP will request a separate LEA number for the high school in Blytheville and the high school will be known as KIPP Blytheville Collegiate High School.

Charter Leader Scott Shirey

Email address scott.shirey@kipdelta.org

Phone number 870-753-9035



KIPP: BLYTHEVILLE
COLLEGE PREPARATORY SCHOOL

**KIPP Blytheville Collegiate High
School Amendment Request
October 9, 2013**

Table of Contents

| | |
|---|-----------|
| INTRODUCTION | 3 |
| GENERAL DESCRIPTION | 4 |
| ROLES OF STAFF, PARENTS & STUDENTS | 5 |
| MISSION STATEMENT & GOALS | 8 |
| EDUCATIONAL NEED | 10 |
| EDUCATIONAL PROGRAM | 13 |
| FIVE-YEAR PERFORMANCE GOALS | 15 |
| CURRICULUM ALIGNMENT | 19 |
| GEOGRAPHIC AREA | 21 |
| ANNUAL REPORT | 23 |
| FACILITIES | 24 |
| OTHER SERVICES | 25 |
| FOOD SERVICES | 27 |
| PARENTAL INVOLVEMENT | 28 |
| REQUESTED WAIVERS | 30 |
| IMPACT ON DESEGREGATION | 31 |
| APPENDIX A – KIPP DELTA COMMITMENT TO EXCELLENCE | 32 |

Introduction

KIPP Delta Public Schools seeks to add grades 9-12 over the next four years to its campus in Blytheville, Arkansas (one grade level per year). Consequently, we propose to serve grades 4-12 in Blytheville with a proposed cap of 810 students by the 2017-2018 school year – 90 students per grade level. While KIPP Delta requests a cap of 90 students per grade level for the KIPP Blytheville Collegiate campus, we anticipate an enrollment of approximately 60 students per grade level. Outlined within this document is the general description of the request, sections which highlight the educational need for the expansion, and language on how we will measure our success at the additional grade levels.

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------------------|-----------|-----------|-----------|-----------|
| Grade Levels Served | 4-9 | 4-10 | 4-11 | 4-12 |

General Description

KIPP Blytheville Collegiate High School is a high school of grades 9-12 that will offer a traditionally underserved population a strong academic program, robust arts, comprehensive extra-curriculars, and leadership opportunities designed to prepare students to succeed in top colleges across the nation. KIPP Blytheville Collegiate will be an open-enrollment school that will be fed with students matriculating from KIPP Blytheville College Preparatory School. For students not previously enrolled in KIPP Blytheville College Preparatory, the school will select students on a lottery system not based on background or prior academic achievement. The school plans to continue the work of KIPP Blytheville College Preparatory School - to serve low-income populations who have been traditionally underserved. The five pillars of KIPP will be essential to our success. They are High Expectations, Choice and Commitment, More Time, Power to Lead, and Focus on Results. The KIPP philosophy does not suggest that all children *can* learn, but rather states that all children *will* learn. Students will not only spend more time at school, but will spend more time on task and with quality instruction. Students will be held to high standards in meeting Arkansas Smart Core graduation requirements. Additionally, KIPP Blytheville Collegiate will require students to complete four units of both Social Studies and Science as additional graduation requirements. KIPP Blytheville Collegiate will supplement the academic focus with a culture that supports character development, encouraging students to possess integrity and demonstrate responsibility for themselves and others in the classroom, through athletics, and in other clubs and activities. KIPP Blytheville Collegiate will work to ensure that its students are ready for college and careers by frequent visits to college campuses, community service, summer programs on college campuses, and focused preparation for the ACT. Additionally, our KIPP Through College team will host representatives from area and KIPP-partner colleges to our campus to talk with students about their schools. The intensive academics, character building and enrichment activities, and KIPP Through College programming are all designed to put students on the path to top colleges and universities.

Roles of Staff, Parents & Students

Administrators

The School Director's primary responsibility is to ensure that the school is reaching its goals and moving towards its mission with the support of the KIPP Delta Central Office. Although the School Director will have some autonomy to make decisions, she will report directly to the Executive Director and Chief Academic Officer of KIPP Delta Public Schools who will approve innovations.

While the School Director will have the responsibility of monitoring the school's daily operations to make sure things are running smoothly, the majority of her time should be spent as an academic leader. The School Director will be responsible for implementing and or modifying curricula designed to achieve the school's academic goals. The School Director must provide ample opportunities for professional development for her faculty and staff. Finally and most importantly, it is the responsibility of the School Director to teach and work with the students. The School Director should be instrumental in teaching the school's culture to not only the teachers but the students as well. It is this connection with the students that is crucial to the School Director's ability to run an effective school.

Faculty

The primary responsibility of the teacher is to ensure that all students are meeting their academic goals. This can only be accomplished by focusing on student achievement through quality instruction. Teachers are expected to maximize learning in the classroom through good lesson planning and implementation along with effective discipline. Special Education staff will be hired to meet the needs of students requiring special services. All teachers will report to the School Director or an Assistant Principal. All teachers that are required to be will be highly qualified.

In addition, KIPP Blytheville may involve teachers in the decision-making processes of the school in the following ways:

- Involvement in the review of Smart Core curriculum policy.
- Presence at an annual public meeting in which the school holds discussions on policies, programs and goals.
- Involvement in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.
- Involvement in the joint development of any school wide program plan in an organized, ongoing, and timely way.

Parents

KIPP Blytheville Collegiate High School operates under the premise that the teachers, parents, and students must work together as partners to provide the environment necessary for quality education. Parents are a vital part of this partnership and the Commitment to Excellence Form outlines the ways in which the school expects and needs the parents to support the educational mission of the school. These commitments for parental support include helping with homework each night, reading with their child each night, ensuring that homework is complete each night, assisting their child in contacting the teacher if there is a problem or a question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises. The parents, like the teachers, must hold high expectations for their child. Parents will be encouraged to help with and participate in special activities at KIPP Blytheville and volunteer at school events. In addition, Parent-Teacher Organization to help with fundraising and events may be formed.

In addition, KIPP Blytheville Collegiate High School may involve parents in the decision-making processes of the school in the following ways:

- Involvement in the review of Smart Core curriculum policy.
- Presence at an annual public meeting in which the school holds discussions on policies, programs and goals.
- Involvement in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.
- Involvement in the joint development of any school wide program plan in an organized, ongoing, and timely way.

Students

Students at KIPP Blytheville Collegiate High School will work with parents and faculty to ensure an environment for quality education. Students are a vital part of this partnership and the Commitment to Excellence Form outlines the ways in which the school expects and needs the students to support the educational mission of the school.

In addition, KIPP Blytheville may involve students in the decision-making processes of the school in the following ways:

- Involvement in the review of the Smart Core curriculum policy..
- Presence at an annual public meeting in which the school holds discussions on policies, programs, and goals.

Community

KIPP Blytheville Collegiate High School realizes the importance the community plays in the development of the school. Besides the membership of the Board of Directors, community members can participate in the school through advisory capacities, formal and informal.

Blytheville residents have already shown their commitment to ensuring that KIPP Blytheville Collegiate High School is a success. They will continue to include support such as ongoing fundraising/resource development, volunteer involvement for facility development, planning of special events, and recruitment efforts. The willingness of business and industry to participate and interact with KIPP Blytheville is a big asset to the school. For instance, employees from the steel industry can visit classrooms to talk about education, share technical skills, and mentor children. With the support of the community, the school will be able to develop and implement programs that take advantage of educational opportunities outside the traditional classroom.

In addition, KIPP Blytheville may include community members in decision-making processes of the school in the following ways:

- Presence at an annual public meeting in which the school holds discussions on policies, programs and goals.
- Informal advising to the School Director as well as to the Board of Directors.

Mission Statement & Goals

The mission of KIPP Blytheville Collegiate High School is to empower our students with the knowledge, skills, and character traits that will enable them to succeed in the nation's finest colleges and to live a life of value, joy, and integrity.

The mission of KIPP Blytheville Collegiate will be measured through progress towards the following seven goals:

- Students will possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of science, mathematics, social studies, and language arts.
 - *The proposed measurements for this goal is the EXPLORE/PLAN/ACT series and ACTAAP End-of-Course exams. Students demonstrating or exceeding proficiency will possess a strong foundation of basic academic skills and a broad knowledge base. We propose to use other assessments, such as the NWEA/MAP tests and AP exams, to supplement the data from EXPLORE/PLAN/ACT series and ACTAAP End-of-Course exams.*
- Students will be effective and confident communicators.
 - *Being an effective and confident communicator means being able to read, write and speak fluently; therefore, we propose to measure this goal in a number of ways. We will measure their communication through writing in assessments such as ACTAAP Literacy tests, ACT writing assessment, and AP English and History exams. We will measure their ability to communicate through speech through oral presentations, speeches, or debates in each of the years that students are at KIPP. All students will required to take a half credit of oral communications as required by Smart Core Graduation Requirements. We will measure students' reading skills in MAP and EXPLORE/PLAN/ACT reading tests.*
- Students will be critical thinkers and problem solvers.
 - *We propose to measure critical thinking and problem solving skills through assessments such as the ACTAAP, MAP, EXPLORE/PLAN/ACT, and AP exams. We will also measure students' critical thinking through their writing, speaking, and debating.*
- Students will have an appreciation for the humanities and show respect for diverse cultures.
 - *This goal will be measured primarily in social studies and English language arts classes. If students are choosing to read a diverse set of literature or write about a breadth of topics, this will show that they have appreciation for diverse cultures. Moreover, if students independently*

research or investigate cultures other than their own, they will demonstrate this respect. Finally, when students travel to other places on field lessons and for community service, the way they they interact with various people will be a measurement for their appreciation and respect for various culture.

- Students will possess a life-long love of learning.
 - *Students love of learning can manifest in a variety of ways but is essentially measured by the amount of independent learning students are doing and the curiosity that students demonstrate. Specifically, this can be measured by students' engagement in authentic learning experiences, such as research projects, classroom debates, science labs, and the questions students ask about the world around them.*
- Students will possess a strong desire to serve the community in which they live.
 - *Community service will be a big component of the scope of programs at KIPP Blytheville Collegiate High School with the purpose of developing a desire to serve the community in which they live. We propose to measure a students' desire with the number of hours of community service that students complete during their time at KIPP Blytheville Collegiate.*
- Students will have the discipline, dedication, and desire to achieve their highest aspirations and dreams.
 - *This goal will be measured through a student's commitment to the school and their work. The KIPP Blytheville Collegiate Commitment to Excellence lays out what is expected of students. If students, families, and the school are each upholding their commitments, students will be more dedicated to the long-term goal of going to and through college. As a result, the school's student attrition rates will be low and college completion rates will be high.*

Educational Need

The biggest challenge Blytheville faces is to improve the quality of K-12 education in the community. Unfortunately, the Blytheville School District has not yet shown an ability to produce the educational, leadership, and workforce outcomes that will enable the students to reverse the trend of decline and succeed in their life's path. Please see below a table representing the district's three-year performance data in grades 4-7. Next to this figure, you will see KIPP Blytheville College Preparatory School's performance where applicable. The percentages represent students proficient and advanced in that tested area.

| Subject | 2010-2011 | | 2011-2012 | | 2012-2013 | |
|--------------------------------------|-------------|------------------|-------------|------------------|-------------|------------------|
| | Blytheville | KIPP Blytheville | Blytheville | KIPP Blytheville | Blytheville | KIPP Blytheville |
| 4th Grade Math | 66.5% | N/A | 64.1% | N/A | 56.0% | 66.0% |
| 4th Grade Literacy | 62.3% | N/A | 72.2% | N/A | 69.0% | 82.0% |
| 5th Grade Math | 59.7% | 77.8% | 59.0% | 68.8% | 33.0% | 79.0% |
| 5th Grade Literacy | 43.6% | 74.1% | 67.4% | 89.6% | 55.0% | 92.0% |
| 5th Grade Science | 29.3% | 75.9% | 44.7% | 56.3% | 31.0% | 70.0% |
| 6th Grade Math | 56.1% | N/A | 50.3% | 82.5% | 46.0% | 59.0% |
| 6th Grade Literacy | 41.5% | N/A | 48.3% | 73.7% | 49.0% | 54.0% |
| 7th Grade Math | 53.0% | N/A | 52.5% | N/A | 47.0% | 78.0% |
| 7th Grade Literacy | 40.2% | N/A | 49.5% | N/A | 48.0% | 90.0% |
| 7th Grade Science | 17.4% | N/A | 18.6% | N/A | 8.0% | 48.0% |

Over the last three years, our KIPP Blytheville College Preparatory campus has outperformed the school district in 100% of tested areas. Furthermore, we have a proven track record of producing results at the high school level. Please find below a table of results that shows that the performance of our high school in Helena significantly exceeds that of the high school in Blytheville and the high school in Helena. Again, the percentages represent three-year proficient and advanced performances with our high school's results in green.

| Subject | 2010-2011 | | | 2011-2012 | | | 2012-2013 | | |
|------------------------------|-------------|-------|-------|-------------|-------|-------|-------------|-------|-------|
| | Blytheville | HWH | KIPP | Blytheville | HWH | KIPP | Blytheville | HWH | KIPP |
| Biology | 21.0% | 27.0% | 45.0% | 13.9% | 19.9% | 38.8% | 18.0% | 20.0% | 33.0% |
| EOC Geometry | 45.5% | 46.8% | 76.8% | 69.0% | 37.3% | 92.6% | 9.0% | 31.0% | 71.0% |
| Grade 11 Literacy | 53.5% | 35.9% | 64.0% | 37.6% | 34.8% | 92.9% | 41.0% | 35.0% | 72.0% |

Many parents have taken extreme measures to give their children their best chance of educational success. Employees of the various industries in the Blytheville area live in Dyersburg, Tennessee, (50 miles away) to enable their children to attend the schools there. Other parents have established legal residences in Cooter, Missouri, (25 miles away) to enable their children to attend school there. Still many more families simply never move to the area in the first place because of the poor school system. For local industries, it is an extremely common—and frustrating—occurrence to lose promising potential employees because they do not want to send their children to Blytheville schools. In short, there is a strong demand in the community for improved educational options.

The community of Blytheville and the surrounding Delta is increasingly longing for, and in need, of excellent schools. Parents who are frequently dissatisfied with their public school and often unable to pay tuition for private schools are left without a viable option. KIPP Blytheville Collegiate High School will be established as an academically intensive college preparatory high school in an effort to meet the needs and desires of the Delta community. It is the intention of our school to serve students who have been historically underserved in the public school system. KIPP Blytheville will provide these children with the opportunity to develop personal pride and passion for learning. The students will recognize that they must value their time in school and use it as a vehicle to transform their knowledge into power over their own destiny. KIPP Blytheville believes that its success hinges upon strict adherence to KIPP's five pillars. They are:

1. **High Expectations.** KIPP Blytheville Collegiate will have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.
2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP Blytheville Collegiate have made a choice to be at the school. No one is assigned or forced to attend this school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time.** KIPP Blytheville Collegiate knows that *there are no shortcuts* when it comes to helping educationally disadvantaged students succeed academically. A longer school day, a longer school year, and summer school mean more time for students at KIPP to acquire the academic knowledge and skills, as well as broad extracurricular experiences that will prepare them for competitive high schools and colleges.
4. **Power to Lead.** The school director of KIPP Blytheville Collegiate is an effective academic and organizational leader who understands that there are no great schools without great school directors. She has control over her school budget and personnel, allowing her to swiftly move dollars or make staffing changes to be more effective in helping students learn.
5. **Focus on Results.** KIPP Blytheville Collegiate will focus unrelentingly on results. Student achievement on tests and other objective measures will substantially outperform district averages, will not make excuses based on demographics, and will enable students to compete at the nation's best high schools and colleges.

Educational Program

KIPP Blytheville Collegiate High School will open its doors as early as July of 2014, and will evolve into a school comprised of students in grades nine through twelve within four years. The school will add one grade level each year until it reaches its maximum capacity. This incremental and deliberate growth pattern will be essential to the school's success. KIPP Blytheville Collegiate High School will follow the same enrollment procedures as outlined in the charter for KIPP Blytheville College Preparatory School. The only admission requirement for the school is the students' and their parents' willingness to sign and uphold the KIPP Delta Commitment to Excellence Form, which the teachers must sign as well (the KIPP Delta Commitment to Excellence is in Appendix A). This commitment specifies that the students, parents, and teachers will do whatever it takes to support the education of the student.

The school will provide the Mississippi County's youth a choice in academic programs by offering a comprehensive college preparatory curriculum. The students will have the opportunity to demonstrate mastery of all Arkansas and Common Core state standards for their current grade level and show proficiency in many concepts and skills of the succeeding grade levels due to the school's extended time (7:30 AM – 4:00 PM Monday – Friday, and three weeks during the summer). Students will spend nearly 220 days in school (exceeding the state minimum of 178 days) and the planned instructional time will exceed an average of six hours per day and thirty hours per week.

Students in ninth grade will take English 9, civics and economics, biology, and either algebra 1, geometry, or algebra 2 as a mathematics course. Additionally, students will take Spanish 1, health, and physical education. Students will have a choice of elective courses including classes in arts. Finally, ninth grade students reading below a college-ready level (75% percentile) may take a supplemental reading class to accelerate students' reading proficiency and readiness for rigorous high school and college classes.

KIPP Blytheville Collegiate will focus on teaching college preparatory reading, writing, and mathematics skills every day. Students will receive nearly six hours of mathematics instruction and nearly six hours of English language arts instruction (including both reading and writing) each week. Most students will take Geometry as ninth graders which will thus prepare them to complete Pre-Calculus or a higher-level course including AP Calculus AB by the end of their senior year. The English language arts curriculum will be just as intensive. Classroom instruction will focus on the attainment of reading, writing, speaking, listening, and comprehension skills. Students will be able to write in different formats including narratives, expository essays, persuasive essays, research papers, and poetry.

KIPP Blytheville students will also receive nearly six hours of science and nearly six hours of social studies instruction each week. In the advanced integrated science curriculum, students will simultaneously learn content knowledge and science process skills. Students will spend at least 20% of instructional time in science class doing hands-

on laboratory work in Physics, Chemistry, and Biology courses. The social studies department will focus on four different strands: geography, economics, civics, and history. Students will explore these four strands through the study of civics, economics, world history and culture, United States history.

Beyond the core subjects, students will also participate in physical education, music and art courses. In physical education, students will learn how to take care of their bodies and learn the basics of physical fitness. Additionally, students will learn basic rules and skills for various sports, such as soccer, basketball, and volleyball. In music classes, students will learn to read music, play instruments, or sing in a choir. In art, students will learn the basics of style and composition and will create many pieces in a variety of mediums.

KIPP Blytheville Collegiate, in addition to focusing on academic skills, will place a strong emphasis on character building. Each week will include multiple opportunities for school-wide, or grade-level team building. Students will also have the opportunity to present student-run productions or performances, and participate in student competitions. Students will have more opportunity for character building through the Saturday enrichment program, where they will participate in community service activities.

Armed with both academic and character skills, students of KIPP Blytheville Collegiate will recognize an outstanding education as the instrument to achieve personal success. The mission is not easily accomplished; the students of KIPP Blytheville Collegiate will soon learn that *there are no shortcuts* to realize these goals. Therefore, not only will KIPP Blytheville Collegiate students demonstrate excellence on state, and national tests, but the school also envisions witnessing its initial class of students, in its entirety, enter competitive universities throughout the country in the year 2018.

Five-Year Performance Goals

Based on the fact that there will be major transitions in the state and national assessment process during our charter renewal timeline, KIPP Delta Public Schools requests the ability to reexamine and adjust our project performance goals based on any new requirements and outcomes produced by the new assessment system.

As approved during our renewal hearing before the State Board of Education in March 2013, during the first five school years of our upcoming contractual period our performance goals for each of our campuses are as follows. Again, these goals may need to be realigned and restated as new testing mechanisms are put into place.

- 2014-2015:
 - Mathematics- Achieve annual measurable growth (AMO) for students as demonstrated by state testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
 - Each of our schools will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the school's AMO.
 - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
 - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
 - Literacy- Achieve annual measurable growth (AMO) for students as demonstrated by state testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
 - Each of our schools will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the school's AMO.
 - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
- 2015-2016:
 - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:

- Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
 - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
 - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
 - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
 - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.
 - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
- 2016-2017:
 - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
 - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
 - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
 - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
 - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
 - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.
 - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.

- 2017-2018:
 - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
 - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
 - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
 - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
 - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
 - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.
 - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
- 2018-2019:
 - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
 - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
 - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
 - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
 - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:

- Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.
- Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.

Curriculum Alignment

Each year, KIPP Blytheville Collegiate High School will review its curriculum to ensure that it aligns to Arkansas and Common Core state standards. KIPP Blytheville Collegiate will carefully correlate its curriculum objectives to the Arkansas and Common Core Standards in addition to designing a model that will enable students to reach the goals listed above. The students who meet all of these objectives and standards are certainly on the path to success in life. KIPP Blytheville’s focus is not to change what the local district, state of Arkansas, and the country as a whole feel are the appropriate academic outcomes, but rather, to ensure that all students master or exceed all the skills and content under the state standards and Common Core. Teachers will work with the School Director to determine the curricula that will match each student’s needs. Incoming student needs and performance levels will determine the weight that teachers will place on different elements of the curriculum. The school’s expectation is to accelerate student learning to ensure that students will be prepared to enter and be successful at the finest colleges and universities throughout the nation.

In order to achieve our standards of excellence, KIPP Blytheville Collegiate will employ techniques based on generally accepted research findings along with innovative strategies and techniques that are designed to optimize learning and improve student achievement. KIPP Blytheville is not committed to only one “best” approach; the school believes in creating an environment where teachers are allowed the flexibility to use varied strategies and methods to achieve results. Strategies that may be employed include:

- Direct whole-class instruction
- Indirect whole-class instruction
- Instruction incorporating various learning modalities
- Instruction adapted to multiple intelligences
- Teacher-directed small group instruction
- One-on-one teacher instruction
- Cooperative learning
- Inquiry-based learning
- Peer tutoring
- Computer activities
- Educational and motivational field lessons
- Whole body multi-sensory instruction such as raps, songs, chants, and dances
- Phonetic-based instruction
- Balanced literary instruction
- Project-based learning
- Discovery learning
- Call and response
- Role-playing
- Socratic seminar

The school year for KIPP Blytheville Collegiate will follow the KIPP Delta Public Schools calendar. Children will be in school approximately 210 days of the year. The summer school session will provide KIPP Blytheville Collegiate students, parents, and teachers with a head start in preparing for the upcoming academic year. During this time, those groups will become acquainted with the procedures and expectations demanded throughout the year. Students will also be immersed in the school's culture. After assessing each student's individual strengths and weaknesses, teachers will emphasize the basics of reading, writing, mathematics, science, and social studies. The summer session will also be a time when the process of team building begins. Students will be introduced to the concepts, challenges, strengths, and rewards of working as a team.

We believe that, in addition to using educationally sound teaching strategies, more time is required to accomplish KIPP Blytheville Collegiate's ambitious goals. The school's students will be in school from 7:30 a.m. through 4:00 p.m. Monday through Friday. Students will receive nearly six hours of mathematics instruction, nearly six hours of English language arts instruction, six hours of social studies, and six hours of science instruction every week. A student's schedule will ensure that they are meeting all graduation requirements. Additional time will be spent on team and character building activities such as student presentations, spelling or geography bees, guest speakers, plays, concerts, and other activities. We believe bringing the student body together once every week is critical to maintaining a supportive family environment at our school. Students are also expected to complete nearly two to three hours of homework for every day school is in session.

It is crucial that not only students use their time effectively but teachers do as well. Teachers are expected to meet prior to the school year for a minimum of two weeks to plan for the school year. Teachers will use this time to design their goals, objectives, and curriculum for the upcoming school year. The teachers will work on these designs horizontally within their grade level and, after year one, vertically across grade levels. It is also a time when teachers and administrators will work together to design the most efficient and effective policies, practices, procedures, and schedules for the school. KIPP Blytheville Collegiate teachers will meet in teams each week, when teachers will work together to refine, share, and develop effective teaching strategies. There will be continuous vertical and horizontal curriculum planning to ensure consistency between the grade levels and cross-curricular development in each grade. The team planning sessions will also be supplemented with periodic after school planning periods.

In addition to the intensive academic week, KIPP Blytheville Collegiate students will be invited to attend Saturday community service activities once per month. During this time, students will be afforded the opportunity to volunteer in various community projects with the intent of instilling in them a strong civic duty to serve.

Geographic Area

Blytheville, Arkansas, the larger of two county seats of Mississippi County, lies on the banks of the Mississippi River in the heart of the Delta. Like many Delta communities, Mississippi County faces many economic and social challenges, including high poverty and child poverty rates, low education levels, and population decline. The table below indicates the extent of the challenges comparing Mississippi County to the State of Arkansas.

| | Mississippi County | State of Arkansas |
|--|--------------------|-------------------|
| Population | 46,480 | 2,805,353 |
| African-American Population (%) | 32.7 | 15.7 |
| Hispanic Population (%) | 2.25 | 3.2 |
| Poverty Rate (%) | 23.0 | 18.0 |
| Child Poverty Rate (%) | 31.2 | 26.9 |
| College Attainment (% w/bachelor's degree) | 9.6 | 18.7 |

Source: 2010 Census

Despite these challenges, Mississippi County has many strengths and positive trends to build upon. The area retains a significant economic base. Two large steel plants and other industries provide a large number of manufacturing jobs. Blytheville has a two-year community college, Arkansas Northeastern College (ANC). ANC offers programs to train students for the good-paying jobs available in the local industries. Leaders and residents in Blytheville area emphasize the importance of a strong workforce. This supports a widespread agreement that a central strategy for community revitalization is to promote a strong workforce, which will help keep these industries in the area and attract new industries. As a show of commitment to this strategy, local residents, and various donors enabled the Arkansas Northeastern College Foundation to create the Great River Promise scholarship program. The Great River Promise enables any graduate of a Mississippi County public high school who meets minimal criteria to attend Arkansas Northeastern College tuition-free. The Blytheville area has a strong cultural heritage and history of achievement. Country and blues musicians such as Johnny Cash, Billy Lee Riley, and Son Seals hail from the area. The founder of Holiday Inn, Kemmons Wilson, is also from the area. In general, residents feel a large amount of pride and connection to their community, and they want these traditions of achievement and national impact to be preserved and continued.

The school systems that may be affected by KIPP Blytheville include the following:

- Blytheville School District
- Armorel School District
- Gosnell Public Schools
- Osceola Public Schools
- South Mississippi County Schools

The chart below provides information on the school districts within the geographical area that may be affected by KIPP Blytheville Collegiate High School*.

| | Enrollment | Percent Free or Reduced Lunch | Percent African American | Percent White | Percent Other |
|---------------------------------|-------------------|--------------------------------------|---------------------------------|----------------------|----------------------|
| Blytheville | 2,797 | 100% | 77% | 20% | 3% |
| Armorel | 438 | 43.4% | 10% | 84% | 6% |
| Gosnell | 1,356 | 65.4% | 24% | 71% | 5% |
| Osceola | 1,270 | 100% | 75% | 22% | 3% |
| South Mississippi County | 1,335 | 78% | 30% | 65% | 5% |

*Numbers retrieved from 2011-2012 school performance report data.

Annual Report

KIPP Blytheville Collegiate High School will regularly assess the academic progress of its students, including participation in state testing programs, and share information with parents and the surrounding community through progress reports, phone calls, meetings, and other reports. The school will publish an annual report to the public by November 15 in a newspaper with general circulation in the community. In addition, the Board of Directors will hold a public meeting by November 15 to review and discuss the annual report and progress towards goals and accreditation. Finally, the Board of Directors shall publish in a newspaper the school performance report as required by state law.

Facilities

KIPP Blytheville Collegiate High School will continue to use the facility located on 1200 Byrum Road in Blytheville, Arkansas. The school's facility will meet all requirements as outlined by the Arkansas Department of Education Standards for Accreditation. The current campus has space to accommodate an additional grade level. The school's leadership team and Board of Directors is in ongoing planning of building out the current facility in order to accommodate additional grade levels beyond 2014-2015.

Other Services

Guidance Program

Counseling and guidance services beyond the capabilities of the faculty and staff of the school will be provided for on a contracted basis with a properly licensed counseling professional to meet the needs of all students until such time as the school can employ a full- or part-time guidance counselor.

Health Services

Health services shall be provided to meet the needs of all students of the school as needed on a contracted basis. The school will develop, before opening, complete health services and health emergency policies and procedures.

Media Center

It is the intent of the school to use the facilities and collections of the local public library system until such time as the school can develop a library and media center of its own.

Transportation

The school will provide transportation to students who attend the school.

Special Education

The school realizes the importance of adhering to all aspects of IDEA regarding students with special needs. The school will employ a certified special education instructor and will comply with all federal and state regulations concerning IDEA, 504, and IEP implementation. The school gladly accepts the responsibility of educating children with special needs.

Alternative Education

KIPP Blytheville Collegiate is committed to serving all of its students in any way possible. Therefore, we are interested in finding best practice to serve students who are not succeeding in the traditional education system. We will offer innovative, non-traditional practices to serve these populations, and aid in the prevention of them dropping out of school. Furthermore, we will provide services to any students with limited English language proficiency.

English Language Learners

The Blytheville School District and other districts in Mississippi County have less than 2% of their population that are English Language Learners. Because we plan to mirror the population of the local districts through our lottery system, we anticipate that our ELL population will also be between 1% and 2%. KIPP Blytheville realizes that is their responsibility to educate these students and will provide necessary individualized support in order to ensure that English Language Learners are meeting or exceeding the same standards as the other students in their classes.

Gifted and Talented Program

The school believes that all children hold gifts and talents, unique and precious. All students will be challenged to meet their intellectual ability within the instructional program; therefore the school will not offer a formal, separate gifted and talented program.

Food Services

All students attending KIPP Blytheville Collegiate High School will be eligible to participate and have access to a USDA funded meal program. KIPP Blytheville Collegiate High School will procure vended meals from a service provider that meets USDA and ADE Child Nutrition Unit regulations. Under KIPP Delta Public Schools oversight, the vendor will meet USDA meal pattern requirements for breakfast, lunch and snack programs. KIPP Delta Public Schools will ensure that the food services program will be in full compliance with all USDA regulations regarding the eligibility of students for free and reduced price meals. KIPP Delta Public Schools will ensure that the food services program with regard to staffing, facilities, verification requirements, record keeping, and claims procedures will be implemented in compliance with all state and federal laws and regulations.

Parental Involvement

KIPP Blytheville Collegiate High School operates under the premise that the teachers, parents, and students must work together as partners to provide the environment necessary for quality education. Parents are a vital part of this partnership, and the Commitment to Excellence Form outlines the ways in which the school expects and needs the parents to support the educational mission of the school.

KIPP Blytheville Collegiate High School will also have a school-parent compact that

1. Describes the school's responsibility to provide high quality curriculum and enables Title I children to meet Arkansas's academic achievement standards.
2. Describes how parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom, participating in decisions relating to their child's education and positive use of extracurricular time; and
3. Addresses the importance of establishing ongoing, good communication between teachers and parents through
 - Annual parent-teacher conferences to discuss individual student progress discussing the child's achievement.
 - Frequent progress reports to families on student academic progress.
 - Reasonable access to staff and opportunities to volunteer, observe and participate in classroom activities.

KIPP Blytheville will also develop a parent engagement plan that includes a separate action addressing each component for parental involvement required by Arkansas Act 307. The following components, as required by ACSIP, will be captured in the plan:

- Informational Packets
- Parent Involvement Meetings
- Volunteer Resource Book
- School's process for resolving parental concerns in handbook
- Seminars to inform the parents about how to be involved in decisions course selection, career planning, and preparation for postsecondary opportunities
- Enable formation of PTO
- Parent Facilitator

KIPP Delta Public Schools will annually evaluate the effectiveness of the Parent Involvement Policy and parent involvement activities. The evaluation should determine whether

- The academic quality of the school has improved;
- Parent participation has increased; and
- Barriers exist that hinder greater participation by parents.

The evaluation may be conducted through a written survey, a telephone survey or in person. KIPP Delta Public Schools will document and summarize the evaluation findings and how the information will be used to improve the parent involvement program.

Requested Waivers

KIPP Blytheville Collegiate High School requests the same waivers from the Arkansas Education Code and State Board of Education Rules and Regulations that currently apply to the other schools in its licensure model. The majority of the waivers requested are done so to give the school the widest possible latitude to implement the unique aspects of a KIPP school.

Additionally, KIPP Blytheville Collegiate High School requests a waiver from Arkansas Code 6-13-619(c)(1)(A) requiring Board members' physical presence at meetings in order to be counted for purposes of quorum or a vote and from Arkansas Code 6-15-902 requiring quality points for Advanced Placement be contingent upon teacher AP training documentation.

Impact on Desegregation

KIPP Blytheville Collegiate High School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenances of desegregated public schools.

KIPP Blytheville should have no negative impact on the ability or the efforts of the local districts to comply with any existing court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The KIPP Blytheville charter application cannot be determined to hamper, delay or in any way negatively affect the desegregation efforts of the local districts.

KIPP Blytheville will comply with all federal and state laws concerning enrollment in a public school and in particular those laws specific to enrollment in a public charter school. This application provides that in the event there is an oversubscription of students to attend KIPP Blytheville, the school will comply with Ark. Code Ann. 6-23-306(14)B and apply a random anonymous student lottery.

KIPP Blytheville realizes it cannot exclude any student that may wish to attend KIPP Blytheville due to race, gender, ethnicity, or any other prohibited reason. No conclusion can be inferred or drawn against KIPP Blytheville that there exists any intent to create or establish a public school, by way of this application, or in practice, that has a purpose or intent to create a racially segregated public school or likewise impact other public schools.

Appendix A – KIPP Delta Commitment to Excellence

Teachers' Commitment

We fully commit to KBC in the following ways:

- We will arrive at KBC every day by 7:15 A.M. (Monday through Friday).
- We will remain at KBC through dismissal Monday-Friday and through 6:15 p.m. on Wednesday Professional Development.
- We will come to KBC on appropriate Saturdays for field lessons each month.
- We will teach at KBC during Summer School.
- We will always teach in the best way we know how, and we will do whatever it takes for our students to learn.
- We will always make ourselves available to students, families, and any concerns they might have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.

Failure to adhere to these commitments can lead to our removal from KIPP.

SIGNATURE

DATE

Parents’ / Guardians’ Commitment

We fully commit to KBC in the following ways:

- We will make sure our child arrives at BCHS every day by 7:25 A.M. (Monday through Friday) or boards a bus at the scheduled time.
- We will make arrangements so our child can remain at KBC until 4:00 P.M. (Monday through Friday).
- We will make arrangements for our child to come to KBC on appropriate Saturdays for Field Lessons each month.
- We will ensure that our child attends KBC Summer School.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means that we will check our child’s homework every night, let him/her call the teacher if there is a problem with the homework, and try to read with him/her every night.
- We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will read carefully all the papers that the school sends home to us.
- We will make sure our child follows all of the procedures and policies in the KBC Handbook.
- We understand that our child must follow KBC rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

Failure to adhere to these commitments can cause my child to lose various KIPP privileges.

SIGNATURE

DATE

Student’s Commitment

I fully commit to KBC in the following ways:

- I will arrive at KBC every day by 7:25 A.M. (Monday through Friday) or board a KIPP bus at the correct time.
- I will remain at KBC until 4:00 P.M. (Monday through Friday).
- I will come to KBC on appropriate Saturdays for field lessons each month.
- I will attend KBC during summer school.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I complete all my homework every night; I will call my teachers if I have a problem with the homework or a problem coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to parents, teachers, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my KBC teammates and give everyone my respect.
- I will follow and adhere to all of the procedures and policies in the KBC Handbook.
- I am responsible for my own behavior, and I will follow the teachers’ directions.

Failure to adhere to these commitments can cause me to lose various KIPP privileges.

SIGNATURE

DATE

| Consolidated Statement of Profit & Loss | | | | | |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| Academic & Fiscal Year | 2014 | 2015 | 2016 | 2017 | 2018 |
| Enrollment | 1234 | 1319 | 1379 | 1469 | 1529 |
| Blytheville Collegiate High Enrollment | | 60 | 120 | 180 | 240 |
| All Schools Statement of Profit & Loss | | | | | |
| REVENUE: | | | | | |
| State Revenue: | | | | | |
| General Purpose Foundation Funding | \$7,658,814 | \$8,448,286 | \$9,108,674 | \$10,010,657 | \$10,742,699 |
| Other General Purpose State Funding | \$174,960 | \$180,209 | \$185,615 | \$191,184 | \$196,919 |
| Special Education Funding | \$0 | \$0 | \$0 | \$0 | \$0 |
| English Language Learning Funding | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Lottery Revenue | \$0 | \$0 | \$0 | \$0 | \$0 |
| State Child Nutrition Revenue | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Per Pupil State Revenue - PD | \$52,712 | \$58,146 | \$62,691 | \$68,899 | \$73,937 |
| Other State Revenue - NSLA (total) | \$1,088,989 | \$1,175,922 | \$1,291,201 | \$1,387,505 | \$1,519,119 |
| Total State Revenue | \$8,975,475 | \$9,862,562 | \$10,648,181 | \$11,658,244 | \$12,532,674 |
| Local Revenue: | | | | | |
| General Local Revenue | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Per Pupil Local Revenue | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Local Revenue (total) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Local Revenue | \$0 | \$0 | \$0 | \$0 | \$0 |
| Federal Revenue: | | | | | |
| NCLB Title 1 Funding | \$1,143,206 | \$1,258,179 | \$1,345,432 | \$1,467,563 | \$1,564,112 |
| NCLB Title II-V Funding | \$0 | \$0 | \$0 | \$0 | \$0 |
| NCLB IDEA Funding (special education) | \$115,961 | \$120,856 | \$124,482 | \$130,019 | \$133,920 |
| Child Nutrition Programs | \$1,000,183 | \$1,087,180 | \$1,178,982 | \$1,285,055 | \$1,365,611 |
| E-rate Program | \$0 | \$0 | \$0 | \$0 | \$0 |
| Drug, Alcohol & Tobacco & All Other Federal Revenue | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Per Pupil Federal Revenue | \$0 | \$0 | \$0 | \$0 | \$0 |
| Federal Implementation of Startup Grants | \$60,000 | \$87,550 | \$228,094 | \$218,545 | \$0 |
| Other Federal Revenue (total) | \$12,125 | \$12,875 | \$13,261 | \$14,151 | \$14,575 |
| Total Federal Revenue | \$2,331,475 | \$2,566,641 | \$2,890,251 | \$3,115,334 | \$3,078,218 |
| Summer School Revenue (total, in excess of PPRs) | \$0 | \$0 | \$0 | \$0 | \$0 |
| School-Level Revenue: | | | | | |
| Food Revenue from Paying Students | \$60,000 | \$56,296 | \$59,786 | \$64,468 | \$68,312 |
| Activities, Uniforms, etc. | \$61,700 | \$67,929 | \$73,149 | \$80,261 | \$86,045 |
| Other School-Level Revenue | \$6,135 | \$6,319 | \$6,509 | \$6,704 | \$6,905 |
| Total School-Level Revenue | \$127,835 | \$130,544 | \$139,443 | \$151,432 | \$161,262 |
| School-Level Fundraising: | | | | | |
| Foundations | \$1,003,372 | \$957,797 | \$702,422 | \$611,709 | \$659,436 |
| Corporations | \$0 | \$0 | \$0 | \$0 | \$0 |
| Individuals | \$855,056 | \$877,412 | \$935,561 | \$1,018,439 | \$1,082,757 |
| Events | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other - Facility Funding | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total School-Level Fundraising | \$1,858,428 | \$1,835,209 | \$1,637,983 | \$1,630,148 | \$1,742,193 |
| Central Office Revenue: | | | | | |
| Management Fees | \$1,356,834 | \$1,416,516 | \$1,624,612 | \$1,772,829 | \$1,873,307 |
| Grants & Contributions | \$450,000 | \$450,000 | \$550,000 | \$300,000 | \$300,000 |
| Other - E-rate, District Title I | \$225,007 | \$182,968 | \$163,181 | \$133,907 | \$104,750 |
| Total Central Office Revenue | \$2,031,841 | \$2,049,484 | \$2,337,793 | \$2,206,737 | \$2,278,057 |
| GRAND TOTAL REVENUE | \$15,325,053 | \$16,444,439 | \$17,653,651 | \$18,761,894 | \$19,792,404 |
| EXPENSES: | | | | | |
| Salaries & Wages: | | | | | |
| Teacher Salaries | \$3,317,716 | \$3,618,686 | \$3,850,993 | \$4,093,982 | \$4,348,084 |
| Teacher Assistant Salaries | \$292,500 | \$301,275 | \$310,313 | \$319,623 | \$329,211 |
| School Administration Salaries | \$825,000 | \$921,850 | \$1,007,855 | \$1,038,091 | \$1,064,450 |
| School Ancillary Staff Salaries | \$502,500 | \$578,860 | \$680,037 | \$725,024 | \$782,465 |
| Other Salaries | \$0 | \$0 | \$0 | \$0 | \$0 |
| Hourly Employees | \$312,000 | \$313,326 | \$347,551 | \$375,024 | \$386,275 |
| All Other Salaries & Wages - TFA Fees | \$180,000 | \$139,606 | \$148,568 | \$157,943 | \$167,746 |
| Total Salaries & Wages | \$5,429,716 | \$5,873,603 | \$6,345,317 | \$6,709,686 | \$7,078,231 |
| Benefits & Payroll Taxes: | | | | | |
| Health Insurance | \$435,747 | \$474,521 | \$513,880 | \$542,308 | \$570,966 |
| Pensions & Other Benefits | \$734,960 | \$784,530 | \$828,203 | \$855,333 | \$881,138 |
| Payroll Taxes | \$532,846 | \$568,785 | \$600,447 | \$620,117 | \$638,825 |
| Total Benefits & Payroll Taxes | \$1,703,554 | \$1,827,836 | \$1,942,531 | \$2,017,758 | \$2,090,928 |
| Educational Materials, Technology, and Equipment: | | | | | |
| Educational Materials Expense | \$628,540 | \$691,476 | \$737,145 | \$810,474 | \$861,442 |
| Technology Expense | \$0 | \$2,982 | \$3,071 | \$3,163 | \$3,258 |
| Sports Program Expense | \$36,829 | \$41,207 | \$44,739 | \$49,801 | \$53,753 |
| Music Program Expense | \$13,165 | \$14,423 | \$15,402 | \$16,856 | \$17,947 |
| Furniture Fixtures & Office Supplies | \$90,596 | \$121,631 | \$124,577 | \$127,611 | \$130,736 |
| Other Equipment - 5% repair/replace | \$35,139 | \$40,159 | \$44,657 | \$50,377 | \$55,390 |
| Total Ed. Materials, Technology & Equipment Expense | \$804,269 | \$911,878 | \$969,591 | \$1,058,282 | \$1,122,527 |
| Other Employee-Related Expenses: | | | | | |
| Professional Development Expense | \$225,092 | \$231,393 | \$247,564 | \$264,498 | \$282,225 |
| Substitute Teaching Expense | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Employee-Related Expense (Techn - PC, cell & data) | \$48,776 | \$52,723 | \$57,022 | \$60,307 | \$63,616 |
| Total Other Employee-Related Expense | \$273,868 | \$284,115 | \$304,586 | \$324,805 | \$345,840 |
| Facilities Expenses: | | | | | |
| Non-Recurring Capital Expense | \$0 | \$0 | \$0 | \$0 | \$0 |
| Facility Financing Debt Service | \$636,222 | \$600,806 | \$693,842 | \$693,842 | \$693,842 |
| Rent or Lease Payments | \$7,632 | \$0 | \$0 | \$0 | \$0 |
| Utilities | \$199,857 | \$250,391 | \$257,903 | \$265,640 | \$273,609 |
| Other - Custodial/Repair & Maintenance | \$449,661 | \$491,999 | \$506,759 | \$521,962 | \$537,621 |
| Total Facilities Expense | \$1,293,372 | \$1,343,196 | \$1,458,504 | \$1,481,444 | \$1,505,072 |
| Operating Expense (in Excess of Wages): | | | | | |
| Acctg, Audit & Payroll Fees | \$31,425 | \$38,548 | \$39,389 | \$40,571 | \$41,788 |
| Advertising & Student Recruitment | \$43,255 | \$51,505 | \$53,050 | \$54,642 | \$56,281 |
| Assessment & Student Data | \$0 | \$0 | \$0 | \$0 | \$0 |
| Bad debt, Fines, Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Consulting Costs | \$26,525 | \$25,750 | \$26,523 | \$27,318 | \$28,138 |
| Dues & Membership | \$0 | \$0 | \$0 | \$0 | \$0 |
| Extracurricular & Field Trip | \$212,473 | \$288,858 | \$313,438 | \$339,232 | \$366,291 |
| Insurance (non-benefit) | \$83,352 | \$107,316 | \$110,535 | \$113,851 | \$117,267 |
| Legal Fees | \$12,183 | \$15,450 | \$15,914 | \$16,391 | \$16,883 |
| KTC | \$35,000 | \$66,930 | \$100,776 | \$136,624 | \$174,563 |
| Postage, Shipping, Mailing | \$8,000 | \$8,755 | \$9,018 | \$9,288 | \$9,567 |
| Printing & Copying | \$20,000 | \$21,630 | \$22,279 | \$22,947 | \$23,636 |
| Student Meals & Snacks | \$738,370 | \$804,381 | \$855,998 | \$931,853 | \$988,967 |
| Student Transportation | \$463,000 | \$531,480 | \$603,652 | \$679,676 | \$732,706 |
| Technology, Software, & IT Services | \$111,224 | \$153,277 | \$155,158 | \$158,238 | \$161,486 |
| Telecomm & Internet | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Services - KIPP Foundation 1% License Fees | \$81,717 | \$90,346 | \$97,954 | \$107,799 | \$116,280 |
| Total Services | \$1,866,524 | \$2,204,226 | \$2,403,682 | \$2,638,430 | \$2,833,852 |
| Interest Expense (Non-Facilities) & Depreciation: | | | | | |
| Interest Expense | \$0 | \$0 | \$0 | \$0 | \$0 |
| Depreciation Expense | \$625,600 | \$659,214 | \$678,365 | \$722,448 | \$722,476 |
| Total Interest Expense & Depreciation | \$625,600 | \$659,214 | \$678,365 | \$722,448 | \$722,476 |
| CMO & District Expense: | | | | | |
| Fees to CMO | \$1,356,834 | \$1,416,516 | \$1,624,612 | \$1,772,829 | \$1,873,307 |
| Fees to District | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total CMO & District Expense | \$1,356,834 | \$1,416,516 | \$1,624,612 | \$1,772,829 | \$1,873,307 |
| Summer School Expense: | | | | | |
| Personnel Expense (in excess of normal salaries/wages) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Operating Expense (in excess of normal OpEx) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Summer School Expense | \$0 | \$0 | \$0 | \$0 | \$0 |
| Central Office Expenses: | | | | | |
| Salaries, Benefits & Payroll Taxes | \$1,598,535 | \$1,677,469 | \$1,727,793 | \$1,779,627 | \$1,833,016 |
| P.D., Recruiting & Other Employee-Related Expenses | \$137,496 | \$146,612 | \$151,598 | \$156,771 | \$162,139 |
| CMO Facilities | \$65,000 | \$65,000 | \$65,000 | \$65,000 | \$65,000 |
| School Level Facilities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Furniture, Fixtures, Supplies, Equipment & Technology | \$91,210 | \$91,210 | \$91,210 | \$91,210 | \$91,210 |
| Marketing, Fundraising, Legal, & Consulting | \$94,000 | \$94,000 | \$94,000 | \$94,000 | \$94,000 |
| Transportation Expense | \$0 | \$0 | \$0 | \$0 | \$0 |
| Interest Expense | \$37,500 | \$37,500 | \$37,500 | \$37,500 | \$37,500 |
| Depreciation | \$22,522 | \$22,522 | \$22,522 | \$22,522 | \$22,522 |
| Total Central Office Expense | \$2,046,263 | \$2,134,313 | \$2,189,623 | \$2,246,630 | \$2,305,387 |
| GRAND TOTAL EXPENSES | \$15,399,998 | \$16,654,898 | \$17,916,811 | \$18,972,311 | \$19,877,620 |
| NET INCOME | (\$74,945) | (\$210,459) | (\$263,160) | (\$210,417) | (\$85,216) |
| Cash Flow: | | | | | |
| Net Income | (\$74,945) | (\$210,459) | (\$263,160) | (\$210,417) | (\$85,216) |
| + Add Depreciation | \$648,122 | \$681,736 | \$700,887 | \$744,970 | \$744,998 |
| - / + Subtract Increase / Add Decrease in Working Capital | \$0 | \$0 | \$0 | \$0 | \$0 |
| - Subtract CAPEX (office & class furn, per school tech needs) | (\$315,809) | (\$270,245) | (\$263,315) | (\$142,875) | (\$200,380) |
| Cash Flow | \$257,368 | \$201,032 | \$174,412 | \$391,678 | \$459,403 |
| Beginning Cash Balance | \$1,489,605 | \$1,746,973 | \$1,948,005 | \$2,122,416 | \$2,514,094 |
| Ending Cash Balance | \$1,746,973 | \$1,948,005 | \$2,122,416 | \$2,514,094 | \$2,973,497 |



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name KIPP Delta Public Schools

LEA Number 5440700

Type of Amendment Requested:

Other: We seek an amendment to our charter granting us a waiver from Arkansas Code 6-13-619 (c)(1)(A) requiring Board members' physical presence at meetings in order to be counted for purposes of quorum or a vote. Please see the attached documentation for our rationale in seeking this waiver.

Charter Leader Scott Shirey

Email address scott.shirey@kipdelta.org

Phone number 870-753-9035



KIPP DELTA PUBLIC SCHOOLS

415 Ohio Street
Helena-West Helena
Arkansas, 72342
Phone: 870.753.9035
Fax: 870.753.9440
www.kippdelta.org

October 9, 2013

Mary Perry
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

Dear Ms. Perry,

Please consider this KIPP Delta Public School's official request to be waived from Arkansas Code 6-13-619 (c)(1)(A), requiring school district board members to be physically present at a meeting to be counted for purposes of a quorum or a vote.

While KIPP Delta makes every effort possible to ensure we have local representation on our Board of Directors, our search for quality widens our net. We currently have Board members hailing from other parts of the state, including Little Rock, Blytheville, and Bentonville. Given our board members' full schedules, we seek to accommodate them by allowing our board to participate via conference line if unable to physically travel to the meeting location.

Please let us know if you have any questions or concerns regarding this matter.

Sincerely,

Scott Shirey

**KIPP DELTA
COMMUNITIES**

HELENA-WEST
HELENA
BLYTHEVILLE



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name KIPP Delta Public Schools

LEA Number 5440700

Type of Amendment Requested:

- Other:** KIPP Delta requests a waiver from Arkansas Code Annotated 6-15-902(c)(2) requiring quality points for Advanced Placement courses be contingent upon teacher AP training documentation. KIPP Delta requests flexibility in sending its teachers to alternative Advanced Placement trainings that are not necessarily certified Advanced Placement Summer Institutes. In forthcoming documentation, KIPP Delta will provide evidence to show that the trainings we wish to send our teachers to provide a similar level of rigor and will adequately prepare them to teach an Advanced Placement course.

Charter Leader Scott Shirey

Email address scott.shirey@kippdelta.org

Phone number 870-753-9035



KIPP: DELTA **PUBLIC SCHOOLS**

KIPP Delta Public Schools
Advanced Placement Training Waiver Request
October 16, 2013

Table of Contents

| | |
|---|-----------|
| INTRODUCTION | 3 |
| ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION COURSE | 4 |
| COURSE OVERVIEW | 4 |
| COURSE INSTRUCTOR RESUME | 9 |
| ADVANCED PLACEMENT CALCULUS COURSE | 10 |
| COURSE SYLLABUS | 10 |
| COURSE INSTRUCTOR BIOGRAPHY | 13 |
| ADVANCED PLACEMENT BIOLOGY COURSE..... | 14 |
| COURSE DESCRIPTION | 14 |
| COURSE OBJECTIVES | 14 |
| COURSE INSTRUCTOR BIOGRAPHY | 15 |
| ADVANCED PLACEMENT CHEMISTRY COURSE | 16 |
| COURSE DESCRIPTION | 16 |
| COURSE INSTRUCTOR BIOGRAPHY | 16 |

Introduction

KIPP Delta requests a waiver from Arkansas Code Annotated 6-15-902 requiring quality points for Advanced Placement courses be contingent upon AP training documentation. KIPP Delta request flexibility from this statute by having the ability to send its teachers to alternative Advanced Placement trainings that are not necessarily certified Advanced Placement Summer Institutes. In this document, KIPP Delta provides evidence to show that the trainings we wish to send our teachers to (which are offered by the KIPP Foundation) provide a similar level of rigor and will adequately prepare teachers to teach an Advanced Placement course.

Advanced Placement English Literature and Composition Course

Course Overview

The KIPP AP Summer Institute for English Literature and Composition will consist of four days of training, designed to mirror the general content of the exam and share with participants different strategies for increasing rigor in the classroom to help students succeed on the test

Day One will focus on an introduction to the exam and a study of multiple choice questions and strategies for incorporating the content of questions into everyday classwork. Day Two moves to poetry analysis and strategies for guiding students in the construction of the poetry free-response question essay as well as helping participants develop a deeper study of poetry in the classroom. Day Three examines prose analysis for the free-response essay and for the multiple choice section of the exam. Day Four will take participants through activities and strategies to help students perform effectively on the open-ended free response essay, paying special attention to determining theme (meaning as a whole) from literary pieces.

Each day will provide participants with classroom-ready resources to use with their students. The instructor will model strategies and take participants through scaffolded lessons intended to guide students to a higher level of thinking to ensure success on the AP test. All NMSI lessons presented are designed to guide students through a continuum of increasingly complex thinking skills, including those outlined in taxonomies such as the Revised Bloom's Taxonomy and Webb's Depth of Knowledge Levels.

Participants will examine released AP tests and receive copies of the 2004 and 2009 Literature tests with deconstruction lessons for the open-ended responses and strategies for working with other passages and poems on the tests.

Participants will be given implementation time each day to plan how to incorporate the strategies and model lessons into their classrooms.

Day 1: Exam Overview and Multiple Choice Strategies

Module Description

Teachers are introduced to the AP English Literature and Composition exam and National Math Science Initiative (NMSI) English lessons and other valuable resources. Participants will work through scaffolded lessons designed to prepare students for the rigors of advanced coursework. These NMSI lessons are designed to guide students through a continuum of increasingly complex thinking skills, including those outlined in taxonomies such as the Revised Bloom’s Taxonomy and Webb’s Depth of Knowledge Levels. Teachers will become familiar with the AP English Literature exam format, including formulas for the Scoring Worksheets for the tests. Participants will examine and discuss different methodological approaches for teaching skills associated with multiple choice questions. Teachers will also focus on teaching annotation skills and selecting appropriate, rigorous passages for classroom use. Teachers leave the training, and every subsequent training day, with lessons and resources that are classroom-ready. Implementation time will be provided each day for teachers to consider how best to use the strategies in their classrooms.

Aims

Participants will

- apply annotation strategies for reading complex texts.
- apply strategies for answering multiple choice questions, including guided questions.
- complete a multiple choice activity for improving student understanding of multiple choice questions.
- discuss how to apply strategies when using multiple choice questions as a teaching tool.
- complete activities in a model lesson and apply strategies to their own classrooms.

Day 2: Poetry Analysis

Module Description

Participants will examine the poetry analysis free-response question and review student samples from questions. They will review methods for teaching students how to read a poem closely for meaning and how to perform an effective style analysis of a poem. Participants will recognize devices that contribute to tone and theme, focusing on close reading skills: analyzing and annotating texts, linking devices to meaning, and understanding the levels of reading. Participants will analyze the structure of a sonnet and examine model lessons and strategies to unlock meaning in poems. Teachers will leave Day 2 with classroom-ready lessons and resources and with sufficient preparation to start using them in their own classrooms.

Aims

Participants will

- analyze a visual text with thematic ties to an AP prompt.
- identify and classify literary elements in a poem.
- recognize and analyze the conventions of the sonnet form.
- consider how to use and design scaffolded lessons and strategies based on the models, including passages from Shakespearean dramas.
- target strategies to teach effective writing strategies for the poetry free-response essay.

Day 3: Prose Analysis

Module Description

The activities for Day Three focus on strategies to help students approach prose analysis in the free-response section of the AP English Literature and Composition Exam. Participants will review and apply methods for teaching students close reading and analytical skills necessary for success. Activities will include ideas and strategies for working analysis into everyday classroom activities. Participants will work through model lessons for various genres included on the AP Literature exam, including prompts on novels, short stories, comedy and satire. Teachers will apply a revision guide for student samples and discuss strategies they can take back to their classrooms to enhance student success on prose analysis. Teachers will leave with classroom-ready lessons and resources for use with their students.

Aims

Participants will

- analyze AP prose free-response prompts and passages.
- analyze the use of literary devices in a text and link those devices to characterization.
- analyze the use of literary devices in a text and link those devices to tone and mood.
- apply characterization strategies to a Bio Poem.
- use techniques for incorporating film clips and music analysis into daily classroom activities.
- discuss and consider how to use strategies and model lessons to help students approach a style analysis writing task.

Day 4: Open-ended Free Response Question

Module Description:

Participants will examine the open-ended free response question and will review strategies for teaching students how to perform an effective style analysis targeting theme. Participants will work through scaffolded lessons designed to help students prepare effectively to discuss how a complex text of their choice reflects and elaborates upon a given theme. Participants will analyze released AP English Literature open-ended prompts, will consider strategies for addressing prompts, and will discuss how conflict in a text can offer insight about the human condition. Participants will focus on two soliloquies from *Hamlet*, applying the three levels of reading strategy to the passages and creating a visual representation of their analytical reading. Participants will apply strategies presented during the training day to extended texts of their choosing, and they will complete a revision activity designed to improve commentary in their writing. Participants will leave the training day with lessons that are classroom-ready and with sufficient preparation to start using the lessons with their own students.

Aims

Participants will

- analyze the components of an AP English Literature open-ended prompt.
- write thematic and thesis statements.
- consider ways to incorporate the open-ended prompts into classroom activities.
- discuss different strategies for helping students approach the writing task dictated by the open-ended prompt.
- analyze techniques for writing and revising the open-ended essay.

Course Instructor Resume

Myrna G. Moser

Experience

| | | |
|---------------------|---|------------|
| June 2009 - Present | National Math and Science Initiative | Dallas, TX |
| Coordinator | | |
| | <ul style="list-style-type: none">▪ Conduct teacher training/professional development sessions and conferences for teachers▪ Write lessons, Posttest assessments, and other resources (grades 6-10) emphasizing higher level thinking skills and aligning to Common Core Standards and other college-readiness standards▪ Stay abreast of current research on successful classroom instructional models and college-and career-readiness standards▪ Coordinate with English team members for continuous development of classroom-ready teacher resources and student lessons▪ Conduct Train the Trainers to develop the national training corps for LTF materials, strategies, and philosophies▪ Facilitate development of trainers and evaluating effectiveness of trainers▪ Create and present materials for Advanced Placement student sessions and teacher training▪ Assist with End of Year assessments | |

| | | |
|------------------------|---|------------|
| May 2007 – May 2009 | Laying the Foundation | Dallas, TX |
| Independent Contractor | | |
| | <ul style="list-style-type: none">▪ Conducted Summer Institutes and district LTF teacher trainings▪ Presented Advanced Placement student prep sessions | |

| | | |
|-----------------------------|--|-------------|
| Aug. 1985 – May 2007 | Sherman Independent School District | Sherman, TX |
| High School English Teacher | | |
| | <ul style="list-style-type: none">▪ Taught AP English Language and Literature as well as on-level and GT English classes (9-12)▪ Served as English department chair; appointed to and district curriculum and advisory committees▪ Conducted staff development sessions, topics ranging from Higher Level Thinking Skills to Vertical Teaming, to Reading and Writing Objectives in All Subject Areas▪ Selected as Sherman Teacher of the Year, Excellence in Teaching Award, Masons of Texas Award for Teaching Excellence, Project Acclaim for Mentorship in Teaching | |

Advanced Placement Calculus Course

Course Syllabus

Day 1

A. Preliminaries:

How we'll work together

B. Building a successful AP Calculus AB Course

What does a solid Pre-Calculus course look like?

What are the Prerequisites?

Topics & Pacing

NMSI – What's there for you?

The Calculus

Content, Activities & the AP Curriculum

1. Limits

- a. Limit Definition
- b. So why do we use Radians?
- c. L'Hopital? Really?
- d. Continuity & Differentiability, IVT
- e. AP Questions
- f. Class Summary, Additional Resources & Technology & NMSI Notes

2. Computing Derivatives

- a. Secants & tangents – Average & Instantaneous
- b. How many definitions? Whose Notation?
- c. Rules for Computing Derivatives
- d. Review of Inverse Trig Functions
- e. Implicit Differentiation and Inverse Trig Functions
- f. Derivatives of Logs & Exponential Functions
- g. A Proof: Two Wrongs make a Right
- h. MVT? What is the big deal?
- i. A Proof: Two Wrongs make a Right
- j. AP Questions
- k. Class Summary, Additional Resources & Technology & NMSI Notes

3. Derivatives and Graphing
 - a. Using f , f' and f'' to analyze a graph
 - b. EVT
 - c. A Matching Exercise
 - d. AP Questions
 - e. Class Summary, Additional Resources & Technology & NMSI Notes

Day 2

4. Derivative Applications
 - a. Related Rates
 - b. Optimization
 - c. AP Questions
5. Antiderivative and Initial Value
 - a. Antiderivatives
 - b. Antiderivative - three basic techniques ☺
 - c. Errors in the CRC Handbook
 - d. Integration by Substitution
 - e. Initial value Problems
6. Riemann Sums
 - a. Review of Series
 - i. Special Sums
 - ii. Telescoping Series
 - b. LRAM, RRAM, MRAM & the Trapezoidal Method
 - c. Riemann Sums
 - d. Writing Riemann Sums
 - e. Slouching towards the Definite Integral
 - f. Class Summary, Additional Resources & Technology & NMSI Notes
7. The Definite Integral
 - a. Geometric Interpretation
 - b. Properties of Definite Integrals
 - c. Negative Area?

Day 3

8. Important Theorems and Big Ideas
 - a. MVT'S : one for derivatives, one for integrals
 - b. FTC'S : one going this way, the other that way
 - c. Class Summary, Additional Resources & Technology & NMSI Notes

9. The Fundamental Theorem of Calculus
Using FTC 1 & FTC 2
 - a. Analyzing Integral Functions
 - b. FTC Problems galore
 - c. AP FTC Workshop Problems
 - d. Integral as an Accumulator
 - e. Class Summary, Additional Resources & Technology & NMSI Notes

10. Computing Integrals
 - a. The nitty gritty work – getting dirt under your fingernails
 - b. AP Questions

11. Area and Volume
 - a. Volume by slicing – some interesting problems
 - b. AP Questions
 - c. Best Practices – Class Summary & NMSI Notes
 - d. Class Summary, Additional Resources & Technology & NMSI Notes
 - e. Class Summary, Additional Resources & Technology & NMSI Notes

DAY 4

12. Differential Equations and Slope Fields
 - a. Slope Fields
 - b. The Matching Game
 - c. AP Questions

13. Particle Motion
 - a. Displacement v total distance travelled
 - b. Displacement, velocity and acceleration - differentiation and integration

14. Where we've been and where are you going?
 - a. Loose Ends, Burnt Ends, and Kansas City
 - b. Final questions, concerns, needs, etc....

Course Instructor Biography

Peter Kaczmar has been teaching math at Lower Merion High School since 1996. Currently teaching Honors Math Analysis/Trigonometry, AP Calculus and a Senior Seminar course, he has also taught across the curriculum from pre-algebra, through calculus as well as, remedial lab classes. He serves on the District Curriculum Committee and has provided a series of in-service programs for teachers. Additionally, his professional experience includes introducing AP Statistics and Senior Seminar courses into the school district, creating curriculum and delivering instruction for the University of Pennsylvania STEM Teacher Fellows Program, AP Calculus Exam Reader since 2004, Textbook Consultant, and Script writer for an Algebra Video series.

He served as an instructor for the summer program in mathematics for disadvantaged youth, and has served as a new teacher mentor, and technology mentor. He has been the recipient of the Cornell University Merrill Scholars Program (awarded to the high school teacher who most inspired scholastic development) and the MAA Edyth May Sliffe Award for distinguished high school mathematics teaching (awarded to 20 teachers in the US and Canada by the Mathematical Association of America). He is married and has a 10th grade daughter.

Advanced Placement Biology Course

Course Description

The AP Biology workshop is allows for teachers to become familiar with the new redesign AP Biology course developed by the College Board. One of the goals of AP Biology is to develop analytical cognitive skills needed for success in higher level science courses. This redesign course is exciting and will foster the student's enthusiasm for biology and scientific inquiry. Students who experience AP Biology will find themselves better prepared for the rigors and demands of college. The workshop includes hands-on activities and laboratory inquiries that are integrated part of the AP Biology redesign that will help your students to become more successful in this course. The aims of the course include becoming familiar with the four big ideas for AP Biology.

Big Idea 1: The process of evolution drives the diversity and unity of life.

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.

Big Idea 3: Living systems store, retrieve, transmit and respond to information essential to life processes.

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

Course Objectives

- Examine the big ideas, learning objectives, essential knowledge and science practices important in AP Biology
- Examine statistical tools needed chi-square and the t-test needed in AP Biology
- Be able to set up the energy lab and recognize the science practices that supports this lab
- Be able to set up the transpiration lab recognize the science practices that supports this lab.
- Examine pacing of an AP Biology Course
- Examine using the energy productivity lab, integrate the statistical tool needed for analysis.
- Perform the enzyme lab and integrate the statistical tools needed for analysis.
- Examine inquiry as a supporting component for AP Biology
- Examine how to write inquiry questions
- Examine concept of water potential.
- Perform osmosis lab.
- Determine the length of DNA and using for analysis in DNA finger printing.
- Determine the rate of respiration in germinating seeds.

Course Instructor Biography

Veteran educator Carol Leibl has been the National Math and Science Initiative (NMSI) Director of AP Science Programs since 2007. Carol has 27 years of teaching experience, most of it spent at James Madison High School in San Antonio, Texas focusing on AP Biology. Her educational career has included many awards, including the Christa McAuliffe Fellowship Award, Texas Biology Teacher of the Year, Siemens Award for Excellence in Teaching, and NABT Teacher of the Year for Texas.

She has been a College Board consultant since 1985 and has been a reader for the AP Biology Exam. In this capacity, Carol has led numerous summer institutes as well as one and two-day workshops. In addition, Carol founded and directed the James Madison Technology Institute.

Advanced Placement Chemistry Course

Course Description

As you may know, the AP Chemistry course has been redesigned. The new exam will be administered in May 2014. The pathway to developing an exemplary AP Chemistry program relies heavily on the data analysis skills acquired in first-year course curriculum in addition to having an alignment with the College Board's Curriculum Framework. This summer, we will examine the not yet released "practice exam" and examine not only its format but what you can do in your first-year course that will ensure student success in future AP courses for students as you make them more college ready. The greatest change in the new course focuses on the laboratory component. We will spend a good portion of our time on the laboratory component of the course. Additionally, we will share with you an electronic homework system that is pre-loaded with assignments for both courses in their entirety so that you can acquire student-level data painlessly for both courses.

Course Instructor Biography

René has taught AP* Biology, AP Chemistry, and AP Physics. She pioneered the AP Chemistry Program at Southlake Carroll High School in Southlake, TX. She was a member of the AP Chemistry Test Development Committee from 1999-2001-the *committee that* writes the AP Chemistry Exam. Her syllabus is currently published in the AP Teacher's Guide and she authored the chapter on using technology in the AP Chemistry classroom.

In 2001, at Southlake Carroll High School, she had some of the best AP Science results in the country as 75 AP exams were passed in Biology, Chemistry and Physics of which 34 were fives. In 2000, she was awarded the prestigious Siemen's award for outstanding AP science teaching, the Advanced Placement Special Recognition Award by the Southwest Region of the College Board, and the Radio Shack National Teachers award for use of Technology in the Science Classroom. She has coordinated several College Board AP Summer Institutes and conducted numerous 2-day workshops in the Southwest Region. She has conducted workshops for Texas Instrument's T-cubed and several districts around the state and technology training for College Board consultants.

Currently, René serves on the Science Academic Advisory Council for the University of Texas at Arlington and teaches a Physics Science Education course there.

**KIPP Delta College Public Schools
Amendment Request
November 2013**

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the charter. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Ark. Code Ann. § 6-15-902(c)(2) Advanced Placement Teacher Training**
 - If this waiver is granted a waiver of the following rules is necessary:
 - **Section 4.00 (Teacher Training) of the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program**
 - **Section 4.03(C)(i) of the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and For Optional Use in Public Elementary Schools**

Additional Comments:

- The Charter should confirm its understanding that should the amendment(s) be granted, the waivers currently granted to KIPP Delta Public Schools (see attached document) will continue to apply to all KIPP Delta schools.
- Any additional waivers granted by the Charter Authorizing Panel will be applicable to all KIPP Delta Schools.

Notification of Charter Authorizing Panel Decision

Northwest Arkansas Classical Academy



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 15, 2013

State Board
of Education

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Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Chuck Cook, Superintendent
Mr. Chris Baumann, Attorney
Responsive Education Solutions
1301 Waters Ridge Drive
Lewisville, Texas 75057

RE: Notification of Charter Authorizing Panel Decision
Northwest Arkansas Classical Academy Amendment Requests

Dear Mr. Cook and Mr. Baumann:

On November 13, 2013, the Charter Authorizing Panel met and approved waivers of the following, as requested by Northwest Arkansas Classical Academy through the charter amendment request process:

From Ark. Code Ann.

- 6-17-111 Duty-free lunch periods
- 6-17-201 Requirements—Written personnel policies—Teacher salary schedule
- 6-17-201 et seq. Personnel Policies
- 6-17-211 Use of personal leave when administrator or school employee is absent from campus
- 6-17-1201 et seq. Teachers' Minimum Sick Leave Law
- 6-18-706 (School Nurses) with the requirement that expenditure reports for health services and counseling be submitted to the ADE in September 2014
- 6-21-303 Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
- 6-25-101 et seq. Public School Library and Media Technology Act

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

- 15.02 Principals
- 16 Support Services with the requirement that expenditure reports for health services and counseling be submitted to the ADE in September 2014
- 19.04 Requirement to provide summer school and adult education programs
- 21 Auxiliary Services

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From Other Rules

- ADE Rules Governing Educator Licensure
- ADE Rules Governing School Board Zones and Rezoning
- ADE Rules Governing School Election Expense Reimbursement
- Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites

The Charter Authorizing Panel denied waivers of the following:

From Ark. Code Ann.

| | |
|-----------|---|
| 6-11-129 | Data to be accessible on website |
| 6-16-1204 | Implementation (requirement that pre-Advanced Placement courses be offered) |
| 6-17-2802 | Legislative intent (to evaluate with a system other than TESS) |
| 6-21-304 | Purchases |

Section 9, Curriculum of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,



Mary Perry, Coordinator
Charter and Home Schools Office

C: Mr. Michael A. Poore, Superintendent, Bentonville School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education



CHARTER AMENDMENT REQUEST FORM

Charter Name Northwest Arkansas Classical Academy

LEA Number 0442700/0442702

Type of Amendment Requested:

Other: Please see attached correspondence.

Charter Leader Charles Cook

Email address ccook@responsived.com

Phone number 972.316.3663

October 9, 2013

Sent via E-Mail (mary.perry@arkansas.gov)

Ms. Mary Perry, Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

Re: Charter Amendment Request: Northwest Arkansas Classical Academy

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions (“ResponsiveEd”) to have the Arkansas Department of Education (“ADE”) consider the following charter amendment for Northwest Arkansas Classical Academy (“NWACA”) on November 13, 2013.

On July 11, 2013, the ADE provided ResponsiveEd with a letter listing the approved waivers for NWACA (attached). NWACA seeks the following additional waivers to: (1) fully accomplish the goals it intended when it sought its existing waivers, and (2) obtain additional flexibility to effectively implement the educational program approved by the Arkansas State Board of Education.

GENERAL INAPPLICABILITY

State Board of Education Rules:

- ADE Rules Governing School Board Zones and Rezoning: NWACA seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.
- ADE Rules Governing School Election Reimbursement: NWACA seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.



PREMIER HIGH SCHOOLS



VISTA ACADEMIES



P.O. Box 292730, Lewisville, TX 75029 . Phone: 972.316.3663 . Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com Vista-Academies.com iSchoolHigh.com QuestMiddleSchools.com FoundersClassical.com

SUPERINTENDENT, PRINCIPAL, AND TEACHER CERTIFICATION AND LICENSURE

State Board of Education Rules:

ADE Rules Governing Educator Licensure: NWACA seeks exemption from this provision to the extent that it requires superintendents, principals, and teachers to be certified and/or licensed. NWACA seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. NWACA will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

Standards for Accreditation of Arkansas Public Schools and School Districts:

15.02 (Principals): NWACA seeks exemption from this provision to the extent that it requires principals to be certified and/or licensed. NWACA seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. NWACA will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

EMPLOYEE CONTRACTS

Title 6 of the Arkansas Code Annotated:

6-17-201 (Certified Personnel Policies and Committees): NWACA seeks exemption from this provision to the extent that it requires employees to be under contract. NWACA seeks the flexibility to hire all employees on an “at-will” basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school’s unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board.

EMPLOYEE COMPENSATION, LEAVE, AND BREAKS

Title 6 of the Arkansas Code Annotated:

NWACA seeks exemption from the following provisions to the extent that they require specific employee benefits relating to compensation, leave, and breaks. NWACA seeks the flexibility to develop its own employee compensation and leave package to attract those employees it deems likely to contribute meaningfully to the successful implementation of the schools’ unique educational program.

- 6-17-111 (Duty-Free Lunch Period)
- 6-17-201 (Personnel Policies Requirements)
- 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus)
- 6-17-1001 (Minimum Base Salary)

- 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law)

ACADEMICS

Title 6 of the Arkansas Code Annotated:

- 6-16-1204 (Implementation): NWACA seeks exemption from this provision to the extent that it requires NWACA to offer pre-AP courses. NWACA requests the flexibility to offer pre-AP courses as student interest and need dictates.
- 6-21-303 (Rules): NWACA seeks exemption from this provision to the extent that it requires NWACA to reimburse teachers for personal expenditures on classroom supplies. All educational materials necessary for the effective implementation of NWACA's educational program will be provided to the teacher as established in the school budget.

Standards for Accreditation of Arkansas Public Schools and School Districts:

- 9.0 (Curriculum): NWACA seeks exemption from this provision to the extent that it conflicts with the educational program described in the Charter Application.
- 9.03.4 (38 Units of Credit): NWACA seeks exemption from this provision to the extent that it requires all 38 units to be taught annually. Instead, NWACA requests the flexibility to offer those courses necessary to enable a student to obtain the requisite 22 units required for graduation.
- 19.04 (Summer School and Adult Education Programs): NWACA seeks exemption from this provision to the extent that it requires NWACA to provide opportunities for summer school and adult education programs. Instead, NWACA requests that it be permitted to focus on the educational program described in the Charter Application.

SUPPORT SERVICES

Title 6 of the Arkansas Code Annotated:

Chapter 25 (Public School Library Media and Technology Act): NWACA seeks exemption from this provision to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). NWACA seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given NWACA's limited budgetary resources.

Standards for Accreditation of Arkansas Public Schools and School Districts:

16 (Support Services): NWACA seeks exemption from this provision to the extent that it requires specific support services (e.g., guidance and counseling, media services, health

and safety services, etc.). NWACA seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given NWACA's limited budgetary resources.

MISCELLANEOUS

Title 6 of the Arkansas Code Annotated:

- 6-11-129 (Data to be Accessible on Website): NWACA seeks exemption from this provision to the extent that it requires the listed information to be identified on its website. Instead, NWACA seeks to make such information available to the public as requested in response to public information requests.
- 6-17-201 et seq. (Committee for Each School District): NWACA seeks exemption from this provision to the extent that mandates the content, distribution, revision, and effective date of NWACA personnel policies. Instead, NWACA seeks the flexibility regarding the content, distribution, revision, effective date of its personnel policies.
- 6-17-2802 (Teacher Excellence and Support System): NWACA seeks exemption from this provision to the extent that it requires the form of teacher evaluation. NWACA seeks the flexibility to evaluate its staff to ensure successful implementation of the school's unique educational program.
- 6-21-304 (Manner of Making Purchases): NWACA seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$50,000, NWACA will use either a state approved vendor or obtain a minimum of three quotes. NWACA will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.

Standards for Accreditation of Arkansas Public Schools and School Districts:

21.0 (Auxiliary Services): NWACA seeks exemption from this provision to the extent that it requires that transportation and food services be provided in a manner inconsistent with the Charter Application.

Please feel free to contact me should you have any further questions.

Sincerely,

Chris Baumann
General Counsel

Cc: Charter and Home Schools Office (ADE.CharterSchools@arkansas.gov)
Mr. Jeremy Lasiter (Jeremy.lasiter@arkansas.gov)
Mr. Chuck Cook (ccook@responsiveed.com)



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

APPROVED WAIVERS FOR NORTHWEST ARKANSAS CLASSICAL ACADEMY From the Office of Charter and Home Schools July 11, 2013

State Board of Education

From Title 6 of the Arkansas Code Annotated (Education Code)

| | | |
|---|----------------------|---|
| | 6-10-106 | School year dates |
| | 6-13-109 | School superintendent |
| Jim Cooper <i>Melbourne</i> Chair | 6-13-601 et seq. | District Boards of Directors Generally |
| | 6-13-1303 | Implementation policies |
| | 6-13-1401 et seq. | District Formation, Consolidation, and Annexation |
| Brenda Gullett <i>Fayetteville</i> Vice Chair | 6-14-101 et seq. | School Elections |
| | 6-15-902(a) | Pertaining to the grading scale |
| | 6-15-1004 | Qualified teachers in every public school classroom |
| Dr. Jay Barth <i>Little Rock</i> | 6-15-1005(b)(5) | Pertaining to alternative learning environments |
| | 6-15-2302 | General business manager—Responsibilities—Minimum qualifications |
| | 6-16-105 | United States flag |
| Joe Black <i>Newport</i> | 6-16-106 | Arkansas state flag |
| | 6-17-114 | Daily planning period |
| Sam Ledbetter <i>Little Rock</i> | 6-17-117 | Noninstructional duties |
| | 6-17-203 | Committees on personnel policies—Members |
| | 6-17-301 | Employment of certified personnel |
| Alice Mahony <i>El Dorado</i> | 6-17-302 | Principals—Responsibilities |
| | 6-17-309 | Certification to teach grade or subject matter—Exceptions—Waivers |
| Toyce Newton <i>Crossett</i> | 6-17, Subchapter 4 | Certification Generally |
| | 6-17-427 | Superintendent license—Superintendent mentoring program required |
| | 6-17-802 | Yearly contracts—Agriculture teacher |
| Mireya Reith <i>Fayetteville</i> | 6-17-902 | Definition (definition of a teacher as licensed) |
| | 6-17-908 | Teachers' salary fund—Authorized disbursements |
| Vicki Saviers <i>Little Rock</i> | 6-17-919 | Warrants void without valid certification and contract |
| | 6-17-1301 et seq. | School Employees' Minimum Sick Leave Law |
| | 6-17-1302 | Definitions (as teachers are excluded from the definition of school employee) |
| | 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| | 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| | 6-17-2201 et seq. | Classified School Employee Minimum Salary Act |
| | 6-17-2301 et seq. | Classified School Employee Personnel Policy Law |
| | 6-17-2401 et seq. | Teacher Compensation Program of 2003 |
| | 6-18-503(a)(1)(C)(i) | Pertaining to alternative learning environments |
| | 6-18-1001 et seq. | Public School Student Services Act |
| | Chapter 19 | Transportation |
| | 6-20-2208(c)(6) | Monitoring of expenditures (gifted and talented) |
| | 6-21-117 | Leased academic facilities |
| | 6-48-101 et seq. | Definitions (alternative learning environments) |
| | 6-42, Subchapter 1 | General Provisions (gifted and talented) |

From Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | | |
|-------------------|-------|---|
| Four Capitol Mall | 15.01 | School District Superintendent |
| Little Rock, AR | 15.03 | Licensure and Renewal |
| 72201-1019 | 16.01 | Guidance and Counseling |
| (501) 682-4475 | 18 | Gifted and Talented Education |
| ArkansasEd.org | 19.03 | Pertaining to alternative learning environments |

From Other Arkansas Department of Education (ADE) Rules

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Minimum Qualifications for General Business Managers
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**Northwest Arkansas Classical Academy
Amendment Request
Waivers Requested**

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the charter. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Standards for Accreditation Section 9.0 Curriculum**
 - A waiver of this entire section is typically not requested.
- **ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites**
 - Based on requested statutory waivers, it appears a waiver of these rules is also necessary.
- **Ark. Code Ann. § 6-17-2802 Teacher Excellence and Support System**
 - If this waiver is granted, a waiver of the **ADE Rules Governing the Teacher Excellence and Support System** is necessary.
- **Ark. Code Ann. § 6-18-706 (School Nurses)**
 - Based on the waivers currently held by the Charter and the additional waivers requested, waiver of this statute appears necessary.
- **Ark. Code Ann. § 6-21-304 Purchases**
 - A waiver of this section is typically not requested.

Notification of Charter Authorizing Panel Decision

Premier High School of Little Rock



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 15, 2013

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
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Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Chuck Cook, Superintendent
Mr. Chris Baumann, Attorney
Responsive Education Solutions
1301 Waters Ridge Drive
Lewisville, Texas 75057

RE: Notification of Charter Authorizing Panel Decision
Premier High School of Little Rock Amendment Requests

Dear Mr. Cook and Mr. Baumann:

On November 13, 2013, the Charter Authorizing Panel met and considered waivers of laws and rules as requested by Premier High School of Little Rock through the charter amendment request process. The panel allowed charter representatives to withdraw waiver requests of the following:

From Ark. Code Ann.

| | |
|-----------|---|
| 6-11-129 | Data to be accessible on website |
| 6-16-1204 | Implementation (requirement that pre-Advanced Placement courses be offered) |
| 6-17-2802 | Legislative intent (to evaluate with a system other than TESS) |
| 6-21-304 | Purchases |

Section 9, Curriculum of the Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

The Charter Authorizing Panel approved waivers of the following:

From Ark. Code Ann.

| | |
|-------------------|---|
| 6-17-111 | Duty-free lunch periods |
| 6-17-201 | Requirements—Written personnel policies—Teacher salary schedule |
| 6-17-201 et seq. | Personnel Policies |
| 6-17-211 | Use of personal leave when administrator or school employee is absent from campus |
| 6-17-1201 et seq. | Teachers' Minimum Sick Leave Law |
| 6-18-706 | (School Nurses) <u>with the requirement that expenditure reports for health services and counseling be submitted to the ADE in September 2014</u> |
| 6-21-303 | Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies) |
| 6-25-101 et seq. | Public School Library and Media Technology Act |

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72201-1019
(501) 882-4475
ArkansasEd.org

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|-------|--|
| 10.02 | Class Size and Teaching Load |
| 15.02 | Principals |
| 16 | Support Services <u>with the requirement that expenditure reports for health services and counseling be submitted to the ADE in September 2014</u> |
| 19.04 | Requirement to provide summer school and adult education programs |
| 21 | Auxiliary Services |

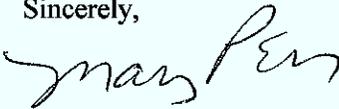
From Other Rules

- ADE Rules Governing Educator Licensure
- ADE Rules Governing School Board Zones and Rezoning
- ADE Rules Governing School Election Expense Reimbursement
- Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,



Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Dexter Suggs, Superintendent, Little Rock School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education



CHARTER AMENDMENT REQUEST FORM

Charter Name Premier High School of Little Rock

LEA Number 6053700/6053703

Type of Amendment Requested:

Other: Please see attached correspondence.

Charter Leader Charles Cook

Email address ccook@responsived.com

Phone number 972.316.3663

October 9, 2013

Sent via E-Mail (mary.perry@arkansas.gov)

Ms. Mary Perry, Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

Re: Charter Amendment Request: Premier High School of Little Rock

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions (“ResponsiveEd”) to have the Arkansas Department of Education (“ADE”) consider the following charter amendment for Premier High School of Little Rock (“PHS”) on November 13, 2013.

On July 11, 2013, the ADE provided ResponsiveEd with a letter listing the approved waivers for PHS (attached). PHS seeks the following additional waivers to: (1) fully accomplish the goals it intended when it sought its existing waivers, and (2) obtain additional flexibility to effectively implement the educational program approved by the Arkansas State Board of Education.

GENERAL INAPPLICABILITY

State Board of Education Rules:

- ADE Rules Governing School Board Zones and Rezoning: PHS seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.
- ADE Rules Governing School Election Reimbursement: PHS seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.



PREMIER HIGH SCHOOLS



VISTA ACADEMIES



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ResponsiveEd.com PremierHighSchools.com Vista-Academies.com iSchoolHigh.com QuestMiddleSchools.com FoundersClassical.com

SUPERINTENDENT, PRINCIPAL, AND TEACHER CERTIFICATION AND LICENSURE

State Board of Education Rules:

ADE Rules Governing Educator Licensure: PHS seeks exemption from this provision to the extent that it requires superintendents, principals, and teachers to be certified and/or licensed. PHS seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. PHS will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

Standards for Accreditation of Arkansas Public Schools and School Districts:

15.02 (Principals): PHS seeks exemption from this provision to the extent that it requires principals to be certified and/or licensed. PHS seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. PHS will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

EMPLOYEE CONTRACTS

Title 6 of the Arkansas Code Annotated:

6-17-201 (Certified Personnel Policies and Committees): PHS seeks exemption from this provision to the extent that it requires employees to be under contract. PHS seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board.

EMPLOYEE COMPENSATION, LEAVE, AND BREAKS

Title 6 of the Arkansas Code Annotated:

PHS seeks exemption from the following provisions to the extent that they require specific employee benefits relating to compensation, leave, and breaks. PHS seeks the flexibility to develop its own employee compensation and leave package to attract those employees it deems likely to contribute meaningfully to the successful implementation of the schools' unique educational program.

- 6-17-111 (Duty-Free Lunch Period)
- 6-17-201 (Personnel Policies Requirements)
- 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus)
- 6-17-1001 (Minimum Base Salary)
- 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law)

ACADEMICS

Title 6 of the Arkansas Code Annotated:

- 6-16-1204 (Implementation): PHS seeks exemption from this provision to the extent that it requires PHS to offer pre-AP courses. PHS requests the flexibility to offer pre-AP courses as student interest and need dictates.
- 6-21-303 (Rules): PHS seeks exemption from this provision to the extent that it requires PHS to reimburse teachers for personal expenditures on classroom supplies. All educational materials necessary for the effective implementation of PHSs educational program will be provided to the teacher as established in the school budget.

Standards for Accreditation of Arkansas Public Schools and School Districts:

- 9.0 (Curriculum): PHS seeks exemption from this provision to the extent that it conflicts with the educational program described in the Charter Application.
- 10.02 (Class Size and Teaching Load): PHS seeks exemption from this provision to the extent that it requires a certain teacher/student ratio. Instead, PHS requests the flexibility to establish teacher/student ratios that best implements its individualized educational program.
- 19.04 (Summer School and Adult Education Programs): PHS seeks exemption from this provision to the extent that it requires PHS to provide opportunities for summer school and adult education programs. Instead, PHS requests that it be permitted to focus on the educational program described in the Charter Application.

SUPPORT SERVICES

Title 6 of the Arkansas Code Annotated:

Chapter 25 (Public School Library Media and Technology Act): PHS seeks exemption from this provision to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). PHS seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given PHS's limited budgetary resources.

Standards for Accreditation of Arkansas Public Schools and School Districts:

16 (Support Services): PHS seeks exemption from this provision to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). PHS seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given PHS's limited budgetary resources.

MISCELLANEOUS

Title 6 of the Arkansas Code Annotated:

- 6-11-129 (Data to be Accessible on Website): PHS seeks exemption from this provision to the extent that it requires the listed information to be identified on its website. Instead, PHS seeks to make such information available to the public as requested in response to public information requests.
- 6-17-201 et seq. (Committee for Each School District): PHS seeks exemption from this provision to the extent that mandates the content, distribution, revision, and effective date of PHS personnel policies. Instead, PHS seeks the flexibility regarding the content, distribution, revision, effective date of its personnel policies.
- 6-17-2802 (Teacher Excellence and Support System): PHS seeks exemption from this provision to the extent that it requires the form of teacher evaluation. PHS seeks the flexibility to evaluate its staff to ensure successful implementation of the school's unique educational program.
- 6-21-304 (Manner of Making Purchases): PHS seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$50,000, PHS will use either a state approved vendor or obtain a minimum of three quotes. PHS will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.

Standards for Accreditation of Arkansas Public Schools and School Districts:

21.0 (Auxiliary Services): PHS seeks exemption from this provision to the extent that it requires that transportation and food services be provided in a manner inconsistent with the Charter Application.

Please feel free to contact me should you have any further questions.

Sincerely,

Chris Baumann
General Counsel

Cc: Charter and Home Schools Office (ADE.CharterSchools@arkansas.gov)
Mr. Jeremy Lasiter (Jeremy.lasiter@arkansas.gov)
Mr. Chuck Cook (ccook@responsived.com)



ARKANSAS DEPARTMENT OF EDUCATION

APPROVED WAIVERS FOR PREMIER HIGH SCHOOL OF LITTLE ROCK From the Office of Charter and Home Schools July 11, 2013

Dr. Tom W. Kimbrell
Commissioner

From Title 6 of the Arkansas Code Annotated (Education Code)

| | | |
|--|----------------------|---|
| State Board of Education | 6-10-106 | School year dates |
| | 6-13-109 | School superintendent |
| Jim Cooper Melbourne Chair | 6-13-601 et seq. | District Boards of Directors Generally |
| | 6-13-1303 | Implementation policies |
| | 6-13-1401 et seq. | District Formation, Consolidation, and Annexation |
| | 6-14-101 et seq. | School Elections |
| Brenda Gullett Fayetteville Vice Chair | 6-15-902(a) | Pertaining to the grading scale |
| | 6-15-1004 | Qualified teachers in every public school classroom |
| | 6-15-1005(b)(5) | Pertaining to alternative learning environments |
| Dr. Jay Barth Little Rock | 6-15-2302 | General business manager—Responsibilities—Minimum qualifications |
| | 6-16-102 | School day hours |
| | 6-16-105 | United States flag |
| Joe Black Newport | 6-16-106 | Arkansas state flag |
| | 6-17-114 | Daily planning period |
| Sam Ledbetter Little Rock | 6-17-117 | Noninstructional duties |
| | 6-17-203 | Committees on personnel policies—Members |
| | 6-17-301 | Employment of certified personnel |
| Alice Mahony El Dorado | 6-17-302 | Principals—Responsibilities |
| | 6-17-309 | Certification to teach grade or subject matter—Exceptions—Waivers |
| Toyce Newton Crossett | 6-17, Subchapter 4 | Certification Generally |
| | 6-17-427 | Superintendent license—Superintendent mentoring program required |
| | 6-17-802 | Yearly contracts—Agriculture teacher |
| Mireya Reith Fayetteville | 6-17-902 | Definition (definition of a teacher as licensed) |
| | 6-17-908 | Teachers' salary fund—Authorized disbursements |
| Vicki Saviers Little Rock | 6-17-919 | Warrants void without valid certification and contract |
| | 6-17-1301 et seq. | School Employees' Minimum Sick Leave Law |
| | 6-17-1302 | Definitions (as teachers are excluded from the definition of school employee) |
| | 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| | 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| | 6-17-2201 et seq. | Classified School Employee Minimum Salary Act |
| | 6-17-2301 et seq. | Classified School Employee Personnel Policy Law |
| | 6-17-2401 et seq. | Teacher Compensation Program of 2003 |
| | 6-18-211 | Students in grades none through twelve—Mandatory Attendance |
| | 6-18-503(a)(1)(C)(i) | Pertaining to alternative learning environments |
| | 6-18-1001 et seq. | Public School Student Services Act |
| | Chapter 19 | Transportation |
| | 6-21-117 | Leased academic facilities |
| | 6-20-2208(c)(6) | Monitoring of expenditures (gifted and talented) |
| | 6-42, Subchapter 1 | General Provisions (gifted and talented) |
| | 6-48-101 et seq. | Definitions (alternative learning environments) |

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From Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|---------|--|
| 9.03.4 | Grades 9-12 (courses to be taught, requiring the 38 units of credit) |
| 10.01.4 | Planned instructional time |
| 14 | Standard IX (requiring the 38 units of credit) |
| 14.03 | Unit of credit and clock hours for a unit of credit |
| 15.01 | School District Superintendent |
| 15.03 | Licensure and Renewal |
| 16.01 | Guidance and Counseling |
| 18 | Gifted and Talented Education |
| 19.03 | Pertaining to alternative learning environments |

From Other Arkansas Department of Education (ADE) Rules

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Minimum Qualifications for General Business Managers
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**Premier High School of Little Rock
Amendment Request
Waivers Requested**

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the charter. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Standards for Accreditation Section 9.0 Curriculum**
 - A waiver of this entire section is typically not requested.
- **Standards for Accreditation Section 10.02 Class Size and Teaching Load**
 - Typically this waiver has only been granted if the charter proposes specific alternative maximum teacher-student ratios.
- **ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites**
 - Based on requested statutory waivers, it appears a waiver of these rules is also necessary.
- **Ark. Code Ann. § 6-17-2802 Teacher Excellence and Support System**
 - If this waiver is granted, a waiver of the **ADE Rules Governing the Teacher Excellence and Support System** is necessary.
- **Ark. Code Ann. § 6-18-706 (School Nurses)**
 - Based on the waivers currently held by the Charter and the additional waivers requested, waiver of this statute appears necessary.
- **Ark. Code Ann. § 6-21-304 Purchases**
 - A waiver of this section is typically not requested.

Notification of Charter Authorizing Panel Decision

Quest Middle School of Pine Bluff



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 15, 2013

State Board
of Education

Brenda Gullett
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Little Rock
Vice Chair

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Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Chuck Cook, Superintendent
Mr. Chris Baumann, Attorney
Responsive Education Solutions
1301 Waters Ridge Drive
Lewisville, Texas 75057

RE: Notification of Charter Authorizing Panel Decision
Quest Middle School of Pine Bluff Amendment Requests

Dear Mr. Cook and Mr. Baumann:

On November 13, 2013, the Charter Authorizing Panel met and considered waivers of laws and rules as requested by Quest Middle School of Pine Bluff through the charter amendment request process. The panel allowed charter representatives to withdraw waiver requests of the following:

From Ark. Code Ann.

- 6-11-129 Data to be accessible on website
- 6-16-1204 Implementation (requirement that pre-Advanced Placement courses be offered)
- 6-17-2802 Legislative intent (to evaluate with a system other than TESS)
- 6-21-304 Purchases

Section 9, Curriculum of the Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

The Charter Authorizing Panel approved waivers of the following:

From Ark. Code Ann.

- 6-15-902(a) Grading scale—Exemptions—Special education (to implement a more rigorous grading scale)
- 6-16-102 School day hours (with school days shortened only for students in grades 9-12)
- 6-17-111 Duty-free lunch periods
- 6-17-201 Requirements—Written personnel policies—Teacher salary schedule
- 6-17-201 et seq. Personnel Policies
- 6-17-211 Use of personal leave when administrator or school employee is absent from campus
- 6-17-1201 et seq. Teachers' Minimum Sick Leave Law
- 6-18-706 (School Nurses) with the requirement that expenditure reports for health services and counseling be submitted to the ADE in September 2014

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6-21-303 Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq. Public School Library and Media Technology Act

From ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.02 Principals
16 Support Services with the requirement that expenditure reports for health services and counseling be submitted to the ADE in September 2014
19.04 Requirement to provide summer school and adult education programs
21 Auxiliary Services

From Other Rules

- ADE Rules Governing Educator Licensure
- ADE Rules Governing School Board Zones and Rezoning
- ADE Rules Governing School Election Expense Reimbursement
- Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,



Mary Perry, Coordinator
Charter and Home Schools Office

C: Mr. Bobby Acklin, Superintendent, Dollarway School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education



CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of Pine Bluff

LEA Number 3542700/3542702

Type of Amendment Requested:

Other: Please see attached correspondence.

Charter Leader Charles Cook

Email address ccook@responsived.com

Phone number 972.316.3663

October 9, 2013

Sent via E-Mail (mary.perry@arkansas.gov)

Ms. Mary Perry, Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

Re: Charter Amendment Request: Quest Middle School of Pine Bluff

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions (“ResponsiveEd”) to have the Arkansas Department of Education (“ADE”) consider the following charter amendment for Quest Middle School of Pine Bluff (“Quest”) on November 13, 2013.

On July 11, 2013, the ADE provided ResponsiveEd with a letter listing the approved waivers for Quest (attached). Quest seeks the following additional waivers to: (1) fully accomplish the goals it intended when it sought its existing waivers, and (2) obtain additional flexibility to effectively implement the educational program approved by the Arkansas State Board of Education.

GENERAL INAPPLICABILITY

State Board of Education Rules:

- ADE Rules Governing School Board Zones and Rezoning: Quest seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.
- ADE Rules Governing School Election Reimbursement: Quest seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.



PREMIER HIGH SCHOOLS



VISTA ACADEMIES



P.O. Box 292730, Lewisville, TX 75029 . Phone: 972.316.3663 . Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com Vista-Academies.com iSchoolHigh.com QuestMiddleSchools.com FoundersClassical.com

SUPERINTENDENT, PRINCIPAL, AND TEACHER CERTIFICATION AND LICENSURE

State Board of Education Rules:

ADE Rules Governing Educator Licensure: Quest seeks exemption from this provision to the extent that it requires superintendents, principals, and teachers to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

Standards for Accreditation of Arkansas Public Schools and School Districts:

15.02 (Principals): Quest seeks exemption from this provision to the extent that it requires principals to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

EMPLOYEE CONTRACTS

Title 6 of the Arkansas Code Annotated:

6-17-201 (Certified Personnel Policies and Committees): Quest seeks exemption from this provision to the extent that it requires employees to be under contract. Quest seeks the flexibility to hire all employees on an “at-will” basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school’s unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board.

EMPLOYEE COMPENSATION, LEAVE, AND BREAKS

Title 6 of the Arkansas Code Annotated:

Quest seeks exemption from the following provisions to the extent that they require specific employee benefits relating to compensation, leave, and breaks. Quest seeks the flexibility to develop its own employee compensation and leave package to attract those employees it deems likely to contribute meaningfully to the successful implementation of the schools’ unique educational program.

- 6-17-111 (Duty-Free Lunch Period)
- 6-17-201 (Personnel Policies Requirements)
- 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus)
- 6-17-1001 (Minimum Base Salary)
- 6-17, Subchapter 12 (Teachers’ Minimum Sick Leave Law)

ACADEMICS

Title 6 of the Arkansas Code Annotated:

- 6-15-902(a) (Grading Scale): Quest seeks exemption from this provision so that it may implement a more rigorous grading scale.
- 6-16-102 (School Day Hours): Quest seeks exemption from this provision to the extent that it defines the length of a “school day.” Quest requests the flexibility to implement its mastery-based educational program, which may necessitate a “school day” of more or fewer than six hours.
- 6-16-1204 (Implementation): Quest seeks exemption from this provision to the extent that it requires Quest to offer pre-AP courses. Quest requests the flexibility to offer pre-AP courses as student interest and need dictates.
- 6-18-211 (Mandatory Attendance for Students in Grades Nine through Twelve): Quest seeks exemption from this provision to the extent that it requires students in grades nine through twelve (9-12) to enroll in no less than three hundred fifty (350) minutes of planned instructional time each day as a requirement for graduation. Quest requests the flexibility to implement its mastery-based educational program, which may necessitate more or fewer than 350 minutes of planned instructional time each day.
- 6-21-303 (Rules): Quest seeks exemption from this provision to the extent that it requires Quest to reimburse teachers for personal expenditures on classroom supplies. All educational materials necessary for the effective implementation of Quests educational program will be provided to the teacher as established in the school budget.

Standards for Accreditation of Arkansas Public Schools and School Districts:

- 9.0 (Curriculum): Quest seeks exemption from this provision to the extent that it conflicts with the educational program described in the Charter Application.
- 9.03.4 (38 Units of Credit): Quest seeks exemption from this provision to the extent that it requires all 38 units to be taught annually. Instead, Quest requests the flexibility to offer those courses necessary to enable a student to obtain the requisite 22 units required for graduation.
- 19.04 (Summer School and Adult Education Programs): Quest seeks exemption from this provision to the extent that it requires Quest to provide opportunities for summer school and adult education programs. Instead, Quest requests that it be permitted to focus on the educational program described in the Charter Application.

SUPPORT SERVICES

Title 6 of the Arkansas Code Annotated:

Chapter 25 (Public School Library Media and Technology Act): Quest seeks exemption from this provision to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given Quest's limited budgetary resources.

Standards for Accreditation of Arkansas Public Schools and School Districts:

16 (Support Services): Quest seeks exemption from this provision to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given Quest's limited budgetary resources.

MISCELLANEOUS

Title 6 of the Arkansas Code Annotated:

- 6-11-129 (Data to be Accessible on Website): Quest seeks exemption from this provision to the extent that it requires the listed information to be identified on its website. Instead, Quest seeks to make such information available to the public as requested in response to public information requests.
- 6-17-201 et seq. (Committee for Each School District): Quest seeks exemption from this provision to the extent that mandates the content, distribution, revision, and effective date of Quest personnel policies. Instead, Quest seeks the flexibility regarding the content, distribution, revision, effective date of its personnel policies.
- 6-17-2802 (Teacher Excellence and Support System): Quest seeks exemption from this provision to the extent that it requires the form of teacher evaluation. Quest seeks the flexibility to evaluate its staff to ensure successful implementation of the school's unique educational program.
- 6-21-304 (Manner of Making Purchases): Quest seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$50,000, Quest will use either a state approved vendor or obtain a minimum of three quotes. Quest will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.

Standards for Accreditation of Arkansas Public Schools and School Districts:

21.0 (Auxiliary Services): Quest seeks exemption from this provision to the extent that it requires that transportation and food services be provided in a manner inconsistent with the Charter Application.

Please feel free to contact me should you have any further questions.

Sincerely,

Chris Baumann
General Counsel

Cc: Charter and Home Schools Office (ADE.CharterSchools@arkansas.gov)
Mr. Jeremy Lasiter (Jeremy.lasiter@arkansas.gov)
Mr. Chuck Cook (ccook@responsived.com)



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

APPROVED WAIVERS FOR QUEST MIDDLE SCHOOL OF PINE BLUFF From the Office of Charter and Home Schools July 11, 2013

From Title 6 of the Arkansas Code Annotated (Education Code)

| | | |
|--|----------------------|---|
| State Board of Education | 6-10-106 | School year dates |
| | 6-13-109 | School superintendent |
| Jim Cooper Melbourne Chair | 6-13-601 et seq. | District Boards of Directors Generally |
| | 6-13-1303 | Implementation policies |
| | 6-13-1401 et seq. | District Formation, Consolidation, and Annexation |
| | 6-14-101 et seq. | School Elections |
| Brenda Gullett Fayetteville Vice Chair | 6-15-1004 | Qualified teachers in every public school classroom |
| | 6-15-1005(b)(5) | Pertaining to alternative learning environments |
| | 6-15-2302 | General business manager—Responsibilities—Minimum qualifications |
| Dr. Jay Barth Little Rock | 6-16-105 | United States flag |
| | 6-16-106 | Arkansas state flag |
| | 6-17-114 | Daily planning period |
| Joe Black Newport | 6-17-117 | Noninstructional duties |
| | 6-17-203 | Committees on personnel policies—Members |
| Sam Ledbetter Little Rock | 6-17-301 | Employment of certified personnel |
| | 6-17-302 | Principals—Responsibilities |
| | 6-17-309 | Certification to teach grade or subject matter—Exceptions—Waivers |
| Alice Mahony El Dorado | 6-17, Subchapter 4 | Certification Generally |
| | 6-17-427 | Superintendent license—Superintendent mentoring program required |
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| | 6-17-902 | Definition (definition of a teacher as licensed) |
| | 6-17-908 | Teachers' salary fund—Authorized disbursements |
| Mireya Reith Fayetteville | 6-17-919 | Warrants void without valid certification and contract |
| | 6-17-1301 et seq. | School Employees' Minimum Sick Leave Law |
| Vicki Saviers Little Rock | 6-17-1302 | Definitions (as teachers are excluded from the definition of school employee) |
| | 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| | 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| | 6-17-2201 et seq. | Classified School Employee Minimum Salary Act |
| | 6-17-2301 et seq. | Classified School Employee Personnel Policy Law |
| | 6-17-2401 et seq. | Teacher Compensation Program of 2003 |
| | 6-18-503(a)(1)(C)(i) | Pertaining to alternative learning environments |
| | 6-18-1001 et seq. | Public School Student Services Act |
| | Chapter 19 | Transportation |
| | 6-21-117 | Leased academic facilities |
| | 6-20-2208(c)(6) | Monitoring of expenditures (gifted and talented) |
| | 6-42, Subchapter 1 | General Provisions (gifted and talented) |
| | 6-48-101 et seq. | Definitions (alternative learning environments) |

From Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | | |
|--|-------|---|
| | 10.02 | Class Size and Teaching Load |
| | 14.03 | Unit of credit and clock hours for a unit of credit |
| Four Capitol Mall Little Rock, AR 72201-1019 (501) 682-4475 ArkansasEd.org | 15.01 | School District Superintendent |
| | 15.03 | Licensure and Renewal |
| | 16.01 | Guidance and Counseling |
| | 18 | Gifted and Talented Education |
| | 19.03 | Pertaining to alternative learning environments |

From Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|-------|---|
| 10.02 | Class Size and Teaching Load |
| 14.03 | Unit of credit and clock hours for a unit of credit |
| 15.01 | School District Superintendent |
| 15.03 | Licensure and Renewal |
| 16.01 | Guidance and Counseling |
| 18 | Gifted and Talented Education |
| 19.03 | Pertaining to alternative learning environments |

From Other Arkansas Department of Education (ADE) Rules

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Minimum Qualifications for General Business Managers
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**Quest Middle School of Pine Bluff
Amendment Request
Waivers Requested**

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the charter. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Standards for Accreditation Section 9.0 Curriculum**
 - A waiver of this entire section is typically not requested.
- **Standards for Accreditation 9.03.4 38 Units of Credit**
 - Traditionally, this waiver has only been granted as charters phase in grades (i.e., the charter will offer all 38 units by the time it has its first 12th grade class) or when the charter will still meet the content requirements of all 38 courses through embedded courses.
- **ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites**
 - Based on requested statutory waivers, it appears a waiver of these rules is also necessary.
- **Ark. Code Ann. § 6-15-902(a) Grading Scale**
 - The past practice has been to grant this waiver only as to non-core (i.e. elective courses), when the request is made in a new charter school application. The waiver has been granted as to core courses only after a charter school has established itself and demonstrated a substantial need for the waiver. In addition, waiver may be granted only to the extent that the proposed grading scale is more rigorous than the scale provided by statute.
 - The Applicant indicated it will implement a more rigorous grading scale, but the grading scale was not provided.
- **Ark. Code Ann. § 6-16-102 School Day Hours**
 - The Charter has indicated its program may necessitate a “school day” shorter or longer than six hours. This waiver is not necessary for an instructional day longer than six hours.
- **Ark. Code Ann. § 6-17-2802 Teacher Excellence and Support System**
 - If this waiver is granted, a waiver of the **ADE Rules Governing the Teacher Excellence and Support System** is necessary.
- **Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades Nine through Twelve**
 - The Charter has indicated its program may necessitate a “school day” shorter or longer than six hours. This waiver is not necessary for an instructional day longer than six hours.

- If this waiver is granted, a waiver of **ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** is also necessary.
- **Ark. Code Ann. § 6-18-706 (School Nurses)**
 - Based on the waivers currently held by the Charter and the additional waivers requested, waiver of this statute appears necessary.
- **Ark. Code Ann. § 6-21-304 Purchases**
 - A waiver of this section is typically not requested.

Notification of Charter Authorizing Panel Decision

**Arkansas School for Integrated Academics and
Technologies (SIA Tech)**



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 14, 2013

State Board
of Education

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Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Ms. Katie Tatum, Director
Arkansas School for Integrated Academics and Technologies (SIATech)
Little Rock, Arkansas

RE: Notification of Charter Authorizing Panel Decision
SIATech Amendment Requests

Dear Ms. Tatum:

On November 13, 2013, the Charter Authorizing Panel met and approved SIATech to relocate from 6900 Scott Hamilton Road, Little Rock, Arkansas 72209, to 6724 Interstate 30, Little Rock, Arkansas 72209.

Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to **request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

(Sincerely,

A handwritten signature in black ink that reads "Mary Perry". The signature is written in a cursive style.

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Dexter Suggs, Superintendent, Little Rock School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

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ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Arkansas School for Integrated Academics and Technologies

LEA Number 6052700

Type of Amendment Requested:

Relocate existing campus

Current campus address

6900 Scott Hamilton Rd

Little Rock, AR 72209

Proposed campus address

6724 Interstate 30

Little Rock, AR 72209

School district in which

the campus will be located Little Rock

Other:

Waiver of 4.02.3 of the ADE Rules Governing Public Charter Schools

It is requested that the Commissioner of Education waive the requirement to submit the amendment request at least 35 days before the meeting when the authorizer will consider this request.

Charter Leader Katie Tatum

Email address katie.tatum@siatech.org

Phone number 501.562.1850



October 9, 2013
SIATech Charter High School
6724 Interstate 30
Little Rock, AR 72209

Ms. Mary Perry
Charter/Home Schools Director
Arkansas Department of Education
Charter Authorizing Panel
Four Capitol Mall
Little Rock, AR 72201

Re: Request to come before the Arkansas State Board of Education Charter Authorizing Panel on November 13, 2013.

Dear Ms. Perry:

Please consider this a formal request to come before the Board of Education Charter Authorizing Panel on November 13, 2013, to update previous address approved by the State Board of Education on May 13, 2013.

Information regarding this request is enclosed. It includes:

- Reason for the request
- Reason for change of address
- Impact on the existing approved charter

Please contact me if you have any questions and to confirm the inclusion of our request on the agenda for the November 13, 2013, board meeting. My direct line is 501.562.1850, and my email address is katie.tatum@siatech.org.

Thank you in advance for your review and consideration.

Sincerely,

Katie Tatum
Principal, SIATech Little Rock

Enclosure: SIATech Little Rock Charter High School Approved Lease
5-14-2013 Letter from ADE to Kristin Mallory
6-18-2013 Letter from ADE to Chris Bell

Cc: Arkansas Department of Education, Arkansas Board of Education

6724 Interstate 30
Little Rock, AR 72209
PH 501.562.0395
info@siatech.org
www.siatech.org

LEASE AGREEMENT

THIS LEASE, dated for reference purposes only 25th, 2013, is made by and between The Clifton Family, LLLP, an Arkansas limited liability limited partnership, or a corporation to be named, ("Lessor") and Arkansas School for Integrated Academics and Technologies Little Rock, Inc., an Arkansas nonprofit corporation ("Lessee").

RECITALS:

This lease is made with reference to the following facts and objectives:

(a) Lessor is the sole owner(s) of the Premises described below, and desires to lease the Premises to Lessee for the purpose of operating a Public Charter High School.

(b) Lessee desires to lease the Premises for such purposes and any activities related thereto.

(c) The parties desire to enter into a lease agreement defining their rights, duties and liabilities relating to the Premises.

AGREEMENT:

NOW, THEREFORE, in order to consummate the desires of the parties set forth in the foregoing recitals, which are made a contractual part of this Lease, and in consideration of the mutual agreements, provisions and covenants herein contained, the parties hereby agree as follows:

1. **Premises.** Lessor hereby leases to Lessee and Lessee leases from Lessor for the term described herein that certain real property located at 6724 I-30 Frontage Road, in the City of Little Rock, County of Pulaski, State of Arkansas, more particularly described as: Tract 82, Little Rock Industrial District, City of Little Rock, Pulaski County, Arkansas, all of which property shall hereinafter be referred to as the "**Premises**".

2. **Term.** The term of this Lease shall be as follows:

(a) **Effective Date.** The effective date of this Lease for purposes of commencement of the parties' respective rights and obligations hereunder shall be upon the mutual execution and acceptance of this Lease by both parties, the "Effective Date".

(b) **Rent Commencement Date.** The Rent Commencement date of this Lease shall be August 1, 2013.

(c) **Term.** The Primary Term of this Lease shall be five (5) years from the Rent Commencement Date.

(d) **Possession.** Lessor shall deliver possession of the Premises to Lessee on or before July 1, 2013.

(e) **Renewal Options.** Lessee shall have the option to renew and extend this Lease for two (2) additional term of Five (5) years, upon the same terms and conditions as provided herein except for the rental payable, by giving Lessor written notice of its election at least one-hundred, eighty (180) days prior to the expiration of the primary or renewal term. Rent for each option term shall follow the schedule in section 3 below.

3. **Rental.** Lessee shall pay to Lessor as rental for the Premises during the Primary term of this Lease, in advance, rent based upon the following schedule:

PRIMARY TERM RENT SCHEDULE

| PERIOD | MONTHLY | ANNUAL |
|--------------------------------|----------------|---------------|
| August 1, 2013 – July 31, 2014 | \$5,350.00 | \$64,200.00 |
| August 1, 2014 – July 31, 2015 | \$5,350.00 | \$64,200.00 |
| August 1, 2015 – July 31, 2016 | \$5,871.00 | \$70,452.00 |
| August 1, 2016 – July 31, 2017 | \$6,047.00 | \$72,566.00 |
| August 1, 2017 – July 31, 2018 | \$6,229.00 | \$74,743.00 |

FIRST OPTION TERM RENT SCHEDULE

| PERIOD | MONTHLY | ANNUAL |
|--------------------------------|----------------|---------------|
| August 1, 2018 – July 31, 2019 | \$6,415.00 | \$76,985.00 |
| August 1, 2019 – July 31, 2020 | \$6,608.00 | \$79,294.00 |
| August 1, 2020 – July 31, 2021 | \$6,806.00 | \$81,673.00 |
| August 1, 2021 – July 31, 2022 | \$7,010.00 | \$84,123.00 |
| August 1, 2022 – July 31, 2023 | \$7,221.00 | \$86,647.00 |

SECOND OPTION TERM RENT SCHEDULE

| PERIOD | MONTHLY | ANNUAL |
|--------------------------------|----------------|---------------|
| August 1, 2023 – July 31, 2024 | \$7,437.00 | \$89,246.00 |
| August 1, 2024 – July 31, 2025 | \$7,660.00 | \$91,924.00 |
| August 1, 2025 – July 31, 2026 | \$7,890.00 | \$94,682.00 |
| August 1, 2026 – July 31, 2027 | \$8,127.00 | \$97,522.00 |
| August 1, 2027 – July 31, 2028 | \$8,371.00 | \$100,448.00 |

The first rental payment shall be \$10,700.00, one-half of which shall be retained by Lessor as security for Lessee's performance hereunder and the other \$ 5,350.00 shall be applied to the first month's rent. The initial monthly rental payment and the security deposit shall be payable upon execution of this Lease. Thereafter, the monthly rental payment shall be due and payable on the first day of each successive month throughout the term, commencing on September 1, 2013. Rental for any portion of a calendar month shall be prorated on a per diem basis. Lessee shall pay Lessor a late payment

charge of \$200.00 if any rental payment is not paid on or before ten (10) days after its due date.

In the event Lessee fails to receive its necessary funding for a Public Charter High School from the applicable facility funding source, then Lessee shall have the right to terminate this Lease upon written notice to Lessor at least ninety (90) days prior to the effective date of the termination. Lessee shall provide written proof of the inadequacy of such funding to Lessor simultaneous with the written notice of termination. Notwithstanding anything to the contrary contained elsewhere in this Lease, it is expressly understood and agreed between the parties hereto that the effective date for termination due to the inadequacy of public funding shall be no earlier than July 31, 2015. Until the effective day of such termination, Lessee shall be fully obligated to comply with the terms of this Lease.

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the State of Arkansas or its political subdivisions.

4. **Use of Premises.** The Lessee may use and occupy the Premises for a Public Charter High School and such purposes ancillary thereto, and Lessee shall not use or occupy nor permit the Premises or any part thereof to be used or occupied for any unlawful business, use or purpose, nor for any business, use, or purpose deemed extra-hazardous, or which would void or make voidable any insurance coverage, nor any purpose or in any manner which is in violation of any present or future governmental laws or regulations.

5. **Condition of Premises.** Lessor hereby represents and warrants that the Premises, including all equipment and improvements situated thereon are being delivered in accordance with the provisions of Addendum "A," and are structurally sound, are in a state of good and sufficient condition and repair and are generally suitable for the uses and purposes permitted by this Lease.

Lessor has received no notice, actual or constructive, of violation of any applicable zoning regulation, ordinance or other law, order or regulation whether federal, state or local (including all such laws as relate to: health; safety; pollution of air, soil, surface water or subsurface water; and application, use, storage, handling, or disposal of pollutants or toxic substances) relating to operations heretofore conducted at the Premises. Lessor warrants that the Premises and their contemplated use hereunder are not in violation of any applicable zoning regulation, ordinance or other law, order or regulation relating to the Premises. See Addendum "B" for Lessee's obligations pursuant to Lessee's rezoning the property prior to occupancy.

Lessor represents and warrants that the Premises (including the land, improvements and groundwater) are not contaminated with any chemicals, pollutants or

other toxic substances in quantities exceeding levels permitted by applicable laws. Lessor represents and warrants that any waste materials heretofore generated from the Premises have been disposed of in accordance with all applicable federal, state and local environmental laws and regulations. Lessor represents and warrants that neither Lessor nor Lessee is or would be liable under the Comprehensive Environmental Response Compensation and Liability Act of 1980, as amended, the Resource Conservation and Recovery Act, the Toxic Substances Control Act, or any other federal, state or local law, ordinance or regulation for the protection of person or the environment.

Lessor represents and warrants that the facilities and improvements making up the Premises have been constructed and installed in accordance with then current federal, state and local laws, rules and regulations regarding structural requirements and safety standards including the Americans with Disabilities Act. If it is brought to the attention of Lessor or Lessee that the Premises were not so constructed thereby constituting a violation or infraction of such laws, rules or regulations, Lessor agrees to proceed promptly to cure any such violations at its sole expense. Lessor's representations and warranties shall survive the term of this Lease.

6. **Non-Disturbance Agreement.** In the event this Lease is or might be subject or subordinate to any lien of mortgage, security interest, contract for deed or other encumbrance, and any modifications, amendments, replacements or extensions thereof, which may now or hereafter affect the Premises or Lessee's rights hereunder, Lessor shall within fifteen (15) days after the Effective Date hereof or prior to the Effective Date of such encumbrance, in the case of encumbrances arising after the Effective Date hereof) obtain from the holder of any such interest in agreement whereby, if such holder or any successor in interest shall come into possession of the Premises, or any part thereof, by dispossession, foreclosure or otherwise, or shall become the owner of such property, or take over the rights of Lessor to such property, said holder shall not disturb the possessions, use or enjoyment of the Premises by its successors or assigns, nor disaffirm this Lease or Lessee's rights or estate granted hereunder so long as Lessee performs all of its obligations substantially in accordance with the terms of this Lease. The failure of Lessor to obtain such non-disturbance agreement shall constitute a default by Lessor.

7. **Signs, Lessee Improvements.** Lessee may erect such signs on the Premises as are reasonably necessary in the judgment of Lessee to apprise the public of Lessee's business, provided that any such signage shall comply with all local ordinances and restrictions. Lessee may remove such signs at the expiration of the term of this Lease and shall repair any damage caused by the installation or removal.

Lessee shall have the right to make additional modifications to the Premises beyond the Tenant Work as set out in Addendum "B," by erecting or installing improvements, machinery or other equipment thereon, and any other construction or modification which Lessee deems necessary to make the Premises more useful or productive, so long as such modification or construction does not materially diminish the

value of the Premises; provided, however, as to any such modification estimated to cost in excess of Ten-thousand and No/100 Dollars (\$10,000.00), Lessee shall give Lessor not less than fifteen (15) days prior written notice of the intended modification and brief description thereof. Lessor shall not be liable for the cost of such modifications or changes, the total cost of which, including maintenance and repair thereof and any ad valorem tax thereon, shall be borne by Lessee. Lessee shall obtain all necessary permits and approvals from the appropriate regulatory agency(ies) prior to commencement of any improvements described within this section and Lessee shall warrant that any such repairs shall be constructed in accordance with all applicable building, health and safety, and environmental regulations.

Lessee may, but shall not be required to, remove any improvements, machinery, equipment and structures placed on the Premises by Lessee after the Effective Date hereof; provided, however, that Lessee shall repair any damage caused to the Premises by such removal. Any such improvements not removed by Lessee after thirty (30) days written notice following the termination of this Lease shall become the property of Lessor and shall not be removable thereafter by Lessee.

8. **Maintenance and Repairs.** Lessor shall maintain the roof, foundation and structural soundness of the exterior walls of the Premises in good condition and repair during the Primary Term and any extended term of this Lease. Lessee shall maintain and repair, at its own cost and expense, all of the premises, (except the roof, foundation and structural soundness of the exterior walls), including, but not limited to heating, ventilation, and air conditioning (HVAC) systems, electrical, plumbing, carpeting, painting, and landscaping, provided, however that such items have been delivered in accordance with Addendum "A." Lessee shall be responsible for maintaining the parking lot in good repair throughout the term, or any extensions, of this Lease. In the event of a dispute between Lessor and Lessee with regard to repairs to be performed on the parking lot, Lessor and Lessee shall each select a licensed paving contractor to provide an estimate for repairs. If Lessor and Lessee are then not able to agree on the amount or necessity for repairs, then the two licensed paving contractors selected by the Lessor and Lessee, respectively, shall jointly select a third licensed paving contractor to determine the amount or necessity for repairs to the parking lot. The decision of the third licensed paving contractor shall be final and shall be binding upon both Lessor and Lessee, and Lessee shall have the stipulated repairs made. Lessee shall, at its own expense perform ordinary repairs and maintenance to the Premises as may become necessary to maintain the Premises in a good and safe condition, including ordinary wear and tear, and, excepting casualty losses, which shall be governed by the provisions of section 13.

Lessee shall also perform such general maintenance as is necessary to maintain a general appearance about the Premises substantially equal to their appearance at the commencement of the term of this Lease, ordinary wear and tear and damage by casualty excepted. All repairs, renewals, replacements, maintenance and restoration required under this Section shall be commenced and prosecuted to completion with reasonable diligence and shall be made in a good and workmanlike manner. Any work

required to be done by Lessor shall be conducted in such a way as to minimize disruption of or interference with Lessee's business.

9. **Insurance.**

(a) **Insurance on the Premises.** Lessee agrees to maintain at Lessee's expense fire and extended "all risk" coverage, malicious mischief and vandalism insurance on the leased improvements, structures, machinery and equipment on the Premises. Such insurance shall be issued by financially responsible insurers duly authorized to do business in the state of Arkansas. The insurance company shall be required to give Lessee and Lessor not less than ten (10) days notice in the event of cancellation of such coverage due to non-payment. Lessor shall be added as a loss payee on all insurance covering the Premises..

(b) **Lessee's Property Insurance.** Lessee agrees to maintain, at its own expense, fire and extended "all risk" coverage, malicious mischief and vandalism insurance on Lessee's property located at the Premises, including inventory, which insurance policy shall contain the standard form of waiver of subrogation, and will provide Lessor with a certificate of insurance properly executed by its insurance company evidencing such coverage upon written request by Lessor.

(c) **Waiver of Subrogation.** The parties hereby release each other and their respective officers, employees and agents from all claims for damage to the Premises and to the fixtures, personal property, equipment and improvements of either Lessor or Lessee in or on the Premises, notwithstanding that any such loss or damage may be due to or result from the negligence of either of the parties or their respective officers, employees or agents.

10. **Indemnity.**

(a) **Insurance Requirements.** For purposes of this Section 10, Lessee agrees during the term hereof to maintain adequate public liability and other insurance with reputable insurance companies as hereinafter set forth and pursuant to the terms and conditions of Section 9, and, upon request, to furnish Lessor with certificates of insurance properly executed by its insurance company evidencing such fact, The insurance coverage to be maintained by Lessee shall be as follows:

(i) Comprehensive general liability insurance, including contractual liability coverage as respects this Lease, against claims for bodily injury, death and property damage occurring in or about the Premises, affording minimum single limit protection of Two-Million and No/100 Dollars (\$2,000,000.00) with respect to personal injury or death and property damage occurring or resulting from one occurrence. Said liability insurance shall be purchased from an insurance company licensed to do business in Arkansas with an AM Best rating of no less than A-; and

(ii) Worker's Compensation and employer's liability insurance in accordance with the statutory requirements of Arkansas.

Lessor shall be added as loss payee to the liability insurance provided in section 10(a)(i) above.

11. **Surrender.** On the last day of the term hereof, or upon any sooner termination as provided herein, Lessee shall surrender the Premises to Lessor in substantially the same condition as when received, ordinary wear and tear, natural deterioration beyond the control of Lessee, and damage by fire, tornado or other casualty or act of God excepted, and except for the roof for which Lessor had the obligation of maintenance and repairs. If Lessee fails to vacate the Premises at the end of the Term, then Lessee shall be a tenant at will and, in addition to all other damages and remedies to which Lessor may be entitled for such holding over, Lessee shall pay a rental equal to 125% of the monthly rent payable during the last month of the Term.

12. **Eminent Domain.**

(a) **Termination of Lease.** If the whole of the Premises, or such portion thereof as will make the Premises unsuitable or untenable for Lessee's continued use, is condemned for any public use or purpose by any legally constituted authority then, in either of such events, this Lease shall terminate effective as of the time of taking by such authority and rental shall be accounted for between Lessor and Lessee as of such date. Such termination shall be without prejudice to the rights of either Lessor or Lessee to recover compensation from the condemning authority for their respective loss or damage caused by such condemnation and nothing in this Section or Section 12(b) shall be construed as limiting the Lessee's right to claim business damages and moving expenses from the condemning authority. Neither party shall have any rights in or to any award made to the other by the condemning authority.

(b) **Continuation of Lease.** If any part of the Premises shall be so taken and this Lease shall not terminate under the provisions of the preceding subsection, then the rental shall be equitably reduced in proportion to the areas so taken and its effect on Lessee's use, and Lessor shall restore the remaining portion of the Premises at its own expense to the extent necessary to render the Premises suitable for the purposes for which they were leased, and make all repairs to the driveways and the improvements on the Premises to the extent reasonably necessary to constitute the building and improvements a complete architectural and functional unit and to restore the Premises as nearly as possible to their prior condition.

If the parties are unable to agree as to the amount, of reduction of rental as herein provided, then the parties shall appoint a qualified, impartial M.A.I. real estate appraiser, as is mutually satisfactory to the parties, who shall determine the fair market rental value of the Premises as a result of such condemnation and whose appraisal shall be binding upon the parties unless otherwise agreed.

(c) **Notice of and Participation in Proceedings.** Lessee shall have the right to notice of and to participate in all eminent domain proceedings, together with Lessor and any mortgagee. Lessor shall not settle any such eminent domain proceedings or

sell the Premises or any part thereof under threat of such proceedings without the prior written consent of Lessee, which consent shall not be unreasonably withheld or delayed.

13. **Casualty to Premises.**

(a) **Total Destruction.** If the improvements on the Premises shall be totally or substantially destroyed by fire or other casualty so that the Premises shall be untenable or unsuitable for the conduct of Lessee's business, then either party shall have the right to terminate this Lease by giving notice to the other party of its election within fifteen (15) days following the occurrence of such damage or destruction, and all rents and other charges shall be adjusted and prorated as of the date of such destruction. As used in this Section, the term "substantially destroyed" shall mean damage to Lessor's building and improvements equal to or in excess of twenty-five percent (25%) of the fair market value thereof prior to such destruction. All insurance proceeds attributable to the Premises shall be paid to Lessor, and the amount of the deductible, if any, shall be paid by Lessee to Lessor.

(b) **Partial Destruction.** In the event that the Premises shall be partially damaged or destroyed by fire or other casualty, so that the same are still reasonably tenable and fit for the continued conduct of Lessee's business (or if neither party elects to terminate under Section 13(a) above), Lessor shall with all reasonable diligence, using the insurance proceeds attributable to the Premises and the amount of any deductible to be paid by Lessee to Lessor, repair the damage and restore the Premises to substantially its condition immediately prior to the happening of such event. In the event that the Premises are not restored and repaired within one hundred twenty (120) days of the date of the occurrence, Lessee may, at its option, terminate this Lease by written notice to Lessor, which termination shall be effective upon receipt by Lessor. In the case of termination by Lessee, insurance proceeds and deductible shall be treated the same as in section 13(a).

(c) **Abatement of Rent.** In the event of damage or destruction of Premises, rent shall partially abate from the date of such damage or destruction to the extent the Premises are untenable until the improvements have been repaired or restored and the Premises have been delivered to Lessee in the manner and in the condition provided by this section. If the parties exercise their option to terminate this Lease because of such casualty, rent shall be prorated until the date of termination.

14. **Taxes.** Lessor shall pay all real estate taxes last due and payable for the Premises during the Lease Term. Lessee shall reimburse Lessor, during the Lease Term, for payment of said taxes. It is understood that a pro rata adjustment shall be made for the first and last year of the Lease Term.

Each year during the Lease Term, Lessor shall notify Lessee of the amount of real estate taxes last due and payable without penalty and together with such notice shall furnish Lessee with a copy of the tax bills for each current year. Lessee shall

reimburse Lessor not later than thirty (30) days following receipt of a copy of the County Tax Bill, which shall be deemed as adequate evidence of the tax assessment for the Premises. In the event any holder of a first mortgage or trust deed requires the creation of an escrow account for the payment of such real estate taxes, Lessee agrees to pay such taxes in accordance with the terms of the escrow account. In the event tax years shall not coincide with the Lease years, taxes for the first and last Lease Year shall be prorated.

Lessor shall also notify Lessee of any notice of a change in the assessment of the Premises, as soon as reasonably possible after its receipt of such notice, and sufficiently in time for Lessee to take timely action to protest the same.

Lessee may, at its own expense and in the name of the parties hereto and at its sole discretion, take any proceedings for an adjustment or review of the real estate taxes, and Lessor agrees to fully cooperate in any such proceedings for the purpose of assisting Lessee in any attempt by it to effect a reduction thereof. Lessor shall provide Lessee, upon request, all relevant information for purposes of determining valuation for property tax purposes.

Any and all taxes imposed upon the fixtures and any personal property belonging to the Lessee shall be the responsibility of the Lessee.

15. **Utilities.** Lessee shall pay all charges or fees for use or consumption of all separately metered utilities provided to the Premises including water, gas, electricity, telephone and other utilities and services together with any taxes thereon.

16. **Quiet Enjoyment; Access to Premises.** Lessor covenants, warrants and represents that it has full right and power to execute this Lease and to grant the estate demised herein and, so long as Lessee is not in default under any of the terms and conditions of this Lease, Lessee shall peaceably hold and quietly enjoy the Premises, and shall have the right of ingress and egress to and from the Premises. Lessor shall have such right of access to the Premises as is reasonably necessary to inspect or repair the Premises from time to time at such times as are reasonable; provided, however, Lessor shall not unreasonably interfere with or disrupt Lessee's business operations in doing so.

17. **Default.**

(a) **Nonpayment of Rent.** If Lessee shall default in the payment of rent herein reserved when due, failure of Lessee to cure such default after fifteen (15) days written notice shall, at the option of the Lessor, constitute a default event.

(b) **All Other Defaults.** If Lessee shall be in default in performing any of the terms or provisions of this Lease other than the provision requiring the payment of rent, and if Lessor shall give Lessee notice in writing of such default and if Lessee shall fail to cure such default within twenty (20) days after the date of receipt of such notice or if the default is of such a character as to reasonably require more than twenty (20) days to

cure then, if Lessee shall fail to use reasonable diligence in curing such default within such additional time as is reasonably necessary to do so, such default shall then constitute a default event. Lessor shall have the right to cure such default and the sums reasonably expended by Lessor in going so shall be deemed to be additional rent and on demand shall be paid by Lessee on the day when rent shall next become due and payable.

(c) **Failure of Lessee to Cure.** Upon written notice of a default event and the failure of Lessee to cure its default within thirty (30) days of such written notice, Lessor shall have the immediate right to terminate this Lease, at its option and to pursue whatever rights and remedies it may have against Lessee by reason of such default. The remedies provided to Lessor herein are nonexclusive and cumulative and the pursuit by Lessor of one remedy does not waive its right to pursue any and all other remedies it may have.

18. **Severability.** The invalidity of any provision of this Lease as determined by a court of competent jurisdiction shall in no way affect the validity of any other provisions hereof. The parties represent that the terms and provisions set forth herein are the result of arms-length negotiations between the parties and, therefore, this Lease shall not be construed either for or against a particular party by reason of draftsmanship or otherwise but, rather, shall be interpreted in accordance with the general tenor of the language in order to reach an equitable result.

19. **Time of the Essence.** The parties hereto agree that with respect to the performance of all terms, conditions, and covenants of this Lease, time is of the essence.

20. **Captions.** Section captions are not a part hereof and are inserted merely for the convenience of the parties.

21. **Incorporation of Prior Agreements and Amendments.** This Lease contains all agreements of the parties with respect to any matter mentioned herein. No prior agreement or understanding pertaining to any such matters shall be effective. This Lease may be only modified by written agreement, signed by the parties in interest at the time of such modification.

22. **Waiver.** No waiver by Lessor or Lessee of any provision hereof shall be deemed a waiver of any other provision hereof or of any subsequent breach by the other party of any other provision.

23. **Holding Over.** If the Lessee remains in possession of the Premises or any part thereof after expiration of the term hereof with the consent of Lessor, such occupancy shall be a tenancy from month to month upon all of the terms hereof applicable to a month-to-month tenancy.

24. **Binding Effect; Choice of Law.** Subject to any provisions hereof, this Lease shall bind the parties, their personal representatives, successors and assigns. This Lease shall be governed by the laws of Arkansas.

25. **Attorneys' Fees.** If either party named herein or its successor brings an action, at law, in equity, or arbitration to enforce the terms hereof or declare rights hereunder, the prevailing party in any such action, on trial or appeal, shall be entitled to its reasonable attorneys' fees to be paid by the losing party as fixed by the court.

26. **Authority.** Each individual executing this Lease on behalf of Lessor and Lessee represents and warrants that he is duly authorized to execute and deliver this Lease on behalf of said entity, and that this Lease is binding upon said entity.

27. **Notices.** All notices under this Lease must be in writing and either hand delivered or sent by United States certified or registered mail, postage prepaid, addressed as follows, except that any party may by written notice given as aforesaid change its address for subsequent notices to be given hereunder:

Lessor: The Clifton Family, LLLP
Norman Clifton, Managing Partner
1000 Cherry Hill
North Little Rock AR 72116
Telephone: (501) 681- 9816
Fax: (501) 681-9861
Tax ID#: 71-0810170

With a copy to: Excel Realty Group, Inc.
David Carpenter, SIOR
5111 Jerry Drive, Suite B
Little Rock AR 72223
Telephone: (501) 868-9402
Fax: (501) 868-887
e-mail: dcarpenter@excelrealtyar.com

Lessee: Arkansas School for Integrated
Academics and Technologies Little Rock, Inc.
Attn: Principal
6724 I-30 Frontage Road
Little Rock. AR 72209
Telephone: _____
Fax: _____
email: _____
Tax ID#: _____

With a copy to: New Education for the Workplace, Inc. ("NEWCorp")
Attn: _____
2611 Temple Heights Dr. Suite A
Oceanside, CA 92056-3582
Telephone: (760) 945-1227
Fax: (760) 631-3401
e-mail:

With a copy to: David C. Willis, Esq.
Rumberger, Kirk & Caldwell, P.A.
300 South Orange Ave. Suite 1400
Orlando, FL 32801
Fax: (407) 835-2086
e-mail: Dwillis@rumberger.com

28. **Recording; Memorandum of Lease.** Lessee shall have the right to record a memorandum of this Lease. Lessor agrees to execute a Memorandum of Lease suitable for recording at the request of Lessee.

29. **Brokers.** Each Party warrants that it had no dealings with any broker or agent in connection with this Lease, other than Excel Realty Group, Inc. on behalf of Landlord, and Signature Equity Group, Inc. (SEG) and Excel Realty Group, Inc. on behalf of Tenant. Real estate commission in the total amount of 3% of the total aggregate gross Lease amount for the initial term shall be paid by Lessor in a manner as agreed upon between Lessor and Excel Realty Group, Inc. by separate agreement.

IN WITNESS WHEREOF, this Lease has been executed in multiple counterparts on the date and at the place indicated by each signature, each of which for all purposes shall be deemed an original and all of which shall evidence but one agreement between the parties hereto.

Executed at 1:00 pm
On June 27th, 2013

Executed at 2:00 pm
On June 26th, 2013

Lessor: The Clifton Family, LLLP
By: Norman E. Clifton
Norman Clifton, Managing Partner

Lessee: Arkansas School for
Integrated Academics and
Technologies Little Rock, Inc.

By: Ernie M. Talley
Title President School Board



October, 9, 2013

Attn: Ms. Mary Perry
Charter School Authorizing Panel
Arkansas Dept. of Education
Division of Learning Services
Four Capitol Mall Room 304-B
Little Rock, AR 72201

Request for Authorization of Change of Address for SIATech Little Rock Charter High School from 8023 Interstate-30 to 6724 Interstate-30:

Overview: On May 13, 2013, the State Board of Education met and approved the change in address for SIATech Little Rock from its original location on the Little Rock Job Corps campus at 6900 Scott Hamilton Road, Little Rock, to a new location at 8023 Interstate 30. The Board also approved amendments to the SIATech charter reflecting this change in location. In addition, the Board required that SIATech include wording in the lease as required by the Arkansas Code Annotated 6-23-503:

“No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.”

Current Situation: SIATech personnel began the search for a new location in the fall of 2012. Early on, representatives identified the location at 6724 Interstate-30 Bypass Road as a prime school location due to the location of the facility and the existing facility layout and size. Details included:

- Location of the facility:
 - Located less than one-half mile from the Job Corps campus: The proximity of the two campuses would allow Job Corps to easily bus students to SIATech and maintain the option of offering their students an Arkansas-accredited high school diploma. In addition, SIATech could continue to support students currently enrolled and enroll new Job Corps students.
 - Close proximity to two bus stops: Both the Southwest LR and the Baseline bus routes stop two blocks from this location.
 - Located within the 72209 zip code: There is a large population of low-socioeconomic families and a high number of youth who are not in school and have not completed their high school diplomas in area neighborhoods.

6724 Interstate 30
Little Rock, AR 72209
PH 501.562.0395
info@siatech.org
www.siatech.org



Current situation, cont'd.:

- Facility layout and size:
 - The facility was formerly a school, and its interior is subdivided into classrooms of varying sizes. The large classrooms met SIATech spatial standards and allowed varying classroom configurations.
 - The square footage of the facility allowed room for expansion as we grow to meet our 275-student charter capacity.
 - The needed renovations, safety, and ADA upgrades were minor, and fell within the SIATech budgetary guidelines for a new campus.

SIATech representatives attempted to obtain a lease of the 6724 Interstate-30 location in early spring, 2013, and applied to the Board of Education for approval of a change of address based on these negotiations. However, the Board preferred SIATech obtain a lease before the Board approved the change of address. The owner of the 6724 property stopped negotiating with SIATech representatives in April, so SIATech began searching for a new location. We found the facility at 8023 I-30, and began negotiating a lease. Based on these negotiations and a signed preliminary lease, the Arkansas Board of Education approved SIATech's requested change of address and the associated charter amendments in May, 2013.

However, in early May, the original facility at 6724 Interstate-30 became available for lease under new owners, and SIATech entered into a lease agreement for the building since it is much more suited for our needs. The lease also included wording as required by the Arkansas Board of Education.

In early June, we began building renovations and received an occupancy permit in early August. On August 19, 2013, we opened our doors to both community students and Job Corps students, and we are increasing our public sector enrollment every day. The facility is meeting our needs and allows for expansion. Therefore, we respectfully request that the Charter School Authorizing Board approve our request for a permanent change of address from 8030 Interstate-30 to 6724 Interstate-30, Little Rock, AR 72209.

Attachments:

- SIATech Little Rock Charter High School lease
- 5/14/13 letter from A. D. E. to Ms. Kristin Mallory, SIATech
- 6/18/13 letter from A. D. E. to Mr. Chris Bell, Complete Consulting

Cc: Dr. Dexter Suggs

6724 Interstate 30
Little Rock, AR 72209
PH 501.562.0395
info@siatech.org
www.siatech.org



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

May 14, 2013

**State Board
of Education**

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Newport

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Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Relth
Fayetteville

Vicki Saviers
Little Rock

Ms. Kristin Mallory
SIATech Little Rock
6900 Scott Hamilton Drive
Little Rock, Arkansas 72209

Re: State Board of Education Action – SIATech Little Rock

Dear Ms. Mallory:

On May 13, 2013, the State Board of Education met and approved the change in address for SIATech Little Rock from 6900 Scott Hamilton Drive, Little Rock, Arkansas 72209, a Job Corps site, to 8023 I-30, Little Rock, Arkansas 72209, and amendments to the charter to reflect that the charter school will no longer be located on the Job Corps site. It is imperative that that final lease agreement include the following wording, as required by Arkansas Code Annotated 6-23-503:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

If you have any questions, please contact me by phone at (501) 683-5313 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

June 18, 2013

State Board
of Education

Jim Cooper
Melbourne
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Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

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El Dorado

Toyce Newton
Crossett

Mlreya Reith
Fayetteville

Vicki Saviers
Little Rock

Mr. Chris Bell, CPA
Complete Consulting
10510 Hwy I-30
Little Rock, AR 72209

**RE: Debt Approval - Arkansas School for Integrated Academics and
Technologies Little Rock, Inc. (SIATech Little Rock Charter School)**

Dear Mr. Bell:

We are in receipt of your June 10, 2013 request for approval of a property lease at 6724 I-30 Frontage Road, Little Rock. The lease is for five (5) years at the rate of between \$5,350.00 per month in the first year of the lease and \$6,229.00 during the fifth year of the lease.

Upon review, the proposed lease is hereby approved pursuant to Ark. Code Ann. § 6-23-401(a)(5), contingent on the following: (1) that the final lease agreements and other applicable documentation contain the language required by § 6-23-503(b)(1); and (2) that all final lease agreements and other applicable documentation be forwarded to the Arkansas Department of Education Charter School Office. Please be advised that all financial responsibility for the proposed lease rests squarely with the Arkansas School for Integrated Academics and Technologies Little Rock, Inc. (SIATech Little Rock Charter School).

Sincerely yours,

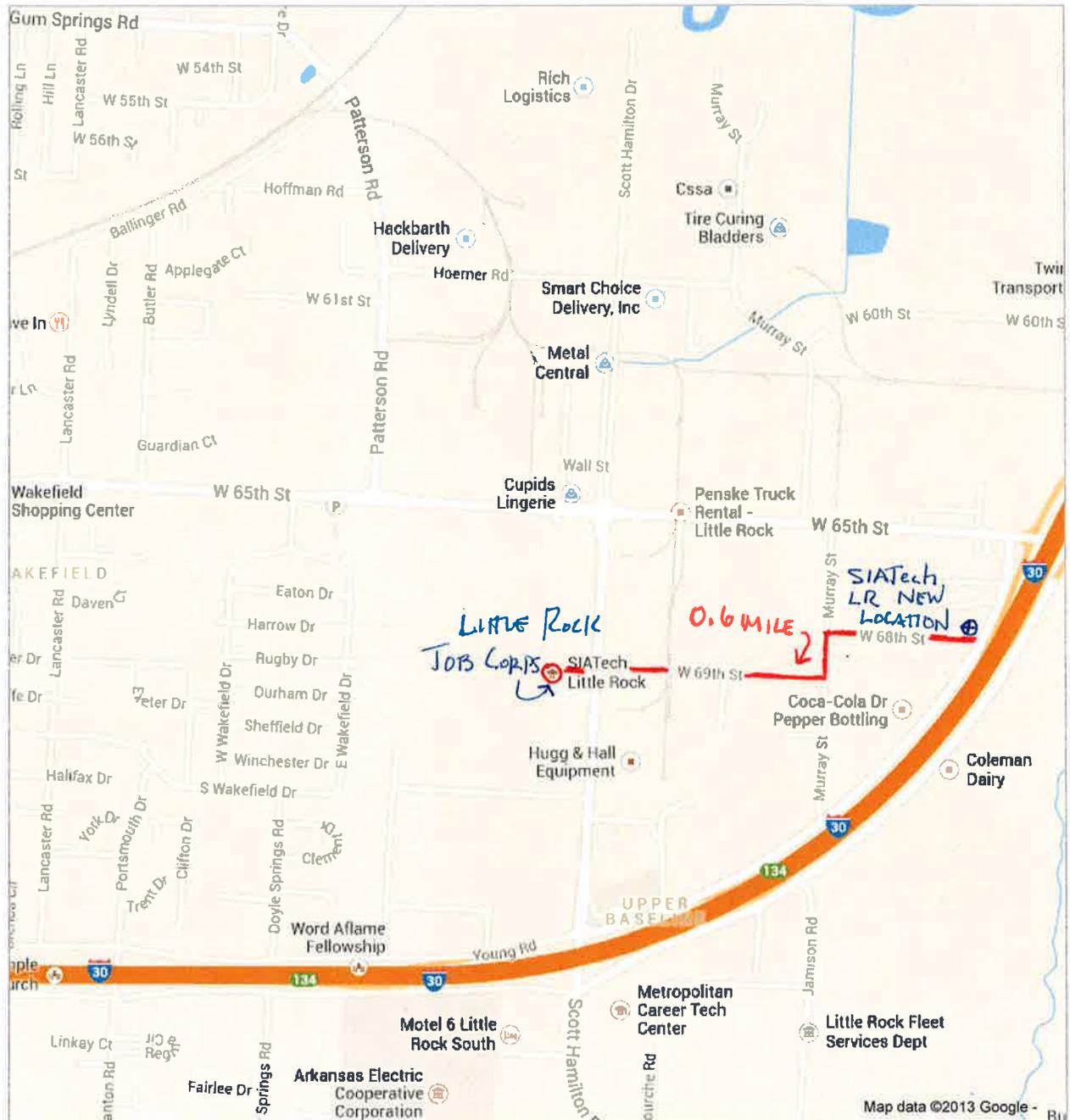
Tom W. Kimbrell, Ed.D.
Commissioner of Education

TK/jl

cc: Mr. Jared Cleveland, Asst. Commissioner, Fiscal & Admin. Services
Mr. Jeremy Lasiter, General Counsel
Ms. Mary Perry, Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

To see all the details that are visible on the screen, use the "Print" link next to the map.



Notification of Charter Authorizing Panel Decision

Washington Academy-Texarkana School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 14, 2013

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
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Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Ms. Becky Kesler, Superintendent
Texarkana School District
3435 Jefferson
Texarkana, Arkansas 71854

RE: Notification of Charter Authorizing Panel Decision
Washington Academy Amendment Requests

Dear Ms. Kesler:

On November 13, 2013, the Charter Authorizing Panel met and approved waivers of the following, as requested by Washington Academy through the charter amendment request process:

From Ark. Code Ann.

6-15-1004

Qualified teachers in every public school classroom

6-17-309

Certification to teach grade or subject matter—Exceptions—
Waivers

6-17-401

Teacher licensure requirement

6-17-902

Definition (definition of a teacher as licensed)

6-17-919

Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)

From Arkansas Department of Education (ADE) Rules Governing Standards for
Accreditation of Arkansas Public Schools and Districts

15.03

Licensure and Renewal (pertaining to teacher licensure)

From Other Rules

ADE Rules Governing Educator Licensure

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

C: Mr. Terry Taylor, Principal, Washington Academy
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Washington Academy Charter School

LEA Number 4605703

Type of Amendment Requested:

Other: "Waivers of Teacher Licensure Laws and Rules- See the following document."

Charter Leader Terry Taylor

Email address terry.taylor@tasd7.net

Phone number 903-809-9179

WASHINGTON ACADEMY CHARTER SCHOOL WAIVERS AND AMENDMENT:

WAIVERS:

Washington Academy Charter School would like to request the following waivers:

From Ark. Code Ann. –

- 6-15-1004 Qualified teachers in every public school classroom
- 6-17-309 Certification to teach grade or subject matter – Exceptions- Waivers
- 6-17-401 Teacher licensure requirement
- 6-17-902 Definition (definition of a teacher as licensed)
- 6-17-919 Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)

ADE Rules Governing Educator Licensure

Washington Academy Charter School request the above waivers because the educational model under which we operate requires the flexibility to hire teachers and administrators who are best suited to implement our program and curriculum to best attain the maximum amount of student achievement and growth. All teachers will meet the federal requirements for Highly Qualified Teachers, as defined by NCLB Act of 2001.

AMENDMENT TO APPLICATION:

Washington Academy Charter School would like to request to amend the Charter School application in Attachment D8.4 where it presently *states "teachers will have a Bachelor's degree from an accredited university and a valid Arkansas teaching certificate with required endorsements for subject and level assigned."* To be amended to state **"teachers will have a Bachelor's degree from an accredited university and a valid Arkansas teaching certificate for subject assigned that meets the Alternative Education option of Multi-Subject HOUSSSE that demonstrates full HQT (Highly Qualified Teacher) qualifications, and that the technology lab teacher have a Bachelor's degree from an accredited university and a valid teaching certificate"**.

Washington Academy Charter School would like to request to amend the statement during the state hearing that states *"We will hire all certified teachers in all areas and the computer lab teachers will have multiple areas of certification"* to be amended to state **"We will hire all teachers that meet the Alternative Education option of Multi-Subject HOUSSSE that demonstrates full HQT (Highly Qualified Teacher) qualifications, , and that the technology lab teacher have a Bachelor's degree from an accredited university and a valid teaching certificate"**. This is our amendment that we humbly submit to the Arkansas Charter Authorizing Panel and the Arkansas State Board of Education.

Submitted by Mr. Terry Taylor – Director/Principal of Washington Academy Charter School
Dr. Becky Kesler – Superintendent of Texarkana Arkansas School District

**Washington Academy
Amendment Request
November 2013**

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the charter.

Request for the
State Board of Education
to Review the Decision Made by the
Charter Authorizing Panel

**Exalt Academy of Southwest Little Rock
Little Rock, Arkansas**



From: [Christopher Heller](#)
To: [ADE Charter Schools](#)
Cc: [Tom Kimbrell \(ADE\)](#); [Jeremy Lasiter \(ADE\)](#); [Lori Freno-Engman \(ADE\)](#)
Subject: Exalt Academy
Date: Wednesday, November 20, 2013 3:58:02 PM

Ms. Perry – In accordance with the procedures in Ark. Code Ann. sections 6-23-702 and 703, and the time frame set out in your November 14 letter announcing the approval of Exalt Academy’s charter application, LRSD requests that the State Board of Education review the final decision of the Department in this matter. LRSD’s concerns include the lack of innovation, vague achievement goals without timelines, and a risky budget that depends on getting at least 173 of the expected 180 students the first year. Exalt would also be located three blocks from Cloverdale where the ADE and the LRSD are engaged in a joint effort to improve the school. Exalt will not provide transportation. Simply put, we should concentrate on improving existing schools in the area rather than creating new ones that will not be laboratories for significant innovation.

Thank you for your consideration of this request. Please let me know if there is anything further I must do to have this request presented to the State Board. CH

[CHRISTOPHER HELLER](#) | ATTORNEY



Heller@fridayfirm.com | Direct: (501) 370-1506 | Fax (501) 244-5344
400 West Capitol Avenue, Suite 2000
Little Rock, Arkansas 72201-3522 | www.FridayFirm.com

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Notification of Charter Authorizing Panel Decision

**Exalt Academy of Southwest Little Rock
Little Rock, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 14, 2013

State Board
of Education

Brenda Gullett
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Little Rock
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Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Freddie Scott
Exalt Education, Inc.
1818 N. Taylor St., #353
Little Rock, Arkansas 72207

RE: Notification of Charter Authorizing Panel Decision
Exalt Academy of Southwest Little Rock

Dear Mr. Scott:

On November 13, 2013, the Charter Authorizing Panel met and approved the application for the Exalt Academy of Southwest Little Rock. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to **request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

A handwritten signature in cursive script that reads "Mary Perry".

Mary Perry, Coordinator
Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

C: Dr. Dexter Suggs, Superintendent, Little Rock School District
Dr. Jerry Guess, Superintendent, Pulaski County Special School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

Materials Distributed by the Applicant at the Hearing

**Exalt Academy of Southwest Little Rock
Little Rock, Arkansas**



**THE GATEWAY TO CHANGE IN
SOUTHWEST LITTLE ROCK**

Exalt Academy of Southwest Little Rock

November 2013

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK
Presentation



AGENDA

LEADERSHIP

- Meeting the Need
- Engaging the Community

Overview



> Who are we?

- Three-year old Arkansas non-profit organization
- Serve 830 students in grades K-8 at 3 locations
- Purpose to equip mission-driven educators with the tools and supports to serve children growing up in low-income homes
- Over the past 3 years, we opened our first 3 campuses:
 - Started KNOVA Learning Reynolds Public School in Rockwood
 - Restarted Little Rock Preparatory Academy
 - Added 2nd campus to Little Rock Prep. to meet growing demand
- Our schools are beginning to have a transformative impact on the lives of our students

11/13/2013

3

Mission



- ### > Prepare students from underserved communities for competitive colleges and advanced careers by:



- Providing a liberal arts education,
- Closing the achievement gap,
- Ensuring mastery of the core subjects, and
- Developing the key behaviors required for success, citizenship & leadership in their communities.

Every major aspect of programs validated by quantifiable evidence, NOT anecdotal bias.

11/13/2013

4

LEADERSHIP


BENJAMIN LINDQUIST
Founder & CEO

- Executive Director, Little Rock Preparatory Academy, AR
- Founding Partner & VP, Charter School Growth Fund
- Former Program Officer, National Charter School Initiative, Walton Family Foundation
- Former Co-Director, Chicago Charter School Foundation
- Past Lead Writer, *The Education Industry Report*
- 1ST Place, CU New Venture Challenge, University-wide Business Plan Competition
- MBA, Leeds School of Business, University of Colorado at Boulder, CO
- Bachelors Degree *Magna Cum Laude*, St. John's University, & The College of St. Benedict, MN
- Married for 16 years
- 2-year old son Adam
- 7 siblings
- Mother died of cancer in 1987
- Grew up in poverty

5

Board of Directors



Five member network board brings strong oversight:

- **Bonnie Johnson**, Attorney, Williams & Anderson
- **Dr. Lee Nunery**, Former Superintendent, Philadelphia Public Schools
- **Dennis Schwitters**, Former Chair of Audit Committee, Farm Credit Services of America
- **Charles Stewart**, Trustee, Little Rock Preparatory Academy & Founder, Arkansas Black Hall of Fame
- **Helen Stout**, Chief Financial & Operating Officer, Arkansas Community Foundation

The national board will approve the initial slate of candidates for the school board of the Exalt Academy of Southwest Little Rock.

11/13/2013

5

Management



➤ Twelve-member network team brings deep expertise in all major aspects of school management.

| Name | Position | Name | Position |
|-------------------------|-------------------------------|--------------------|--------------------------------|
| Jennifer Harris-McMahan | Performance Coordinator | Ashley Phillips | Finance Director, LRPA |
| Darryle Hinton | Middle School Principal, LRPA | Freddie Scott | Dir. of Regional Development |
| Jayne Anne Kita | Director of Advancement | Dennis Tiede | Managing Director, KNOVA |
| Sonja Taylor Larkowski | Chief Administrative Officer | Tia Townsend | Asst. Performance Coordinator |
| Benjamin J. Lindquist | Chief Executive Officer | Chante'le Williams | Primary School Principal, LRPA |
| Tina Long | Founding Principal, EASW | Sylvia Wynn | Executive Assistant |

Recent additions include a Director of Advancement & Chief Administrative Officer – each of whom possesses over 25 years of experience in non-profit management.

11/13/2013

Results To Date



➤ Exalt Academies use autonomy and innovation to do more with less.

Little Rock Preparatory Academy (Restart)

From 2012 to 2013:

- 19% of returning students gained a proficiency level in Math
 - 30% of returning students gained a proficiency level in Literacy
- 25% average one-year gain among returning students**

KNOVA Learning Reynolds Public School (Startup)

From 2012 to 2013:

- 36% of returning students gained a proficiency level in Math
 - 18% of returning students gained a proficiency level in Reading
- 27% average one-year gain among returning students**

11/13/2013

Little Rock Preparatory Academy

A member of the Exalt Education Network



Little Rock Preparatory Academy
A Member of the Exalt Education Network

Community public charter school that serves students in grades K-8 at 2 campuses in Central Little Rock.

| Primary Student Attributes | LRPA | Little Rock School District | State of Arkansas |
|--|------|-----------------------------|-------------------|
| Qualify for Federal Free & Reduced Lunch | 83% | 70% | 60% |
| African American | 96% | 68% | 21% |
| From Central Little Rock | 70% | 23% | 0.01% |

11/13/2013

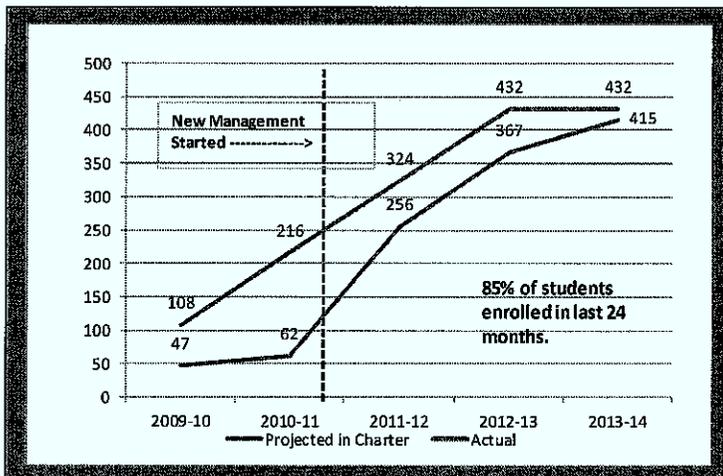
9

Growth in Student Enrollment

Since Exalt's leadership assumed management in 2011, student enrollment has been brought in line with projections set forth in original charter application.



Little Rock Preparatory Academy
A Member of the Exalt Education Network



11/13/2013

10

Progress Against School Management Model



Little Rock Preparatory Academy
A Member of the Exalt Education Network

The foundation has been built for success & sustainability.

| School Management Model | | Key Indicators of Progress in Restart |
|-------------------------|---------------------------------|--|
| Level 1 | Optimal Student Learning | <ul style="list-style-type: none"> ✓ Academic design installed & refined ✓ Two years of impressive learning gains ✓ 88% of 1st graduating class placed into college-preparatory programs |
| Level 2 | Student Engagement | <ul style="list-style-type: none"> ✓ Attendance, tardiness, behavior improving ✓ Student retention climbs over 80% ✓ School-wide behavior plan installed |
| Level 3 | Stakeholder Support | <ul style="list-style-type: none"> ✓ 86% of parents report that they would "refer a friend to the school" (June 2013) |
| Level 4 | Site Management | <ul style="list-style-type: none"> ✓ Developed strong site-management teams |
| Level 5 | Operational Stability | <ul style="list-style-type: none"> ✓ Facilities improved ✓ Enrollment expanded ✓ Compliance addressed ✓ Financial position strengthened |

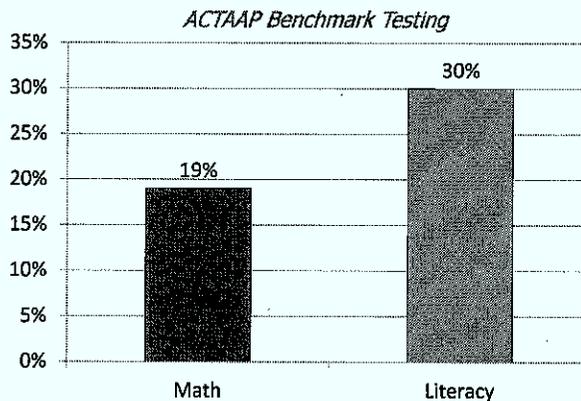
Impressive Gains Among Returning Students



Little Rock Preparatory Academy
A Member of the Exalt Education Network

One-quarter of students gained a proficiency level between spring 2012 and spring 2013.

Percent of Students Who Gained a Proficiency Level from Spring 2012 to Spring 2013



Primary School Campus

2012 Enrollment 247 Students in Grades K-4



**Little Rock
Preparatory Academy**
A Member of the Exall Education Network

The Primary School made impressive gains in 7 of 8 AMO categories.

| Categories | Literacy Performance | | | Math Performance | | |
|--------------|----------------------|-------|------|------------------|-------|------|
| | Year | 2012 | 2013 | Change | 2012 | 2013 |
| All students | 59.21 | 62.5 | ↑ | 46.05 | 45.83 | ↓ |
| TAGG | 58.41 | 64.06 | ↑ | 41.59 | 48.44 | ↑ |
| Categories | Literacy Growth | | | Math Growth | | |
| | Year | 2012 | 2013 | Change | 2012 | 2013 |
| All students | 66.67 | 78.57 | ↑ | 34.31 | 42.86 | ↑ |
| TAGG | 68.42 | 80.77 | ↑ | 35.53 | 38.46 | ↑ |

11/13/2013

13

Middle School Campus

2012 Enrollment 120 Students in Grades 5-8



**Little Rock
Preparatory Academy**
A Member of the Exall Education Network

**The Middle School made gains in 4 of 8 AMO categories,
but still met its AMO's in Literacy.**

| Categories | Literacy Performance | | | Math Performance | | |
|--------------|----------------------|-------|------|------------------|-------|------|
| | Year | 2012 | 2013 | Change | 2012 | 2013 |
| All students | 59.21 | 54.55 | ↓ | 46.05 | 48.18 | ↑ |
| TAGG | 58.41 | 51.14 | ↓ | 41.59 | 47.73 | ↑ |
| Categories | Literacy Growth | | | Math Growth | | |
| | Year | 2012 | 2013 | Change | 2012 | 2013 |
| All students | 66.67 | 56.04 | ↓ | 34.31 | 38.46 | ↑ |
| TAGG | 68.42 | 51.39 | ↓ | 35.53 | 38.89 | ↑ |

11/13/2013

14

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK

Presentation



AGENDA

- Leadership

MEETING THE NEED

- Engaging the Community

15

LEADERSHIP



TINA LONG

Founding Principal, Exalt Academy of Southwest Little Rock

- Classroom Teacher
- School Leader, Arthur Academy, Portland, OR
- Founding Principal, KNOVA Learning Reynolds Public School, Portland, OR
- National Director of Academic Programs, Exalt Education
- Instrumental in the Startup of 3 Public Charter Schools over 10 years

- MED, Warner Pacific University, Portland, OR
 - 4.0 GPA
- Bachelor's Degree in Psychology, Portland State University

- Married for 19 years
- 4 children ages 11-17
- Mother immigrated from Middle East
- 1st Generation American grew up in poverty

15

What do these children have in common?



- They are all growing up in low-income homes.



11/13/2013

11

What challenges do low-income children face?



Childhood Learning Challenges

- Less structured adult care
- Limited exposure to the English language
- Fewer books – very little guided reading
- Typically no access to technology
- Less direction in developing basic functions
- Higher risk of physical, emotional & substance abuse
- Frequent transitions in home life

*Meaningful Differences in the Everyday Experience of Young American Children, 1995, Betty Hart, Todd Risley

**National Center for Children in Poverty, 2010 Fact Sheets

***Two Generations in Poverty: Status and Trends among Parents and Children in the United States, 2000-2010, Zakiya Redd, Tahilin Sanchez Karver, David Murphy, Kristin Anderson Moore, Dylan Knewstubb

11/13/2013

11

Without solutions, these children are being left further & further behind.



➤ The income achievement gap has been steadily growing since at least 1970*

A Lifespan of Lagging Indicators

- Low-income children lag behind more affluent peers by 3-6 years of academic learning**
- 32% of low-income children do not graduate from high school***
- 9% of low-income children earn a four-year college degree****
- In most parts of the country, low-income children & youth face minimal upward mobility*****

*The Widening Achievement Gap Between the Rich and Poor, July 2011, Jeffrey Reardon, Stanford University
 **The Widening Achievement Gap Between the Rich and Poor, July 2011, Jeffrey Reardon, Stanford University
 ***Double Jeopardy, April 2011 Annie E. Casey Foundation Report
 ****Gains and Gaps: Changing Inequality in U.S. College Entry and Completion, December 2011, Nat'l Bureau of Economic Research
 *****Harder for Americans to Rise From Lower Runge, January 2011, New York Times

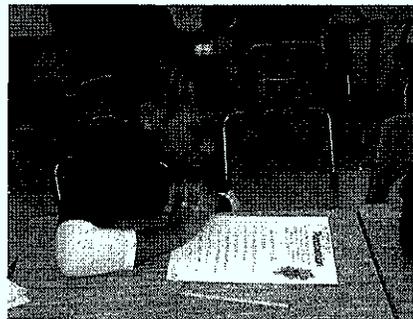
11/13/2013

19

Why Southwest Little Rock?



- There is no higher concentration of poverty in Central Arkansas than in Southwest Little Rock
- 9 elementary & middle schools with attendance zones in SWLR
 - 4,094 students in grades K-8
 - 81% of students qualify for Free & Reduced Lunch
 - 70% African American
 - 20%+ Hispanic
 - In 2011, all elementary & middle schools Tier III under NCLB



11/15/2013

20

How do we meet the special needs of low-income children?



**WE DO WHATEVER IT
TAKES TO SERVE THE
WHOLE CHILD!**



11/13/2013

21

How do we serve the whole child?



KEY SUCCESS FACTORS

1. Start early
2. More learning time
3. Meet socio-emotional & basic needs
4. More personalized attention
5. Meet each child at his or her level
6. Immerse students in language
7. Teach behavior norms explicitly
8. Foster a positive, affirming climate
9. Use research-validated programs
10. Manage performance closely



11/13/2013

22

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK Presentation



AGENDA

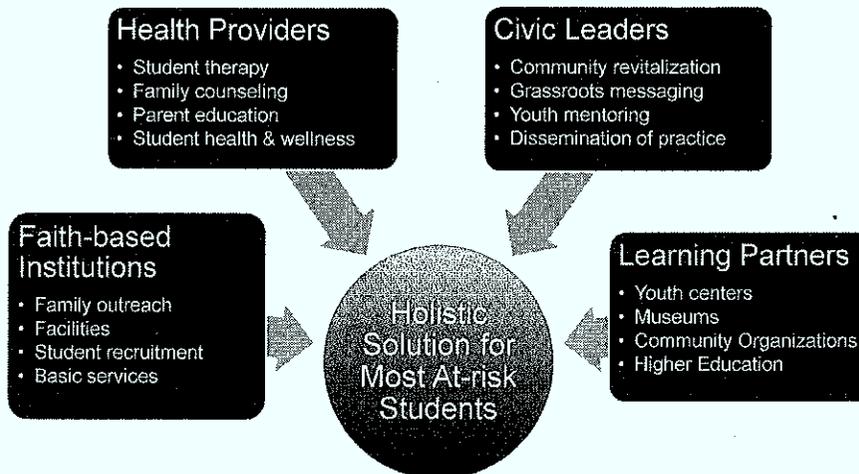
- Leadership
- Meeting the Need

ENGAGING THE COMMUNITY

25

Engaging Community Partners

EASW is bringing the communities' resources to bear on the education of the most at-risk children.



Advisory Board Candidates & Supporters



EASW is bringing the communities' resources to bear on the education of the most at-risk children.

| Name | Leadership Role | Organization |
|-----------------------------|----------------------------|--|
| Honorable Marion Humphrey | Judge, Attorney and Pastor | Allison Presbyterian Church |
| Fidel Samour | Project Coordinator | Arkansas Children's Hospital |
| Carlos Cervantes | Former Director | League of United Latin American Citizens |
| Reverend David Featherstone | Senior Pastor | Greater Second Baptist Church |
| Barry Jefferson | Co-Owner/ Director | Hall & Jefferson Enterprises Inc. / Young Adult Opportunity Center |
| Tim Zimmerman | President / Vice President | Clear Creek Properties / Zimmerman Motors |

Advisory Board Candidates & Supporters Continued



| Name | Leadership Role | Organization |
|-----------------------------|---|---|
| Reverend Kevin Kelly | Senior Pastor | Second Baptist Church |
| Andre Pendleton Sr. | Business Owner | State Farm Insurance |
| Reverend Steven Bell | Senior Pastor | Otter Creek Community Church |
| Reverend Frank D. Scott Jr. | Associate Minister / Governor Appointee | Greater Second Baptist Church / Arkansas Highway Commission |
| Dexter Payne | Warden | Wrightsville Correctional Facility |
| Reverend Monroe Relford | Associate Minister | Liberty Hill Baptist Church |

Advisory Board Candidates & Supporters Continued



| Name | Leadership Role | Organization |
|-----------------------------|-------------------------|---|
| Stacy Williams | Managing Director | Williams Strategic |
| Marcus Montgomery | Professor | Pulaski Technical College |
| Reverend Dr. Stephen Raines | Pastor/ Professor | Eastside Baptist Church / Central Baptist College |
| Josefina Loya | Retired Mortgage Banker | Simmons Bank |
| Tanya Bonham Scott | Branch Manager | Regions Financial Corp. |

LEADERSHIP

JUDGE MARION HUMPHREY
Advisory Board Member



- Circuit Court Judge, 1993 to 2010
- Little Rock municipal judge, 1989 to 1992
- Arkansas Assistant Attorney General
- Arkansas State Director for Prison Fellowship
- Little Rock Assistant City Attorney

- Recipient of Paul Harris Fellow of International Rotary
- Intern in office of former Senator J. William Fulbright
- Board Member, Arkansas Children's Hospital
- Board Member, Lyon College

- Juris Doctorate, University of Arkansas Law School
- Masters of Divinity, Harvard Divinity School
- Bachelor of Arts Degree, Princeton University
- Graduate of Phillips Exeter Academy
- Graduate of Arkansas public schools

LEADERSHIP

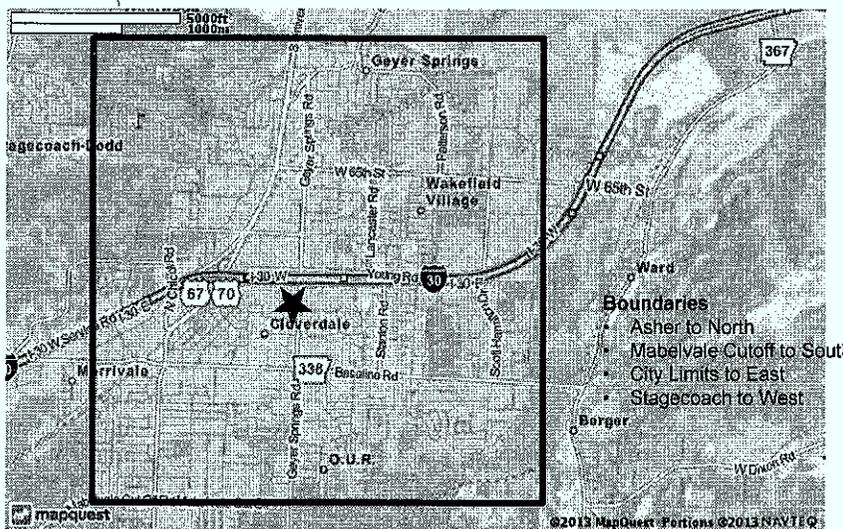
CARLOS CERVANTES
Advisory Board Member



- Started working in Southwest Little Rock in 2001
- Focus on grassroots organizing & community empowerment
- State Director, League of United Latin American Citizens (LULAC) from 2005 to 2009
- Key advocating for the development of a health clinic in Southwest Little Rock 2006
- Vietnam Veteran

28

Assessing the Need in Southwest Little Rock



29

QUESTIONS?



31

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK
Presentation



BACKUP SLIDES

32

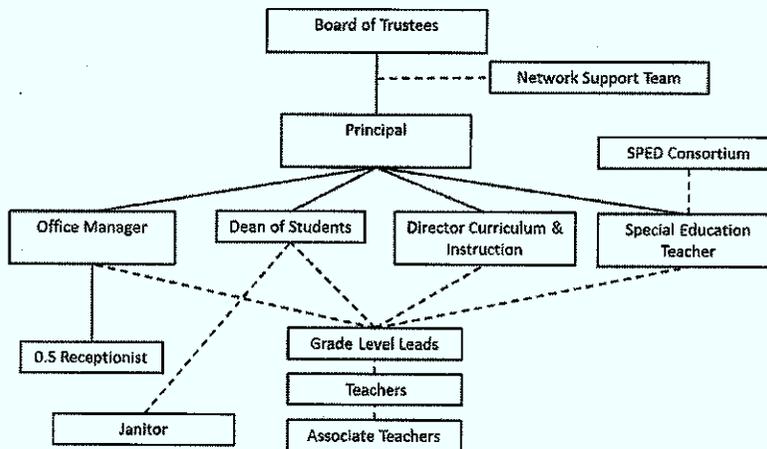
THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK
Presentation



Management Staffing Plan

35

First Year Management Staffing Plan



| Office Manager | Dean of Students | Director, Curriculum & Instruction | Special Education Teacher |
|-------------------------------|---------------------------|------------------------------------|---------------------------|
| Principal's Gatekeeper | Student Management | Teacher Management | Learner Supports |
| - Reporting & Records | - Student Policies | - Teacher Policies/Supports | - Inclusion |
| - Parent Communication | - Custodian | - Professional Conduct | - Pull-outs |
| - Visitors & Events | - Supervision | - Performance Evaluation | - Services |

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK
Presentation



Education Market Analysis

35

Neighborhood Public Schools in Southwest Little Rock



➤ 81% of students at neighborhood public schools are low-income, which translates into 9 persistently low-performing schools

| Public Elementary & Middle Schools in Southwest Little Rock Region | | | | | |
|--|--------|--------------|------------|----------|----------------------------|
| Name | Grades | Enrollment | FRL | 2011 AYP | 2013 ESEA |
| Elementary Schools | | | | | |
| Baseline Elementary | K-5 | 304 | 94% | III | Needs Improvement Priority |
| Chicot Primary | K-2 | 584 | 86% | III | Needs Improvement |
| Geyer Springs Elementary | K-5 | 208 | 85% | III | Needs Improvement Priority |
| Mabelvale Elementary | K-5 | 401 | 85% | III | Needs Improvement |
| Meadowcliff Elementary | K-5 | 304 | 83% | III | Needs Improvement |
| Wakefield Elementary | K-5 | 523 | 89% | III | Needs Improvement Focus |
| Intermediate School | | | | | |
| Watson Intermediate | 3-5 | 409 | 88% | III | Needs Improvement |
| Middle Schools | | | | | |
| Cloverdale Middle School | 6-8 | 648 | 87% | III | Needs Improvement Priority |
| Mabelvale Middle School | 6-8 | 713 | 75% | III | Needs Improvement |
| 7 Elementary & 2 Middle Schools | | 4,094 | 81% | | |

11/13/2013

39

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK

Presentation



**English Language Learners &
Special Education**

37

Special Education



Exalt Education has created a data driven process to comply with IDEA, Child Find, and to ensure that all students are accessing their education and thriving in our schools. We had done this by establishing various teams to support the implementation of our academic model and positive behavior plan.

Our full immersion model allows students to be placed in the least restrictive environment, yet providing our students will all the accommodations and modifications needed to comply with their IEP and be successful in a general education classroom.

38

English Language Learners (ELL)



Exalt Education has a six-step ELL program.

1. Identification of primary language other than English; records
2. Assessment of ELL students
3. Annual report
4. Instructional program and goals for ELL students. EASW will use two types of instruction, small group pull out instruction and sheltered instruction observation protocol (SIOP). All teachers will be trained in SIOP
5. Reassessment, reclassification, exiting, and monitoring
6. Equal access to other school programs

39

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK

Presentation



Performance Goals

40



State Testing Performance Goals

1. **AMO Performance:** EASW will continuously strive to achieve the AMOs for students in all sub-groups in order to be designated as "Achieving" or "Exemplary"
2. **Proficiency Gains:** In grades 3-8, over 15% of returning students will gain at least 1 proficiency level until they achieve at the "Advanced" proficiency level
3. **District Comparison:** By the spring of their 5th grade year, a higher percentage of students will achieve at the Proficient or Advanced level than students in LRSD
4. **State Comparison:** By the spring of their 8th grade year, a higher percentage of students will achieve at the Proficient or Advanced level than the average among all students in the state of Arkansas.

41



NWEA MAP Performance Goals

1. **NPR Gains:** Over 15% of returning students who are continuously enrolled will make at least 5% NPR gain from spring-to-spring testing in math and reading
2. **Individual Growth Targets:** Over 60% of returning students will meet individual growth targets in math and reading.
3. **National Average:** By the spring of their 5th grade year, over 50% of returning students will score above the 50th percentile in math and reading.
4. **Comparative Performance:** Upon completion of their 8th grade year, a higher percentage of returning students will score above the 50th percentile than among all schools that are part of the national norming group.

42



8th Grade Performance Goals

1. **Capstone:** All 8th graders complete year-long course, including:
 - Researching and writing thesis paper & presentation,
 - Multimedia portfolio,
 - Job shadowing,
 - Visits to minimum of 4 college campuses, and
 - 50 hours of community service.

2. **ACT Explore:** Over 75% of continuously enrolled students will achieve a score indicative of preparedness for:
 - Advanced Placement courses and
 - College Readiness

3. **College-Prep High School:** Over 85% of students will be admitted into college-preparatory high school programs in the spring of their 8th grade year.

42

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK

Presentation



Comparison of Exalt & LRSD

46



Major Organizational Differences

1. Contractual accountability with authorizer
2. Capacity to specialize in serving children from low-income homes
3. Appointed, not locally elected, school board
4. Carver Policy Governance Model
5. Management team staffing structure
6. Waivers from state laws:
 - At-will employment
 - Differentiated pay
 - Pay for performance

45



Major Programmatic Features

1. **College-Preparatory Standard**
2. **Positive Behavior Plan**
 - School-wide Plan, CHAMPS Classroom Plan
3. **35% More Learning Time**
 - 9.0 hour day vs. 6 hrs. 45 mins.
 - 22 additional days for 100% of students vs. 4 hrs / 20 extra days for a few
4. **Co-Teacher Model**
 - 15-to-1 ratio for 7 hours of day
5. **Training & Professional Development Time**
 - 4 weeks full-day summer training
6. **Management Team Staffing Structure**
7. **Performance Management**
 - Continuous assessment daily, weekly, monthly, semi-annually, annually
8. **Other Major Differences**
 - Home Visits, Student led conferences, Uniform discount, etc.

46

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK

Presentation



Technology

47



Technology Plan

1. Fully networked, stationary computer lab
 - Mobile computer lab phased in for middle school use
2. Projectors & document cameras in every classroom
 - Smartboards may be phased in
3. High-speed, high bandwidth wireless network
 - Internet access
 - Printing/photocopying capacity
4. Frequent teacher use of technology curriculum
5. Student use of classroom technology & portfolio development
6. Administration of NWEA MAP's
7. Use of Illuminate student information & performance management system
8. Implementation Taleo Cloud Service, an onboarding & human resources system
9. Learning Pass Initiative

48

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK

Presentation



Transportation

49



Transportation

- 38,000 residents within 3 square miles of center of Southwest Little Rock
- 8,200 school-age children reported
- Over 95% of residents within 3 square miles of SWLR report having access to transportation
 - 79% report driving cars to & from work
 - 17% have access to carpooling
- Downtown proximity maximizes convenience
- Easy access from major thoroughfares
 - Interstate 30
 - Geyer Springs Road
 - Baseline Road

Source: Jerry Bell, State Census Data Center, Institute for Economic Advancement, UALR

Center Point of Analysis: Geyer Springs Road & Baseline Road

50

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK Presentation



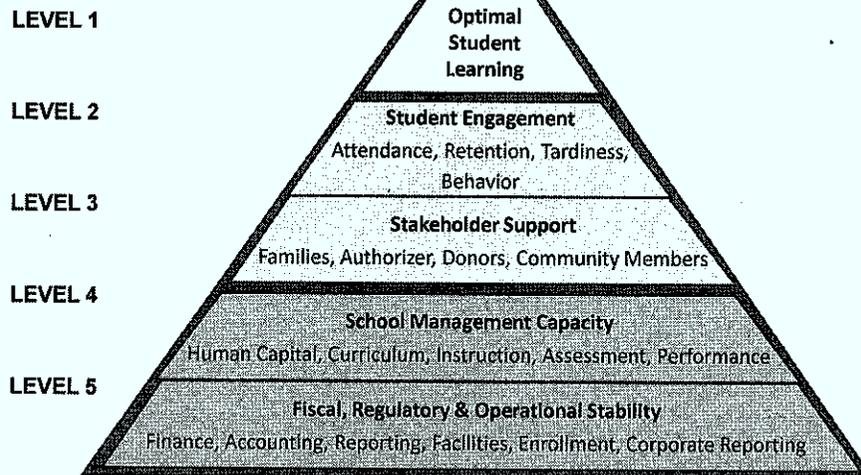
Performance Analysis

1. Relative to School Management Targets
2. Relative to Achievement Gain Targets
3. Relative to AMO's

51

School Management Model

Progressive model for developing an exemplary school.



School Management Model



It takes 3-5 years to develop an exemplary school in a high-poverty community.

| School Management Model | | Targets | LRPA | KNOVA |
|----------------------------|--------------------------|-----------|------------|------------|
| Level 1 | Optimal Student Learning | 10 | 72% | 71% |
| Level 2 | Student Engagement | 11 | 84% | 89% |
| Level 3 | Stakeholder Support | 3 | 93% | 100% |
| Level 4 | Site Management | 3 | 87% | 90% |
| Level 5 | Operational Stability | 11 | 97% | 90% |
| Total Average Score | | 38 | 87% | 88% |

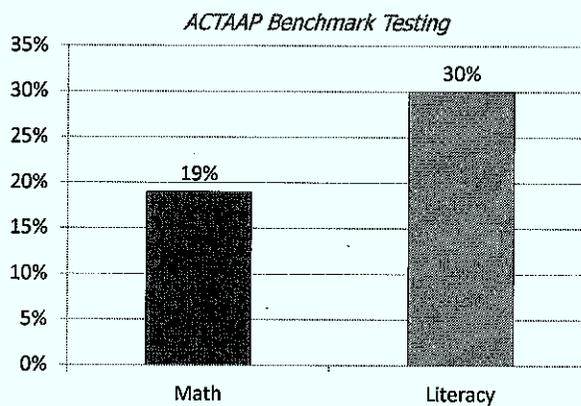
Impressive Gains Among Returning Students



On average, 25% of returning students gained a proficiency level between spring 2012 and spring 2013.

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Percent of Students Who Gained a Proficiency Level from Spring 2012 to Spring 2013

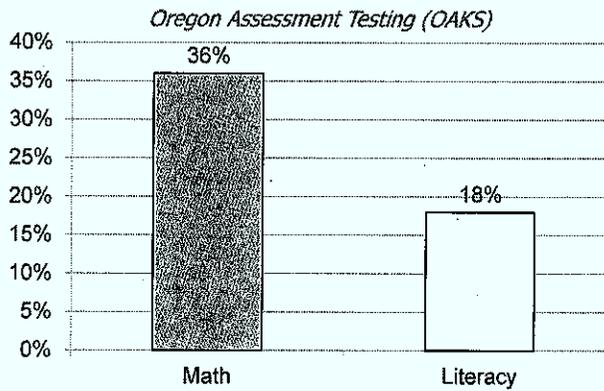


More Impressive Gains Among Returning Students



On average, 27% of returning students gained a proficiency level between spring 2012 and spring 2013.

Percent of Students Who Gained a Proficiency Level from Spring 2012 to Spring 2013



11/13/2013

55

Primary School Campus

2012 Enrollment 247 Students in Grades K-4



Little Rock Preparatory Academy
A Member of the Exall Education Network

The Primary School made impressive gains in 7 of 8 AMO categories.

| Categories | Literacy Performance | | | Math Performance | | |
|--------------|----------------------|-------|------|------------------|-------|------|
| | Year | 2012 | 2013 | Change | 2012 | 2013 |
| All students | 59.21 | 62.5 | ↑ | 46.05 | 45.83 | ↓ |
| TAGG | 58.41 | 64.06 | ↑ | 41.59 | 48.44 | ↑ |
| Categories | Literacy Growth | | | Math Growth | | |
| | Year | 2012 | 2013 | Change | 2012 | 2013 |
| All students | 66.67 | 78.57 | ↑ | 34.31 | 42.86 | ↑ |
| TAGG | 68.42 | 80.77 | ↑ | 35.53 | 38.46 | ↑ |

11/13/2013

56

Middle School Campus

2012 Enrollment 120 Students in Grades 5-8



**Little Rock
Preparatory Academy**

A Member of the Exalt Education Network

**The Middle School made gains in 4 of 8 AMO categories,
but still met its AMO's in Literacy.**

| Categories | Literacy Performance | | | Math Performance | | |
|--------------|----------------------|-------|------|------------------|-------|------|
| | Year | 2012 | 2013 | Change | 2012 | 2013 |
| All students | 59.21 | 54.55 | ↓ | 46.05 | 48.18 | ↑ |
| TAGG | 58.41 | 51.14 | ↓ | 41.59 | 47.73 | ↑ |
| Categories | Literacy Growth | | | Math Growth | | |
| | Year | 2012 | 2013 | Change | 2012 | 2013 |
| All students | 66.67 | 56.04 | ↓ | 34.31 | 38.46 | ↑ |
| TAGG | 68.42 | 51.39 | ↓ | 35.53 | 38.89 | ↑ |

11/13/2013

57

2013-2014 School Improvement Strategy

LRPA's team made a number of changes to continue enhancing performance:



**Little Rock
Preparatory Academy**

A Member of the Exalt Education Network

- Lengthened math blocks to 80 minutes
- Added Rocket Math to give students more practice in math facts
- Added Illuminate testing system to assess student learning against standards more frequently throughout the year
- Implemented new English Language Arts programs in middle school, including:
 - Perfection Learning
 - Writer's Workshop
 - 6 + 1 Traits of Writing
 - Cornell Notes
- Added Director of Curriculum & Instruction to middle school
- Extended student reading time out of school hours

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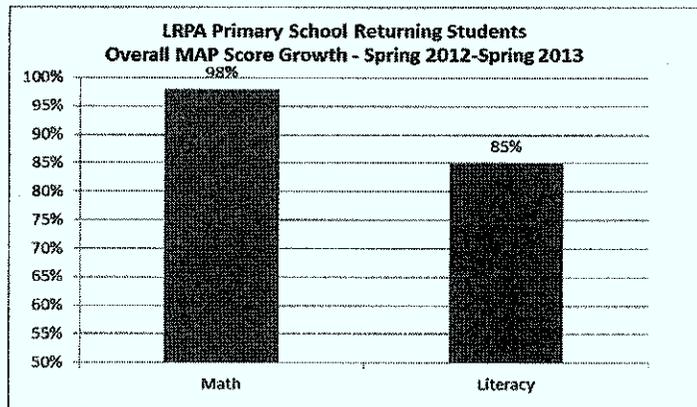
58

NWEA MAP Performance

Primary School Gains



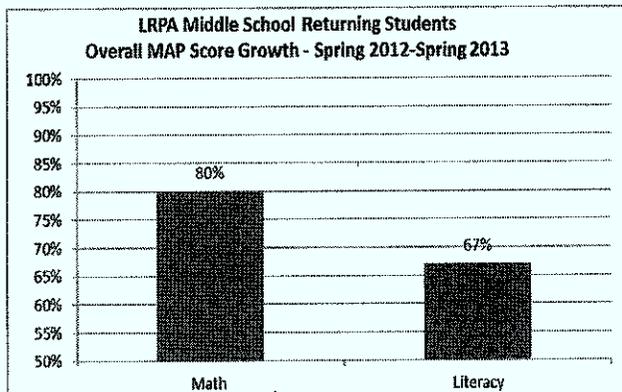
Below, the chart illustrates the percent of returning students in grades K-4 who made gains from spring 2012 to spring 2013



Middle School Gains



➤ Below, the chart illustrates the percent of returning students in grades 5-8 who made gains from spring 2012 to spring 2013



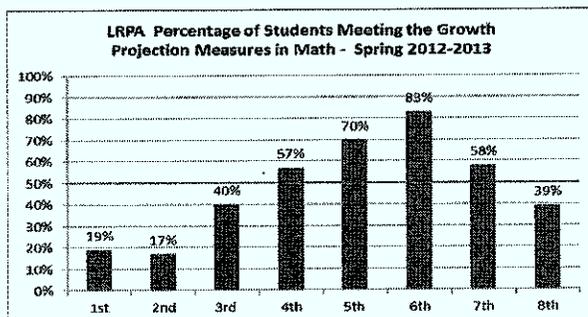
11/13/2013

91

2012-2013 NWEA MAP Gains in Math



➤ According to the NWEA, slightly over 50% of all students who take the MAP meet or exceed their growth projection.



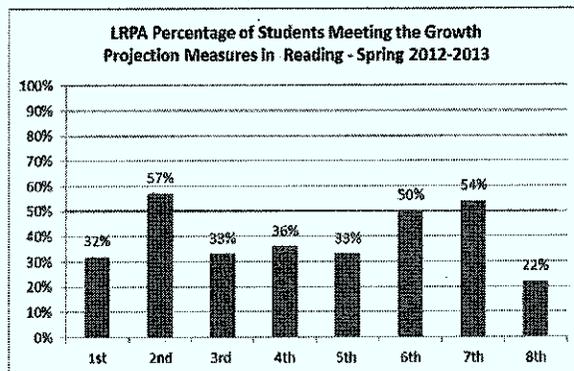
11/13/2013

92

2012-2013 NWEA MAP Gains in Reading



➤ According to the NWEA, slightly over 50% of all students who take the MAP meet or exceed their growth projection.



11/13/2013

83

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK Presentation



10 Success Factors

84

How do schools meet the special needs of low-income children?



> KEY SUCCESS FACTORS

1. Start early
2. More learning time
3. Serve the whole child
4. More personalized attention
5. Meet each child at his or her level
6. Immerse students in language
7. Teach behavior norms explicitly
8. Foster a positive, affirming climate
9. Use research-validated programs
10. Manage performance closely



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55

Start early – before academic deficits have had time to grow.



> 7 years to serve the first class before 8th grade graduation.

| SCHOOL STARTUP SCENARIO | | | | | | | | |
|-------------------------|----------|------------|------------|------------|------------|------------|------------|------------|
| Grade Level | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Kindergarten | 0 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| 1st Grade | 0 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| 2nd Grade | 0 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| 3rd Grade | | | 60 | 60 | 60 | 60 | 60 | 60 |
| 4th Grade | | | | 60 | 60 | 60 | 60 | 60 |
| 5th Grade | | | | | 60 | 60 | 60 | 60 |
| 6th Grade | | | | | | 60 | 60 | 60 |
| 7th Grade | | | | | | | 60 | 60 |
| 8th Grade | | | | | | | | 60 |
| Total | 0 | 180 | 240 | 300 | 360 | 420 | 480 | 540 |

11/15/2013

56

Give students the benefit of more learning time.



➤ EASW's students will gain over 2 academic years of extra learning time by the end of 8th grade!

| Features | Specifics | Why is this beneficial? |
|------------------------|-------------------------------|--|
| School Day | 7:30 am - 4:30 pm | 2 more hours of learning time every day |
| Annual Calendar | 200 days | 22 more days every year |
| Longer Learning Blocks | 70-90 minute learning blocks | More time to master concepts & skills |
| "Double Dosing" | More lessons in core subjects | More exposure for lowest-performing learners |

11/13/2013

67

Serve the whole child.



➤ Exalt Academies specialize in meeting the holistic needs of children who grow up in poverty.

| Solutions to Student Needs | | |
|---------------------------------|--|--|
| • Compassion | • Clothing | • Drug & alcohol education |
| • Health education | • Counseling | • Self-expression |
| • De-escalation | • Recognition / Affirmation | • Anger management |
| • Medical treatment | • Character development | • Knowledge |
| • Nutrition | • Physical education | • Academic success |
| • Nurturing adult relationships | • Early exposure to colleges & careers | • Intensive literacy skill development |

11/13/2013

68

Give students more personalized attention.



➤ A team-based staffing model provides students & staff with many advantages.

| Benefits of Innovative Staffing Model | | |
|---------------------------------------|---|---|
| Co-Teachers | Smaller student-to-teacher ratios | Average of 15-to-1 from 8:30 am to 3:30 pm |
| Management Team Led Schools | More dedicated support in key areas | 5 person school-wide management team |
| Grade-Level Leads | Greater access to instructional expertise | Professional learning communities meet twice each month |
| More Manageable Day | More satisfying conditions | All teachers work average 8.5 hour day |

11/13/2013

89

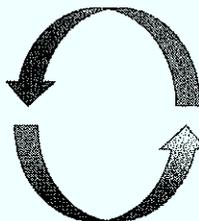
Meet each child at his or her level.



➤ EASW will follow a 6-step instructional cycle:

Instructional Cycle

1. Curriculum director administers a placement test to each student following enrollment
2. Students grouped by performance levels in core subjects
3. Teachers set ambitious learning goals for each group
4. Teachers deliver lesson units at each group's level
5. Curriculum director re-tests students periodically
6. Students regrouped based on pace of progression



The instructional cycle moves students from where they are to where they need to be – at or above grade level.

11/15/2013

90

Immerse students in language.



➤ EASW will use programs that have been proven to help students develop a comprehensive literacy foundation.

- Reading Mastery
- Language for Learning
- Perfection Learning
- Writer's Workshop
- 6+1 Traits of Writing

These programs are backed by over 40 years of systematic research & development.

11/13/2013

71

Reinforce positive behaviors.



➤ **Teach Behavior Norms Explicitly**

- Behavior expectations posted in classrooms, taught explicitly, retaught & reinforced daily
- CHAMPS system is used in every classroom

Foster a Positive, Affirming Climate

- Dedicated dean of students for every 150 students
- Students struggling with misbehavior addressed through daily point-card systems
- Weekly assemblies recognize & reward positive behaviors
- All students rewarded with prizes through "Prepster Bucks"

11/13/2013

72

Use research-validated programs.



Reading, Language, Writing, English Language Arts, Study Skills

- Reading Mastery
- Language for Learning
- Perfection Learning
- Writer's Workshop
- 6+1 Traits of Writing
- Cornell Notes

Mathematics

- Connecting Math Concepts
- Saxon Mathematics
- Rocket Math
- People's Publishing Common Core Math

Natural World (Science)

- FOSS Science
- Core Knowledge Sequence
- CPS Science

Human Resources

- Taleo Cloud Service

Physical Education & Health

- Sparks Physical Education
- Great Body Shop for Health

Behavior Management & Character Development

- Positive Behavior Interventions & Supports
- CHAMPS Classroom Management
- Wise Skills Character Development Program

Instructional Leadership & Constant Improvement

- Professional Learning Communities (PLC) model
- Response-to-Intervention (RTI) model

Student Information & Assessment

- Illuminate Education
- NWEA Measures of Academic Progress (MAP)

Global Studies

- Civics, History, Geography, World History
- Core Knowledge Sequence

Manage performance actively.



EASW's assessment system will provide a constant flow of information on student learning.

| Performance Measures | |
|----------------------|--|
| Daily | Lesson Progress & 1 st Time Mastery |
| Weekly | Lesson Unit Testing |
| Monthly | Illuminate Benchmark Testing |
| Semi-annually | NWEA MAP Pre- and Post-Testing |
| Annually | ACTAAP Testing |

Assessments allow for instructional adjustments to be made that optimize student learning throughout the year.

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK

Presentation



Founder Background Information

75

LEADERSHIP



FREDDIE SCOTT

Director of Regional Development

- Charter school founder
- School board governing member
- Board VP, Michigan Association of Public School Academies
- Public school choice advocate
- Teacher, Dade County Public Schools, Florida
- Professional spokesperson
- Leadership consulting, technology, security, health
- Former NFL receiver
- College Football Hall of Fame
- Bachelor's Degree *Cum Laude*, Amherst College, 1974
- Graduated 1st in Class, Southeast High School, Pine Bluff, AR
- Married father of 6 children
- Grandfather to 7 children
- Cancer survivor
- Grew up in poverty

76

THE GATEWAY TO CHANGE IN SOUTHWEST LITTLE ROCK
Presentation



- Facilities
- IRS Status
- Carver Policy Governance Model
- Why a separate charter for SW LR?
- Wraparound Services

2013-2014 Application Cycle

Exalt Academy of Southwest Little Rock

Summary

Exalt Academy of Southwest Little Rock Charter School

| | |
|---------------------------------------|--|
| Grade Level(s): | K-8 (K-2 in Year 1 adding a grade each year) |
| Student Enrollment Cap: | 540 (180 in Year 1) |
| Name of the Sponsoring Entity: | Exalt Education, Inc. |
| IRS Status | Applied for 501(c)(3) Non-Profit Status |
| Address: | 6111 W. 83 rd Street Little Rock, AR 72209 |

Mission Statement

The Exalt Academy of Southwest Little Rock (EASW) will prepare students from educationally under-served areas of Southwest Little Rock for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Information on the School District in Which the Charter Would Be Located

Little Rock School District

71.13% free and reduced-price lunch (2012-2013)

Needs Improvement District (ESEA 2012) - Graduation Rate and Mathematics

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- The lack of specificity in the statement that the founders request “some flexibility in enrolling students, especially during the first couple years”
- The lack of specificity in the academic goals
 - Lack of a school year by which the charter will be designated achieving
 - Goals that cannot be measured for many years since there will not be a 5th grade class until the fourth year of operation or an 8th grade class until the 7th year of operation not measured in time for renewal
 - Lack of a specific percentage of students that will be expected, by 5th grade, to score higher in all tested subjects than students in surrounding districts
- Understanding of the requirement to offer a full continuum of special education services
- The ability to meet the health and safety needs of students
- The ability to meet the needs of gifted and talented students
- The lack of assurances to obtain appropriate teachers and materials to meet the needs of English language learners
- Responses to Charter Internal Review Committee business and budgeting plan concerns that were not responsive to identified concerns
 - Response to the request for information about vendors and services for fiscal services was about competitive bidding, security services, and a company to support electronic needs
 - Response to the request for information about vendors and services for data processing was about office equipment and copying services
- Lack of a revised budget for review as revenue was reduced and expenses increased in response to concerns identified by the Charter Internal Review Committee -
 - Statement that budget was adjusted to accurately reflect the number of students

- expected to qualify for free and reduced-price lunches
 - Statement that \$10,000 is added as an annual expense for the financial audit
 - Lack of specificity about the amount of space to be leased and the costs to outfit the facility
- Lack of a reason that a waiver of Ark. Code Ann. § 6-16-102 is requested since it appears that the charter would provide at least six hours of instruction each day

Documentation Provided in Support of the Charter

Letter of Support Included in Application

Pastor David Featherstone Greater Second Baptist Church, Geyer Springs Rd., Little Rock

Other Generic Letters of Support (available for review)

| | |
|-----------------------|---|
| D. Boyd | Effective Leaders Kingdom Foundation, Mabelvale |
| W. L. Johnese | Second Baptist Church, Little Rock |
| Charlesetta Booker | Individual |
| Marqueys Brown | Individual |
| Lauren Carll | Individual |
| Jennifer Chime | Individual |
| Courtney Clark | Individual |
| Floyd Cooper | Individual |
| Angel Curenton | Individual |
| Nakela Curenton | Individual |
| Mark Gray | Individual |
| Teresa Guerrero | Individual |
| Carolyn Harpts | Individual |
| Sofo Johnson-Hatchett | Individual |
| Carleece Haynes | Individual |
| S. Hendricks | Individual |
| Rose Hopkins | Individual |
| Glenett Hood | Individual |
| Shantae Hughes | Individual |
| Nadia Johnson | Individual |
| Darryl Johnson | Individual |
| Daniel Jones | Individual |
| Lucinda Johnson | Individual |
| Shanteu Jones | Individual |
| David Kincade | Individual |
| Gwendolyn Loving | Individual |
| Nasreen Mohiuddin | Individual |
| Shretta Morris | Individual |
| Larry Mosley | Individual |
| Yolanda Onukwu | Individual |
| Shantaurus Pace | Individual |
| Torri Phillips | Individual |
| Deborah Robinson | Individual |
| Anitra Rogers | Individual |
| Rodolfo Romero | Individual |
| Bethany Rowers | Individual |
| Andy Smith | Individual |
| Darrick Smith | Individual |

| | |
|------------------------------|-------------|
| Tiquila Smith | Individual |
| Vincent Smith | Individual |
| Mykeiceya Stora | Individual |
| Shoshanna Wenger | Individual |
| Alex Whitman | Individual |
| Michael Whitman | Individual |
| Berry Williams | Individual |
| Silicia Wilson | Individual |
| Nesha Wine | Individual |
| Andrew Wynn | Individual |
| Brushuna Young | Individual |
| Gerry Young | Individual |
| 16 with illegible signatures | Individuals |

Requested Waivers

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant.

From Ark. Code Ann.

| | |
|----------------------|---|
| 6-10-106 | School year dates |
| 6-13-601 et seq. | District Boards of Directors Generally |
| 6-14-101 et seq. | School Elections |
| 6-15-1004 | Qualified teachers in every public school classroom |
| 6-15-1005(b)(5) | Pertaining to alternative learning environments |
| 6-16-102 | School day hours |
| 6-17-114 | Daily planning period |
| 6-17-117 | Noninstructional duties |
| 6-17-201 et seq. | Requirements—Written personnel policies—Teacher salary schedule |
| 6-17-301 | Employment of certified personnel |
| 6-17-902 | Definition (definition of a teacher as licensed) |
| 6-17-919 | Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher) |
| 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| 6-17-2201 et seq. | Classified School Employee Minimum Salary Act |
| 6-17-2301 et seq. | Classified School Employee Personnel Policy Law |
| 6-17-2401 et seq. | Teacher Compensation Program of 2003 |
| 6-18-503(a)(1)(C)(i) | Pertaining to alternative learning environments |
| 6-18-706 | School nurses—Nurse-to-student ratio |
| 6-18-1001 et seq. | Public School Student Services Act |
| 6-20-2208(c)(6) | Monitoring of expenditures (gifted and talented) |
| 6-25-103 | Library media services program defined |
| 6-25-104 | Library media specialist—Qualifications |
| 6-42-101 et seq. | General Provisions (gifted and talented) |
| 6-48-101 et seq. | Alternative Learning Environments |

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|---------|---|
| 15.03 | Licensure and Renewal |
| 16.01 | Guidance and Counseling |
| 16.02.3 | Requiring a licensed library media specialist |
| 16.03 | Health and Safety Services |
| 18 | Gifted and Talented Education |
| 19.03 | Pertaining to alternative learning environments |

From Other Rules

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Public School Student Services
- Sections 5, 6, 7, and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Exalt Academy of Southwest Little Rock
Little Rock, Arkansas

EXALT ACADEMY OF SOUTHWEST LITTLE ROCK

| | |
|-------------------------------------|--|
| Sponsoring Entity: | Exalt Education, Inc. |
| IRS Status: | Applied for 501(c)(3) non-profit status |
| Grade Levels: | K-8 (K-2 or 3 in Year 1) |
| Student Enrollment Cap: | 540 |
| Address of Proposed Charter: | 6111 W. 83 rd Street, Little Rock, AR 72209 |

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open- enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
 - Published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located
 - The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - The last publication date of the notice was no less than seven days prior to the public meeting.

- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located
 - Within seven calendar days following the first publication.

Meets the Standard

C-2 GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school’s governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board’s roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision- making of the school.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- **Provide information about the beginning of Bonnie Johnson’ s career in education.**

Bonnie Johnson holds an undergraduate degree in elementary education and special education from Western Washington University in Bellingham, Washington. In obtaining this degree, Ms. Johnson participated in an innovative program in which the University students spent an entire school year working full time in elementary school classrooms in a low-income community while University faculty provided on-site supervision and instruction.

Upon graduation, Ms. Johnson worked for three years at the Camphill-Rudolf Steiner School in Aberdeen, Scotland, a residential school for children with moderate to severe disabilities (www.camphillschools.org.uk/).

Ms. Johnson later served for eight years as Executive Director of the Arkansas Disability Coalition. One of the Coalition’s major programs is working with parents of special education students across Arkansas to ensure the development and implementation of effective Individualized Education Programs under the Individuals with Disabilities Education Act. She served on the board of directors of the Arkansas Disability Rights Center, an agency that protects special education rights.

- **Confirm the understanding that all charter board meetings, including retreats and planning sessions, will be open meetings.**

The Exalt Academy of Southwest Little Rock (EASW) will comply with the Arkansas Freedom of Information Act (FOIA), which provides that “all meetings, formal or informal, special or

regular, of governing bodies” of school districts shall be public meetings. Ark. Code Ann. § 25-19-106. In accordance with FOIA, the time and place of regular meetings will be furnished to anyone who requests the information. Ark. Code Ann. § 25-19-106(b)(1). In the event of emergency or special meetings, the person calling the meeting will make the notifications required under Ark. Code Ann. § 25-19-106(b)(2). Executive sessions will be held in accordance with FOIA, Ark. Code Ann. § 25-19- 106(c), which provides that executive sessions may be held only for specific purposes and that the purpose must be announced in public before the executive session. As is provided in Ark. Code Ann.§ 25-19-106(c)(3), executive sessions will not be called for the purpose of defeating the reason or spirit of FOIA.

- **Explain “Executive Limitations policies.”**

To ensure consistent, sound governance, all Exalt schools use the Policy Governance Model (PGM), a comprehensive and well-regarded system of nonprofit governance which was developed by John and Miriam Carver. The foundation of the PGM approach is that an effective nonprofit board will focus on governance and allow the details of management to be overseen by the organization’s executive staff. The board controls management by developing policies and holding its top executive, the Chief Executive Officer, accountable for the implementation of those policies. The board of directors of Exalt Education, Inc., the Arkansas non-profit organization that will manage the EASW, will assist and support the school board of EASW in adopting and implementing the PGM system in a rigorous, effective manner.

Under the PGM, a board establishes two types of policies, Ends Statements and Executive Limitations. Ends Statements are broad statements of the goals toward which management must work. Most nonprofit governance models include similar board statements of ends, goals or objectives.

While Ends Statements establish broad goals, Executive Limitations, a hallmark of PGM, describe limits as to how the organization must meet those goals. They are a means by which a board controls the complexity and details of staff operations without involving itself in day-to-day management. The Carvers describe Executive Limitations as a form of proactive constraint.

For example, a board wants to ensure that its organization’s actions are prudent, so it will establish Executive Limitations proscribing what the board would consider imprudent. The CEO must manage within those limitations. A typical Executive Limitation under the category of fiscal oversight would be that the organization may not manage its finances without internal controls that have been approved by the organization’s board and auditor. Another finance-related Executive Limitation would be that the organization’s reserve fund may not be allowed to drop below the amount needed to pay fixed costs for sixty days without the express approval of the Board.

Executive Limitations establish the parameters within which the CEO must manage the organization. The board holds the CEO accountable for managing within the stated Limitations, but does not involve itself in the details of management. Thus, the board stays focused on governance while ensuring effective management of the organization.

The Executive Limitation policies will not cause the governing board nor the Chief Executive Officer to be out of compliance with any applicable laws or ADE rules governing the Exalt Academy of Southwest Little Rock’s board activities or school operations.

C-3 MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-4 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain how the students will use technology

The Exalt Academy of Southwest Little Rock will have a fully networked, stationary computer lab. All staff members will be issued school laptop computers or a comparable device. Projectors and document cameras will be provided for every classroom so that teachers can deliver multimedia lessons. A wireless network will be installed that provides high-speed Internet access throughout the facility and networks with high-speed copier/printer/scanner machines. Once the Academy has grown to 3rd grade, a mobile computer lab will be added that can be moved from classroom to classroom. As the Academy grows from grades K-2 towards grades K-8, Smartboards may also be added. EASW's technology plan will support the following student functions:

- Students will use the computer lab on a regular basis in various subject areas as an integrated extension of classroom learning;
- Students will take the NWEA Measures of Academic Progress (MAP) electronically in the fall and spring as a pre- and post-test;
- Students will use document cameras and other means to develop and share their portfolios with their parents during student-led conferences; and
- Students will be asked to use classroom technology on a regular basis as an aide to instruction.

Teachers are encouraged to use the computer lab with their students on a regular basis. Teachers are required to integrate hands-on computer lessons into every Global Studies and Natural World Unit. Meeting the technology standards is part of the approval process for completing Global Studies and Natural World units. Students will use technology to facilitate learning, conduct research on assigned subjects, practice skills that require repetition for mastery, and/or to access electronic knowledge repositories.

To help facilitate the use of technology, EASW plans to contract with Wired!, Taleo Cloud Service, Illuminate, the Educators Handbook and other technology support services. EASW will also provide an approved, age-appropriate website list that teachers can have students explore. To ensure that students are using computers, EASW will provide approved lesson

units to teachers that integrate technology.

Teachers use classroom technology several times a day. Teachers also assign different students the opportunity to operate technology equipment on a regular basis. Every classroom has a job duty chart. Technology support is one of the jobs that students are assigned on a rotating basis.

C-5 EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide the schedules for all grade levels K-5, including the instructional time for each grade level.

Sample Daily Schedule for Grades K-5

The Exalt Academy of Southwest Little Rock will employ a co-teacher model in grades K-5. The first teacher arrives at 7:00 am and finishes her day by 3:30 pm. The second teacher arrives at 8:30 am and finishes her day by 5:00 pm. During the middle 7 hours of the day, teachers partner closely together to break student classes down into small groups, deliver instruction, and support each other with behavior management and other needs. During these periods, the average student-to-teacher ratio will be approximately 15-to-1, which is designed to provide students with the individualized attention that they need for optimal learning. A sample of the daily schedule is shown below.

| Time | Subject / Event | Co-Teacher 1 7:00 – 3:30 pm | Co-Teacher 2 8:30 – 5:00 pm | Minutes |
|------|--|---------------------------------|--------------------------------|---------|
| 7:00 | Breakfast | | | 25 min |
| 7:30 | Morning work/Calendar | Morning work/Calendar | | 30 min |
| 8:00 | Tuesday- Assembly, Mon, Wed, and Friday SBI Math and Math Centers, Tue and Thurs WW. Math Facts Daily. | Assembly/morning meeting/SBI | | 30 min |
| 8:30 | Transition time | | Monitor Transition | 5 min |

| | | | | |
|-------|---|--|---|---------|
| 8:35 | DI Reading/Spelling | DI Reading/Spelling | DI Reading/Spelling | 110 min |
| 9:25* | *Staggered morning recess, break, snack and transition | Supervise Recess | Prep Period | 20 min |
| 10:25 | Transition Time | | | 5 min |
| 10:30 | Math | Math | Math | 80 min |
| 11:50 | Transition time | Monitor Transition | Monitor Transition | 5 min |
| 11:55 | Lunch K,1 / PE 2-4 | Lunch Duty/Teach PE | Lunch Break | 35 min |
| 12:30 | Lunch 2-4 / PE K,1 | Lunch Break | Teach PE / Lunch Duty | 35 min |
| 1:05 | Transition time | Monitor Transition | Monitor Transition | 5 min |
| 1:10 | <u>Double Dose Block:</u> Math on Monday and Thursday. Tuesday and Friday is Reading, Advanced Literacy Block, or DI Reading. | Double Dose Block: All groups below grade level taught DI Reading Math by teacher. | Advanced Literacy for students at or above grade level. | 40 min |
| 1:50 | Transition/Recess | Supervise recess if not teaching core | Supervise recess if not teaching core | 20 min |
| 2:10 | Natural World / Global Studies | A/B Schedule or Units Other teacher prep | A/B schedule or Units Other teacher prep | 65 min |
| 3:15 | Transition | | Monitor Transition | 5 min |
| 3:20 | DI Language whole class | | DI Language whole class | 40 min |
| 4:00 | Classroom Building Activities /pack up | | Classroom building pack up | 30 min |
| 4:30 | Dismissal | | Dismissal | 4:30 |

- Explain how the educational time exceeds the requirement of traditional public schools.

Traditional school programs typically last for a 7-hour school day. Exalt Academies operate for a nine-hour school day with an extended 200-day calendar year. The extended hours provide teachers with the time to help students learning at an accelerated pace and achieve mastery. Frequently, standards are not taught to mastery because there are so many standards that need to be covered that there is not enough time to address all of them fully. Our goal is to create a solid foundation of concepts, knowledge and skills that can be built upon for years to come.

- Explain if some students will be dismissed at 4:00 and how it will be determined who is dismissed at 4:00.

Our plan calls for all students at Exalt Academy of Southwest Little Rock to be dismissed at 4:30 pm.

- Describe the positive behavior support system that will be implemented.

In an effort to accomplish our mission, Exalt Academies is dedicated to implementing a positive and proactive behavior management plan. The behavior management plan is system-based and focused on the idea that appropriate behavior is a major aspect of academic success. This behavior management system is focused on creating and sustaining school-wide, classroom, and individual systems of support that improve lifestyle results for all of our students. This is accomplished by making desired behavior more efficient and acceptable to students and problem behavior less effective and less functional.

School wide and consistently we teach our students to be RESPONSIBLE, RESPECTFUL, SAFE and HARD WORKING. These four expectations are defined as:

1. RESPONSIBLE: We do what we are supposed to do; we follow through.
2. RESPECTFUL: We treat others as we would want to be treated.
3. SAFE: We are careful with our words, bodies, & choices.
4. HARDWORKING: We work with energy until the job is done.

We teach these expectations by setting and maintaining consistent and clear expectations for the entire student body. Attached is a behavior matrix that will be supported and taught to all students by the entire faculty and administrative team.

When expected behaviors are demonstrated, students are consistently rewarded and celebrated. This method is not consistent with what happens in many traditional schools. One simple example to illustrate this point is the practice of putting names on the board with check marks after the student's name. In a traditional school an educator would use names on the board for discipline. If a student broke a rule, their name would go on the board and that would be tied to some sort of consequence. Each additional check mark would then increase the severity of the consequence. In an Exalt school, a student's name would be on the board if a student did someone exemplary. Each additional check would go toward the reward the student was earning for his or her good conduct. We recognize and reward the behaviors that we want to see more of.

Supporting our universal expectations of responsible, respectful, safe and hardworking, we also have class wide expectations. We recognize there are many classroom expectations that will change throughout the day depending on the classroom activity the students are engaged in. To make sure we are explicit and consistent with our students, we use the CHAMPS behavior management board. Using this board sets student up to be successful, avoiding unwanted behavior before it happens.

C.H.A.M.P.S. is an acronym for the following:

- Conversation: Can students talk to each other during this activity/transition?
- Help: How can students ask questions during this activity? How do they get your attention?
- Activity: What is the task/objective of this activity? What is the expected end product?
- Movement: Can students move about during this activity? Can they sharpen their pencil?
- Participation: What does appropriate student work behavior for this activity look/sound like?

A C.H.A.M.P.S. board will be located in every student work area in the school. As expectations for our students change, the board will change; giving clear directions for what are students are to be doing during any given time. By answering these questions ahead of time for your students and setting explicate clear expectations for your students, you avoid many of the misbehaviors that can take away from the academic excellent environment Exalt academies is achieving with their students.

The third level of our positive behavior plan is our individual plan. We recognize that some students need more structure and feedback to shape their behavior. Those students will be place on positive incentive point cards. The teacher will score their behavior at the end of every class and the students will have the opportunity to earn a reward on a daily basis for staying on track. These students will have several check-ins throughout the day to make sure we are giving them the support they need to be successful.

- Provide the grade levels to be served by year with the maximum enrollment for each year. Information in the General Information Section indicates that K-3 will be served in Year 1, but other sections of the application indicate that K-2 will be served in Year 1.

Below, the chart illustrates the grade levels that the Exalt Academy of Southwest Little Rock plans to enroll by year. To allow for the school to be fully enrolled – which ensures financial stability – EASW’s founders are requesting some flexibility in enrolling students, especially during the first couple of years.

| Grade | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------|------------|------------|------------|------------|------------|
| K | 50 | 50 | 50 | 50 | 50 |
| 1 | 65 | 65 | 65 | 65 | 65 |
| 2 | 65 | 65 | 65 | 65 | 65 |
| 3 | | 60 | 60 | 60 | 60 |
| 4 | | | 60 | 60 | 60 |
| 5 | | | | 60 | 60 |
| 6 | | | | | 60 |
| 7 | | | | | |
| 8 | | | | | |
| | 180 | 240 | 300 | 360 | 420 |

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

EASW will offer a digital course from a provider approved by the Arkansas Department of Education and will meet or exceed the standards and requirements established by the Arkansas State Board of Education in accordance with laws, rules and procedures promulgated to ensure access to quality digital learning content and online blended learning.

C-6: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard

Concerns and Additional Questions:

- Provide the specific school year by which the charter will be expected to have an achieving designation based on academic performance on state-mandated assessments.

This question cuts at the heart of a problem that the leadership of the Exalt Academy of Southwest sought to resolve in formulating the achievement goals presented in the charter application. Some background information is necessary to explain this problem.

First, the founders of the Exalt Academy of Southwest Little Rock embrace the Arkansas Department of Education's commitment to excellence in public education for all students. When determining how to set performance goals for the charter application, members of our leadership team have consulted with members of the Public School Accountability Division at the Arkansas Department of Education (ADE). **We worked hard to set charter performance goals that will stand the test of time and guide the development of an excellent academic institution, not just become obsolete within 12-24 months after the charter is awarded.**

When formulating the goals, three factors prevented us from being able to be too specific:

- Unique Nature of Student Population: We expect that EASW will enroll a high concentration of high-poverty students from the neighborhoods immediately around the facility that we have identified in Southwest Little Rock. Last year, 84 percent of the students at Little Rock Preparatory Academy, another school managed by Exalt Education, qualified for the Federal Free and Reduced Lunch Program and nearly 100 percent were minority. With the target population, the focus is on sustaining strong student achievement gains over time versus operating under the assumption that students will arrive already scoring at high levels.
- Transition to Common Core and PARCC: This year, public schools in Arkansas are required to align with both the Arkansas Learning Standards and the Common Core Standards. The State of Arkansas is continuing to administer the ACTAAP assessments. For the 2014-2015 year, the State of Arkansas is expecting to adopt the Common Core Standards fully and implement the PARCC assessments. When these standards and assessments are implemented, they are likely to have a very significant impact on the performance of public schools statewide, which may cause

adjustments in the AMO performance measures and school designations.

- **ESEA Waiver:** This year, the state of Arkansas is implementing a public school performance evaluation system that was put in place under a waiver from the requirements of the Federal Elementary and Secondary Education Act. This waiver is being continued year-by-year, but it is difficult to know what the future will hold as the Federal government moves towards ESEA reauthorization.

Because of these factors, it is not possible to predict exactly which years the Exalt Academy of Southwest Little Rock would be able to reach an “Achieving” designation or an “Exemplary” designation under the State’s current AMO-based designation system.

So, in formulating our goals, we resolved this problem by taking a four-pronged approach:

1. **Focus on Strong Student Achievement Gains Over Time:** First, we committed to enabling our students to make strong student achievement gains over time. Such a value-added emphasis will be essential in moving students who frequently score in the lowest bands of proficiency at the time of enrollment (“Below Basic” or “Basic”) to the highest bands of proficiency by the time they exit from the Academy (“Proficient” or “Advanced”).
2. **Use of Second Highly Valid-and-Reliable Assessment:** Second, EASW’s leadership committed to administering the NWEA Measures of Academic Progress (MAP), which is already aligned with the Common Core Standards, in all years of the charter term. The MAP provides a second valid-and-reliable, nationally normed means of assessing student achievement relative to peers nationally. The use of the MAP also gives an indication of how effectively students are learning against the Common Core Standards and Arkansas Learning Standards.
3. **Strong Performance Relative to Comparison Groups:** Third, we committed to enabling successive cohorts of students to move from achieving among the lowest performing students in the state upon arrival to surpassing the average of the surrounding district in 5th grade to surpassing the average of the surrounding state when they leave us in 8th grade. Whether or not we are accomplishing this goal should be measurable regardless of whether the PARCC or the ACTAAP is in place.
4. **Exit Standards:** Finally, our goal is for EASW’s graduating students to matriculate into college- preparatory programs at public high schools in Little Rock after they graduate from 8th grade. So we set rigorous exit standards because, even though we are starting with students at a young age, we intend to realize our mission of strengthening public education by placing our students into area public high schools so that they can move onto public colleges and universities.

We believe that it is this framework of performance goals and specific emphasis on enabling our students to make rigorous value-added gains over time that makes our application strong. By giving our students more runway and providing them with more learning time, we are enabling them to catch up to their more affluent peers when they would simply fall further and further behind in most general- purpose public schools.

- Provide the specific school year by which the charter will be expected to have an exemplary designation based on academic performance on state-mandated assessments.

Please see the response to the first question above.

- Define the term “returning student.”

A “returning student” is a student who will have returned to the Exalt Academy of Southwest Little Rock for a new year after having been enrolled the previous year. This student is able to take the state tests two or more times while being enrolled at the Academy. Examining the performance of returning students is important because it serves as a measure of the value-added gains that EASW is enabling students to make while they are continuously enrolled.

- If it is a goal to have students performing at proficient and advanced levels before eighth grade graduation, define “vast majority.”

The word “majority” refers to 51 percent. The word “vast” means very great in size or amount, especially in extent or range. The terms “vast majority” were used in the application to mean far more than a majority. A specific number could not be stipulated because EASW does not know exactly what the state tests will look like by the time it has its first 8th grade graduating class. Elsewhere in the section, EASW committed that, on average, more students in successive classes of 8th graders would achieve proficient than the state-wide average. EASW’s leadership believes that this standard is rigorous considering that EASW would be serving a region where surrounding elementary and middle schools have been among the lowest performing in the state for many years.

- Explain the specific percentage of students that, by their fifth grade year, must score higher in all tested subjects than students in the surrounding districts to demonstrate “impressive performance relative to surrounding districts.”

The section in question states: “By the spring of their 5th grade year, a higher percentage of students at the EASW will achieve proficient or advanced in all tested subjects than the average among students in surrounding school districts. By surpassing the county average in the 5th grade year, classes of students will demonstrate that they have eliminated the skill gap between a public school that will serve a high concentration of low-income students and the average among all public schools county-wide.” It is not possible to elaborate on the percentages that are requested with greater specificity because they are referring to a future period four years after EASW opens. The particular percentages will not be known until the Exalt Academy of Southwest Little Rock has a 5th grade class that can be tested and the surrounding districts have comparable 5th grade classes to be tested.

- State the school districts that will be considered “surrounding districts” for the purposes of this goal.

The Exalt Academy of Southwest Little Rock will be surrounded by the Little Rock School District on all sides and will focus its recruitment efforts on enrolling students from within LRSD. Thus, the Little Rock School District is the surrounding district. The Exalt Academy of

Southwest Little Rock does not expect to enroll a significant number of students from the Pulaski County Special School District. However, if the Academy were to unexpectedly enroll a significant number of students from PCSSD, the surrounding districts would then include the Little Rock School District and the Pulaski County Special School District.

- Confirm the understanding that if the charter is approved and begins with K-2 or K-3 and adds one grade per year, data on eighth grade students will not be available when the charter comes up for renewal in its fifth year of operation.

Under the proposed expansion scenario, the Exalt Academy of Southwest Little Rock would serve: 180 students in grades K-2 in year 1, 240 students in grades K-3 in year 2, 300 students in grades K-4 in year 3, 360 students in grades K-5 in year 4, and 420 students in grades K-6 in year 5. So, in the fifth year of the charter term, the Exalt Academy is projected to serve 420 students in grades K-6. The charter application sets forth measurable goals for 8th grade students because setting measurable exit standards and preparing students for 8th grade graduation is important in clearly defining the institution's goals.

- Define "returning student" in relationship to NWEA measures of academic progress.

A "returning student" is a student who will have returned to the Exalt Academy of Southwest Little Rock for a new year after having been enrolled the previous year. This student is able to take the NWEA MAP tests two or more times while being enrolled at the Academy. Examining the performance of returning students is important because it serves as a measure of the value-added gains that EASW is enabling students to make while they are continuously enrolled.

- Confirm the understanding, that during the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter's AMOs will be based upon the academic performance of the students who attend the charter.

The charter school's AMOs would be based on the state AMOs in its first year. After year one, which is the baseline year, it is our understanding that the AMOs would be based upon the school's student performance.

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide the complete K-8 curriculum that is being used to support the support of the Little Rock Preparatory Academy.

The complete K-8 curriculum is attached that supports Little Rock Preparatory Academy.

- Provide details about the “monthly bench mark electronic system.”

Exalt has implemented Illuminate, which is a formative assessment system that allows for student achievement gains to be evaluated or “benchmarked” up to 12 times annually. The Illuminate formative assessment system is aligned with Common Core standards and administered to all students in grades K-8 in literacy and mathematics.

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard

Concerns and Additional Questions:

Health Services

- Explain how the charter will comply with health and safety services outlined in 16.03 of the Arkansas Department of Education Rules Governing Standards for Accreditation.

EASW will request a waiver from Arkansas Department of Education Rules Governing Standards for Accreditation 16.03

Media Center Services

- Explain how the charter will provide for utilizing printed material beyond what is available at the school.
- Confirm that waivers of media center requirements are requested as they were not mentioned in the waiver section of the application.

EASW will establish a relationship with the Dee Brown Library, a part of the Central Arkansas Library System, which is located in the heart of southwest Little Rock, to enable our students the opportunity to access a wider variety of printed material beyond what is available at the school.

Special Education Services

- Include the Director of Learner Supports in the budget.
- Confirm that understanding that it cannot be predetermined that students with an IEP will be served in the general program with differentiated instruction and that the charter will be prepared to offer a full continuum of special education services to meet the needs of any student who may enroll.

The Director of Learner Supports is included in the budget under the Special Education section. The expected salary for the Director of Learner Supports is \$40,000.00 for 2014-15 and \$41,200.00 for 2015-16.

It is understood that students with an IEP may not be able to be served in the general program and EASW will be prepared to offer a full continuum of special education services to meet the needs of any student who may enroll.

Transportation Services

- Confirm the understanding that transportation will be provided when a student's IEP indicates that transportation should be provided.
- Revise this section to focus exclusively on transportation services to be provided at Exalt Academy of Southwest Little Rock.

Although EASW will provide transportation in the event that a student's IEP indicate that transportation should be provided under the terms of the IEP.

Alternative Education Services

- Confirm that waivers will be requested for alternative education as they were not mentioned in the waiver section of the application.

EASW will request a waiver for Alternative Education Services.

English Language Learner Services

- Explain why there is no budget for the English language learner program

EASW will incorporate ELL services into the general classroom. EASW will make a concerted effort to hire bi-lingual teachers and to train teachers on how to work with ELL students in the classroom to keep them in the general population.

Gifted and Talented Services

- Explain how gifted and talented students will be identified.

EASW will use SRA Direct Instruction, which tests each student and places them at their academic level. This enables them to advance only when they have completely learned the subject matter. Students are tested frequently. This method enables those who are gifted and talented to move ahead to more challenging work.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in meeting the needs of gifted and talented students.

Teachers will be provided with feedback on how each of their groups are progressing via Illuminate formative assessments. They will be able to use the data to customize lesson plans so that they meet students where they are. Those students who are exceeding the expected norms can then receive customized lessons that meet their needs.

- Explain how the social and emotional needs of gifted and talented students will be met.

EASW's gifted and talented students will receive constant feedback on their progress and be encouraged to work at the academic levels at which they can be successful and continue growing and achieving. Students will experience success because they will receive instruction that is differentiated to their performance level. Between that experience of academic success and EASW's positive behavior reinforcement program, their social and emotional needs will be met.

C-9: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

Meets the Standard

C-10: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community and the Charter Authorizing Panel that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Revise to state that the fiscal year will be July 1-June 30.

The fiscal year will run from July 1st to June 30th.

- Confirm that the charter will prepare an annual report and hold the meeting in compliance with the requirements outlined in Standard LL of the Arkansas Department of Education Rules Governing Standards for Accreditation.

The Exalt Academy of Southwest Little Rock will prepare an annual report and hold the public meeting in compliance with the requirements outlined in Standard II of the Arkansas Department of Education Rules Governing Standards for Accreditation.

C-11: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process. **Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Remove the statement that all students who meet legal age requirements applicable to a particular grade level will be eligible for enrollment as, other than the legal age to begin kindergarten, there are no legal ages for specific grade levels.

The statement has been amended as requested.

- Confirm that Family Educational Rights and Privacy Act (FERPA) rules will be upheld when attempting to contact parents of children in Head Start centers, childcare centers preschools and community centers about the charter school.

The Exalt Academy of Southwest Little Rock will be diligent in following the Family Educational Rights and Privacy Act (FERPA) rules in all aspects of its programs and activities including student recruitment and enrollment.

C-12: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Provide the educational qualifications that will be required of the following:
 - Principal;
 - Business manager;
 - Community outreach coordinator;
 - Office manager;
 - Dean of students;
 - Director of Learner supports; and
 - Teachers, including lead teachers.

The educational qualifications for each position expected to be filled for EASW are as follows:

- Principal – Master’s Degree in Education or Education Administration
- Business Manager – Bachelor of Business Administration in Accounting, Finance, or related field.
- Community outreach coordinator – Bachelor’s Degree (Marketing, General Business, etc.)
- Office manager – Bachelor’s Degree (business)
- Dean of Students – Master’s Degree in Education or Education Administration
- Director of Learner supports – Master’s Degree in Education and certification in special education
- Teachers, including lead teachers – Bachelor’s Degree

C-13: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain how the management fees are calculated

Exalt management fees are calculated on the following formula: Equivalent to 15% of (State Funding+NSLA Funding+Professional Development Funding+Child Nutrition Reimbursement+Title 1 Funding+Title IIA Funding)

- Provide information on the vendor and services for \$5,000 in regular classroom instruction

EASW's management will meet all regulatory requirements in soliciting and administering a competitive bidding process for determination of vendors. The \$5,000 in regular classroom instruction will be used for a Performance Coordinator to provide regular testing and performance evaluation so that the instruction can be adjusted as needed.

- Provide the vendors and services for special education services at \$69,000 in 2014-2015 and \$75,000 in 2015-2016

EASW's management will meet all regulatory requirements in soliciting and administering a competitive bidding process for determination of vendors. EASW plans to use the services of the Special Education Charter School Consortium, Pediatrics Plus and KidsSource to provide the necessary services for our special education students.

- Provide the vendors and services for fiscal services at \$12,000 in 2014-2015 and \$14,000 in 2015-2016.

EASW's management will meet all regulatory requirements in soliciting and administering a competitive bidding process for determination of vendors. EASW plans to use the services of an alarm company for security at the new school site. In addition, we will use the services of a technical support company, such as Wired!, to support the electronic needs of the campus.

- Provide the vendors and services for maintenance and operations at \$7,000 in 2014-2015 and \$8,000 in 2015-2016.

Maintenance and operations needs will include utilities not covered in the lease, plumbers and electricians as needed for general repairs and the services of a pest control service such as Bugman.

- Provide the vendors and services for data processing at \$16,800 in 2014-2015 and \$17,500 in 2015-2016.

EASW will engage with a local company such as Xerox to lease to own copy/fax/scanning machines for data processing and duplication needs. In addition, we will use companies such as Office Depot for mass production of handbooks, and other such materials.

- Revise the budget to reflect the number of students expected to qualify for free and reduced price lunches as 100% of the students are listed with the amount per student to be used when 70%-89% of the students qualify.

EASW is estimating that our free and reduced population will be around 83%. In light of that, we have adjusted our NSLA funding to reflect such: \$153,917 in FY2014-2015 and \$205,567 in FY2015-2016. We understand that this reduction in budgeted income will reduce the projected surplus in the budget and have looked at areas that we can possibly reduce to keep the revenue over expenditure ratios relatively the same.

C-14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school’s financial and programmatic operations. If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

Meets the Standard

Concerns and Additional Questions:

- Clarify where the audit expenditure is budgeted.

An additional expense for the annual audit in the amount of \$10,000 per year is hereby included in Fiscal Services section of the budget.

C-15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant’s understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Meets the Standard

C-16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school’s program, the school’s targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain why \$60,000 is budgeted for 2014-2015 and 2015-2016 for a lease/purchase contract for the facilities when the Facilities Utilization Agreement states that 4,173 square feet will be leased at \$2.50 per square feet. The cost indicated by the Facilities Utilization Agreement is \$10,432.50 although it does state if that is a monthly fee or annual fee. The budget and the Facilities Utilization Agreement must be revised to be consistent, and the Facilities Utilization Agreement must state if the fee is an annual fee or a monthly fee.

The cost of \$2.50 per square foot that is stated in the Facilities Utilization Agreement is reflective of an annual fee. The Academy would occupy 4,173 square feet of dedicated classroom space, but the budgeted amount also reflects the fact that the Academy would need to have additional office space and common space, including a gymnasium, kitchen, cafeteria and library.

So the \$60,000 amount that was budgeted reflects a conservative approach understanding that there are still significant unknowns related to the facility's condition and needs to prepare for opening. Without a negotiated lease, EASW's leadership determined that it would be better to overestimate the expense than not to budget enough.

If EASW is able to procure the anticipated space, it would have the option of leasing up to 16,000 square feet depending upon the amount needed to provide adequate educational space. Leasing 16,000 square feet would require a budgeted amount of \$40,000 for both 2014-15 and 2015-16. The budget can be changed in both academic years to reflect this amount.

- Provide the items, with projected costs, that need to be addressed to bring the facility into compliance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) "and all other state and federal laws and local zoning ordinances" as \$200,000 is budgeted for outfitting the facility for school use.

We have completed a walk-through of the proposed facility. We have spoken with former tenants. After having these conversations, we feel confident that the facility is ADA and IDEA compliant.

- Explain why \$200,000 is needed to outfit the facility for school use with the amenities

described.

The facility is vacant. As such, funding is needed for a wide variety of items, including but not limited to classroom and office furnishings, equipment and materials, classroom wall hangings decorations, indoor and outdoor signage, technology equipment and materials, and other teaching-and-learning resources.

- Beginning on Line 223 of the budget expenditures, list the items with costs for outfitting the facility for school use.

At this time, we cannot detail by line item the exact items for outfitting the facility as we have not procured the facility and had an architect or engineer present us with the costs and plans to prepare the facility for instructional use. We are basing the amount budgeted on a good faith judgment of past experience.

C-17: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and explain how conflicts, if any, will be addressed.

Meets the Standard

C18: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Partially Meets the Standard

Concerns and Additional Questions:

- Remove the statement that that all families will complete a meal application as part of enrollment registration process as this cannot be required per federal law.

The statement is hereby removed.

- Explain how the charter will procure a food service vendor.

Method of Procurement

The Exalt Academy of Southwest Little Rock will coordinate closely with the Child Nutrition Unit at the Arkansas Department of Education to arrange for food service, procure a state-approved vendor, and secure eligible funding reimbursements. This process will assure open and free competition for providing meals. The following steps will be taken:

1. Contact the Child Nutrition Unit of the Arkansas Department of Education
2. Request materials needed to participate in the Child Nutrition Program, including

- lunch, breakfast, and afterschool snack
 - 3. Follow Child Nutrition Program guidelines in soliciting bids and evaluating state approved food service vendors
 - 4. Negotiate a food service contract using the state-approved Model for Vended Meals Contract
 - 5. Obtain, complete and return an application packet to allow for approval and reimbursement of meals including:
 - a. An agreement between the LEA and the ADE
 - b. A policy statement concerning Free & Reduced Lunch Meals
 - c. A questionnaire in compliance of the Civil Rights Act of 1964
 - d. Verification of a commodity agreement with the Arkansas Department of Human Services Commodity Section
 - 6. Include additional documentation with the application packet:
 - a. IRS non-profit status
 - b. Description of meal service including:
 - i. Specific meal programs
 - ii. Service periods for offered programs
 - iii. Projected number of serving days in school year
 - iv. Projected average daily participation
 - v. Projected percentage of Free & Reduced Lunch Eligible students
 - 7. Return the completed documentation detailed above by May 15th of the year prior to service or a different date set by the Child Nutrition Unit
- Remove the statement that ADE will approve the food service vendor.

The statement is hereby removed. The food service vendor will be selected through the bidding process.

- Confirm that the charter will follow federal procurement requirements using open and free competition when selecting a food service vendor.

The Exalt Academy of Southwest Little Rock will follow federal procurement requirements using open and free competition when selecting a food service vendor.

C19: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Meets the Standard

C-20: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver

is requested;

- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Legal Comments:

Standard 20 Waivers: Partially Meets Standard

Requested Waivers:

- **Ark. Code Ann. § 6-16-102 School Day Hours**
 - The applicant should explain why this waiver is necessary. Based on the application, it appears the proposed charter school would provide at least six hours of instructional time per day.

Waivers Not Requested:

- **Ark. Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Ark. Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees**
 - In order to effectuate this waiver, the applicant should request a waiver of Sections 5 and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.
 - It does not appear that the applicant requested a waiver of minimum compensation and personnel policies for licensed employees. The applicant should confirm its intention to abide by all statutes and rules regarding compensation and personnel policies of licensed employees.
- **Gifted and Talented**
 - The applicant requested a waiver of gifted and talented services. In order to effectuate this waiver, the applicant should also request a waiver of Ark. Code Ann. § 6-20-2208(c)(6).
- **Media Services**
 - The application indicates a waiver will be requested for library media services. This waiver is not indicated in the waiver section of the application. The applicant should either confirm its intended compliance with all statutes and rules governing library media services or request the appropriate waivers.
- **ALE**
 - The budget does not include any expenditures for Alternative Learning Environments, but the applicant has not requested a waiver of the statutes and rules governing ALEs.
- **School Nurses**
 - The budget does not include any expenditures for health services, but the applicant has not requested a waiver of the school nurse statute.

Exalt Academy of Southwest Little Rock Charter School Response to ADE Review
Comments Standard 20—Waivers

Waivers Not Requested:

Ark. Code Ann. §6-17-2201 et seq. Classified Employees Minimum Salary Act and

Ark. Code Ann. §6-17-2301 et Seq. Classified Personnel Policies and Committees:

- a) The applicant wishes to clarify and fully effectuate the above, previously requested waiver by additionally requesting a waiver of Sections 5 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.
- b) The applicant wishes to clarify its application concerning minimum compensation and personnel policies for licensed employees by requesting a waiver of Ark. Code Ann. §6-17-201 et seq. (concerning licensed employees personnel policies); §6-17-2401 et seq. (concerning licensed employees minimum compensation), and Sections 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

Gifted and Talented:

The applicant wishes to clarify and fully effectuate the above, previously requested waiver by additionally requesting a waiver of Ark. Code Ann. §6-20-2208(c)(6).

Media Services

The applicant wishes to clarify its application concerning library media services by requesting a waiver of Ark. Code Ann. §§6-25-103 and 104 and Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation.

ALE

The applicant wishes to clarify its application concerning alternative learning environments by requesting a waiver of Ark. Code Ann. §§6-15-1005 (b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.; Section 19.03 of the ADE Rules Governing Standards for Accreditation, and Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funds.

School Nurses

The applicant wishes to clarify its application concerning school nurse services by requesting a waiver of Ark. Code Ann. § 6-18-706 and 6-18-1001 et seq.; Section 16.03 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Public School Student Services.

C-21: DESEGREGATION

ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Meets the Standard

C-22: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

Evaluation Criteria:

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application; and
- The plan to ensure the sustainability of the charter in the future.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

The Founders are Benjamin J. Lindquist, Tina Long and Freddie Scott. All three serve in leadership roles with Exalt Education, an Arkansas non-profit organization that is the sponsoring entity for the Exalt Academy of Southwest Little Rock. The Founders are building the Exalt Education network in order to ensure the continuous improvement and success of all member schools over time.

Exalt Education was incorporated as an Arkansas non-profit corporation in 2011. If the charter application is approved, the Exalt Academy of Southwest Little Rock would be the first public charter school that Exalt Education has had the opportunity to start from scratch as a member school. As such, the students at EASW would be the full beneficiaries of the expertise, resources and support that Exalt has assembled over the past 2 years.

Membership in the Exalt Education network provides the following advantages, all of which would contribute to EASW's success and sustainability:

1. Leadership development: The purpose of the Exalt Education teaching-and-learning network is to build a network of dedicated educators who are dedicated and equipped to serve children who grow up in poverty conditions. We cannot be successful in achieving this central objective if we cannot recruit and develop a strong cross-section of leaders. These leaders must be able to serve many more children than would be possible if it were just up to our founders. Some leaders will remain with our network; others will leave or will never lead member schools. We want to embrace, develop and support all educators who seek to serve low-income children and families.

2. Mission clarity and dedication: Exalt Education has a crystal-clear mission. We are uncompromising in our dedication to this mission. This mission commitment and vigilance is central to our work.
3. Shared organizational values: Exalt Education has developed organizational values that inform everything that we do. These organizational values are shared with all teachers and administrators who join the network and viewed as a touchstone that guides our direction.
4. Core ethic of continuous improvement: Exalt's success hinges on realizing the potential of every student, educator and school through continuous improvement. Students from low-income homes typically have cognitive, behavior and academic deficiencies relative to their more affluent peers. It is only by acknowledging that students start at a low achievement level and fueling an ethic of continuous improvement that we can build a program that enables them to achieve their greatest potential. All members of the network must have this ethic in how we function, not just in our view of our students but in our view of ourselves as dedicated educators.
5. Startup assistance, resources and capacity: Increasingly, Exalt is equipped with the central support group, financial resources, and organizational capacity to fulfill our mission. We must be able to provide considerable resources understanding that individual educators and schools who seek to serve low-income children must have access to a continuum of tools and supports.
6. Real estate acquisition, negotiation and financing capacity: Exalt has the expertise to manage facilities acquisition, negotiation and financing, which is lacking among many independent founders who seek to start schools.
7. Managerial training, development and support: Exalt's leadership has developed the tools, frameworks and practices to support effective team-based management of schools.
8. Human resources and professional development support: Exalt's management has developed the job descriptions, staffing charts, human resource systems, and professional development offerings to support the effective management of teachers and administrators.
9. Financial management: Exalt's leadership believes in operating schools on limited public revenues and startup capital. The first three campuses in the network provide students with over 35% more learning time each year on 40% less than the average per pupil expenditure nationally. In Arkansas, Exalt-managed schools operate on approximately \$7,200 per pupil compared to a national average of approximately \$10,600.
10. Performance management: Exalt has invested heavily in putting in place the infrastructure to manage performance, including such leading systems as Illuminate, the NWEA Measures of Academic Progress, and Reading Mastery.
11. Compliance reporting assistance: Many charter schools struggle with public reporting, including authorizer, state and federal regulations, rules and policies. Exalt's team assists schools with compliance reporting.

12. Access to financial support: Exalt views itself as a last-resort source of funding in the event that the schools it manages experience unforeseen funding difficulties or shortfalls. As government agencies seek to recover from a major recession, there are numerous shortages and gaps in funding. Exalt helps its schools thrive in the face of a challenging fiscal climate.
13. Membership in a Professional Learning Community: Serving low-income children and families is an extremely challenging endeavor. Exalt actively facilitates learning among its school leaders, teachers and administrators so that they can accomplish shared goals by learning from each other and growing together.
14. Transparency, accountability and performance: Exalt's leadership promotes transparency, accountability and performance-driven management of member schools and public education in general.
15. Policy Governance Model: Exalt implements the Carver Policy Governance Model among the school boards of all member schools. This model provides boards with an effective roadmap for governing high-performing schools that operate under complex, challenging conditions.
16. Research-validated academic design: Exalt has developed an academic design that is based upon research-validated programs and practices, not anecdotal bias. Exalt disseminates this design as part of contributing to the public good and fulfilling its mission.

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): second Baptist Church

Lessee(Tenant): Exalt Education, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Presently the facility is being used to accommodate a Pre-School program.

Address of Premises: 6111 West 83rd Street
Little Rock, AR 72209

Square Footage: Approx. 4,173 (6 classroom) ^{fM.S.} 'Xt-L

Terms of Lease: Year-to-year lease

Rental Amount: Annual rate of \$2.50 per sq. ft.

Contingency: The terms of this agreement are contingent upon

Exalt Education Inc.
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20R,

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Exalt Education, Inc.

By: [Signature] Date 10/7/13

Lessor: W Second Baptist Church

By: Jluzt=d... & Jznh<... b Date 10/7/13

2013-2014 Application Cycle

Application

**Exalt Academy of Southwest Little Rock
Little Rock, Arkansas**

RECEIVED
Arkansas Department of Education
Charter and Home School Office
Sep 03, 2013



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Exalt Academy of Southwest Little Rock

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**



**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Exalt Academy of Southwest Little Rock

Grade Level(s) for the School: K-3 up to 8 Student Enrollment Cap: 540

Name of Sponsoring Entity: Exalt Education, Inc.

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Freddie Scott

Address: 1818 N. Taylor St., #353 City: Little Rock

ZIP: 72207 Daytime Phone Number: (501) 683-0085 FAX: (501) 683-2948

Email: fscott87@gmail.com

Charter Site

Address: 6111 W. 83rd Street City: Little Rock

ZIP: 72209 Date of Proposed Opening: August 13, 2014

Chief Operating Officer

of Proposed Charter (if known): Benjamin J. Lindquist Title: Chief Operating Officer

Address: 1818 N. Taylor Street, #353 City: Little Rock

ZIP: 72207 Daytime Phone Number: (501) 683-0085

The proposed charter will be located in the Little Rock School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Charles Stewart Position: Exalt Education Director State of Residence: AR

Name: Bonnie Johnson Position: Exalt Education Director State of Residence: AR

Name: Dennis Schwitters Position: Exalt Education Director State of Residence: CO

Name: Helen Stout Position: Exalt Education Director State of Residence: AR

Name: Lee Nunery Position: Exalt Education Director State of Residence: PA

Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

25,727 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

Little Rock School District Pulaski County Special Schc+ _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Exalt Academy of Southwest Little Rock (EASW) will prepare students from educationally under-served areas of Southwest Little Rock for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Most students who enroll in EASW will come from low-income homes where they have had limited exposure to the English language, less structured time with adults, more challenges meeting their basic needs, and less access to learning resources like books and computers. Consequently, they will enter grades K-2 at a significant academic, developmental and behavioral deficit to their more affluent peers.

To put these students on a path to college, EASW will extend the school day and year so that students receive over 35% more learning time. In every classroom, two co-teachers will instruct students in small student-to-teacher ratios, which will maximize the benefits of healthy adult relationships. By delivering research-based programs, EASW will use intensive teaching techniques to equip students with a comprehensive literacy foundation and prepare them for rigorous college-preparatory high schools.

Frequently, low-income students struggle with a low self-image because they do not experience affirmation and recognition from an early age, suffer physical and emotional abuse, and are quickly labeled as having behavioral challenges. To counteract these influences, students at EASW will learn strong character values in a positive, affirming climate. Instead of shaming students for bad behaviors, teachers will teach, model, reteach and recognize positive behaviors. The atmosphere will be orderly and celebratory with an emphasis on making responsible choices that yield positive rewards.

Every aspect of EASW's programs will be designed to meet the needs of children who grow up in poverty. These features will enable them to experience academic accomplishment, close the achievement gap with their more affluent peers, and earn the opportunity to enroll in competitive colleges.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Applicant Response:

A public hearing was held on Thursday, August 29, 2013, to explore the need and gauge support for the development of a new public charter school in Southwest Little Rock from 6:00 p.m. to 7:30 p.m. in Morrison Hall at Trinity Episcopal Cathedral. During the weeks leading up to the hearing, those community members who could not be present had the opportunity to sign petitions, submit letters of support, and give their input on the community, family and student needs.

There were seventeen adults and children who attended the meeting. Letters of support were also obtained from 45 members of the community expressing their support for the establishment of the Exalt Academy of Southwest Little Rock.

At the start of the hearing, light refreshments were provided. An informal meet-and-greet was followed by an opening statement by Ben Lindquist, CEO of Exalt Education, Inc. (Exalt). Mr. Lindquist introduced Freddie Scott, Director of Regional Development for Exalt. The agenda included a needs assessment, overview of Exalt and summary of the plan for opening the Exalt Academy of Southwest Little Rock.

After the presentation, there were thirty minutes of open question-and-answer and discussion between representatives of Exalt and interested parents and community leaders. Darryle Hinton, who had led a private school in Southwest Little Rock for 10 years, spoke knowledgeably about institutional partners, potential facilities, and the community need. Several interested parents asked about how the Academy would meet the needs of English language learners, what partnerships would be established with members of the community, and what key elements would enable the Academy to be successful.

After a summary and period of time to address all questions those present were given an opportunity to showcase their support via, signature support forms, letters of support, emails of support, etc. A cross section of talent served as the composition of the attendees including educators, parents and business.

Sign-in sheets indicate that seventeen adults attended the hearing, including parents, community members and educators. Letters of support were obtained from 105 members of the community expressing their support for the establishment of the Exalt Academy of Southwest Little Rock.

Overall, each of the adult attendees expressed satisfaction with the public hearing. They each indicated by continued dialogue after the meeting's adjournment that they understood the need to address the plight of families living in poverty in Southwest Little Rock. They each were supportive of the Exalt model and approach to address the achievement gap and willingness to partner with key stakeholders. Most expressed a willingness to become advocates for the charter application and work with the planning team to extend community and family involvement.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

The Exalt Academy of Southwest Little Rock's governance will be established with the membership, policies and practices used by all schools managed by Exalt Education. Like the other schools that Exalt manages, the Exalt Academy of Southwest Little Rock (EASW) will have a strong, independent board that governs in accordance with all applicable state and federal laws. A slate of candidates for the school board will be presented to the national board of directors of Exalt Education (credentials listed below) for consideration and approval.

The board of EASW will implement the Policy Governance Model for non-profit organizations, which was developed by John and Miriam Carver. Under this model, the board will develop Ends Statements and Executive Limitations that clearly define the goals for the school and the parameters in which management must operate. Through monthly board meetings, regular monitoring reports and other means, the board will review how management is doing and work with the Head-of-School to proactively make course corrections.

The board of directors of EASW will be a self-governed, self-perpetuating board that exists for the purpose of governing the school. The Board will not have any family-related, compensated, or legally conflicting relationships with Exalt Education or any of its members. The board will be professionally distinguished and well-rounded, including professional expertise in non-profit leadership, finance and accounting, law, business management, communications and education. At least two members of the board will be directly connected to the Southwest Little Rock region so that the board is responsive to local stakeholders in the community surrounding the school.

Role of administrators, faculty, parents, students and community members in leadership & decision-making of school.

The administration of the Exalt Academy of South West Little Rock will not serve on the board of directors, but will manage the school in accordance with state and federal laws and in alignment with the board's policies. The administration will partner closely with teachers to serve as the academic leadership team of the school. The teaching faculty will be the primary agent in serving students and families. The Academy's staffing plan is described in a later section.

Distinguished professionals from the community will be engaged on the board of directors of the Exalt Academy of South West Little Rock. Public notice will be posted and announcements will be disseminated in advance of each monthly meeting of the board of directors. Through this notice, members of the parent body and the community at large will have the opportunity to speak during a Public Comment Period, which will be part of the standard agenda.

Initial Selection

To activate the board of the Exalt Academy of South West Little Rock (EASW), the national board of directors of Exalt Education will approve the selection of the first 3-5 members of the board of directors. The national board of Exalt includes the following members:

- **Chairman:** Dennis Schwitters joined the board of Exalt Education in 2011 after having served as the Chairman of the Audit Committee of Farm Credit Services of America Bank for 7 years. Over his 45-year career, Schwitters has served in several CEO and executive-level positions with agricultural trade associations, farm equipment manufacturers and retail networks.
- **Treasurer:** Helen Stout is Chief Operating and Financial Officer of the Arkansas Community Foundation. She is a member of Arkansas Society of CPAs and has more than 20 years' experience as a CFO of governmental and nonprofit organizations. She has served as CFOO of ARCF for over 8 years.
- **Vice Chairman:** Charles Stewart is a Board Member of Heifer International and Chairman of the Board of Trustees of Little Rock Preparatory Academy. He is a Co-Founder of the Arkansas Black Hall of Fame and a former Executive Vice President of Regions Financial Corporation.
- **Secretary:** Bonnie Johnson is a Partner at Williams & Anderson, a prominent Little Rock law firm where she specializes in non-profit corporations, employment law and practice. Before joining the Arkansas Bar, Ms. Johnson worked for Arkansas nonprofit organizations for twenty-five years. Most recently, she served as executive director of Nonprofit Resources, Inc., an organization dedicated to developing the capacity and infrastructure of Arkansas's nonprofit sector. Ms. Johnson began her career in education.
- **Director:** Dr. Leroy Nunnery III was the Interim Chief Executive Officer of Philadelphia Public Schools before starting his own practice to provide strategy and management consulting to urban districts, charter schools and charter management organizations. After spending the first part of his career in banking, Dr. Nunnery has had a distinguished education career that spans over two decades and includes leading and advising districts and schools on how to serve students in under-resourced areas. Dr. Nunnery holds a Doctorate in Higher Education Management from the University of Pennsylvania and an M.B.A. from the University of Washington, St. Louis.

The national board will ensure that the governing board of EASW is properly convened, trained and equipped to be effective in governing the school under its charter with the Arkansas State Board of Education.

Selection & Composition

Once the school board has met for the first time, it will elect officers and add members in a self-governing, self-perpetuating manner. The board of directors of the Exalt Academy of Southwest Little Rock will be composed of at least 5 members and no more than 9 members. The executive committee of the board will include a chair, vice chair, treasurer and secretary. The executive committee will recruit and nominate all board members based upon a board-approved composition matrix. A sample of the criteria that will be part of the matrix are included below:

BOARD OF DIRECTORS COMPOSITION MATRIX

Professional Expertise or Committee Fit

- Philanthropic Involvement
- Accounting
- Legal

- Fundraising Experience
- Education / Charter Schools
- Recruitment/ Community Organization
- Marketing
- Real Estate
- Grant Writing
- Event Planning
- Banking
- Public Relations
- Entrepreneurialism
- Other

Age

- 25-44
- 45-59
- 60-70
- Over 70

Gender

- Male
- Female

Place of Residence

- Southwest Little Rock
- City of Little Rock
- Little Rock Metropolitan Statistical Area
- State of Arkansas
- Other

Ethnicity

- African American
- Hispanic/Latino

- Caucasian
- Asian/Pacific Islander
- Native American
- Other

The following is a sample policy that the board of directors of EASW will use to guide its selection and orientation of new board members.

Board Succession

The school board members will serve in staggered 3-year terms. The officers of the board will be nominated and elected by the board acting together as a collective. The vice chair will be groomed to assume the chairmanship from the acting chair every 3 years. The board holds annual retreats and planning sessions so that it can manage its succession in a deliberate, premeditated manner that ensures its vitality and effectiveness.

Board Responsibilities

The school board will act as the public fiduciary agent with the Arkansas State Board of Education. It will be responsible for making sure that the Exalt Academy of Southwest Little Rock meets all state and federal regulatory requirements that apply to public charter schools in the State of Arkansas. The board will oversee the finances, management and operations of the Academy through a service agreement with Exalt Education, which will employ the principal members of the management team of the school.

Final Decision-making Authority

As the fiduciary agent, the Academy's board of directors will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director. The board will oversee these and other areas through the service agreement with Exalt Education.

The board will hold regular monthly meetings that will comply with Open Meetings Law and all other applicable laws. During these meetings, members of the management team will provide the board with reports on all major aspects of the school, including but not limited to:

Board Reporting Priorities

Finance/Operations

- Budget formation & position
- Cash flow management
- Audit
- Accounting & financial reporting
- Regulatory compliance
- Ancillary services (transportation, food, janitorial, maintenance)

Stakeholder Engagement / Representation

- Parent demand & engagement

- Parent satisfaction
- Student engagement (attendance, tardiness, retention, behavior)
- Authorizer relations/reporting
- Funder relations/reporting
- Community involvement

Performance Management

- Setting of Ends Statements policies
- Approval of annual performance goals
- Formative assessment
- Summative assessment
- Reporting against performance goals
- College preparation & matriculation

Managerial Practice

- Setting of Executive Limitations policies
- Review of monitoring reports
- Adherence to Executive Limitations policies

Teaching-and-Learning

- Human resources
- Teacher qualifications
- Teacher effectiveness
- Curriculum & instruction

Self Governance: The board will set and monitor policies to ensure that it is engaging in effective governance. The board will be responsible for ensuring that it remains a strong public fiduciary agent of the Academy, including such governance functions as: board recruitment and succession; board member orientation, training and development; policy formation and oversight; organizational strategic planning; and community and parent engagement.

Governance Process

The Exalt Academy of Southwest Little Rock will establish a governance structure that is similar to the model in place at the Little Rock Preparatory Academy. The following is a summary of the most distinctive features of this governance structure:

1. Adherence to State and Federal Law: The management of the Academy must be proactive and judicious in engaging the board on all regulatory matters. The board is briefed on routine and periodic regulatory

processes throughout the year, including accreditation, APSCN cycle reporting, state-mandated personnel training, teacher licensure, fiscal year-end closeout, ACSIP preparation and approval, and special education monitoring. The board's executive committee directly represents the Academy at state board hearings, legislative audit committee meetings, and other public reporting events.

2. Adherence to Carver Policy Governance Model: All boards that are members of the Exalt Education network adopt John Carver's Policy Governance model. In order to adopt this model, they are provided with copies of the book, "*Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations*," when they join the board of directors. John Carver is an internationally known governance expert and consultant who has worked with the boards of hundreds of non-profit organizations and for-profit corporations in the U.S. and Canada for over 25 years. His book provides a step-by-step, explicit guide on how to implement the Policy Governance model properly so that there is a very clearly defined, productive relationship between boards and the executive leaders who they retain.
3. Autonomy from Management All boards that are members of the Exalt Education network adopt a broad conflict-of-interest policy to guide their activities and that of the management teams that they oversee. A practicing attorney will serve on the Exalt Academy of Southwest Little Rock's board of directors, and will take responsibility for ensuring that proper precautions are taken to guard against the problems associated with conflicts-of-interest. There will be no family, contractual, compensated or other conflicting relationships between the board of the Academy and the executive leader that it oversees.
2. Strong Leadership: One of the closely held beliefs of the Academy's founding leadership is that operating exemplary public schools in underserved communities requires the involvement of a cadre of talented, diverse leaders. The fate of a public school should not hinge on just one or two leaders with wide-ranging authority, but rather, should be supported by the many contributions of a well-rounded leadership team working in close concert and with mutual accountability. As a result, the Exalt Academy's management team will not seek to limit the school board's talent and expertise, but will try to expand the pool so that the board is providing the school's administration with the best possible guidance, wisdom and problem-solving capacity.
3. Distinguished Expertise & Balanced Composition: Public charter schools function as small school districts, entrepreneurial businesses, and educational service centers - all combined into one operating entity. Consequently, they must have a board of directors that enable the administrative team to navigate dozens of priorities - any one of which could be detrimental to the institution if not handled appropriately and with the benefit of the right domain knowledge. To meet this challenge, the board of directors of the Exalt Academy of Southwest Little Rock will be carefully composed so that it draws on distinguished professionals with expertise in a range of different professions.
4. Transparency: Public charter schools receive taxpayer dollars and operate in the public domain. They are subject to dozens of different state and federal laws that are designed to encourage and promote transparency, from the Open Meetings Act and the Freedom of Information Act to the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and the U.S. Elementary & Secondary Education Act. To be successful in this climate, the Exalt Academy of Southwest Little Rock must take steps to embrace transparency, which translates into an organization-wide ethic of proactive, timely, explicit, open communication.
5. Disciplined Application of Mission: Dr. Angela Webster-Smith, the secretary of Little Rock Preparatory Academy's board of trustees, once pointed out that LRPA's board is effective because it isn't about asserting power; it is about fulfilling the organization's mission. Likewise, the Exalt Academy of Southwest Little Rock will avoid allowing competing agendas to set people at odds with one another when it could diminish the discipline of advancing the school's mission. By setting clear communication

norms, adhering to the Carver Policy Governance model, and using its mission and vision as a touchstone, the board and administration will work together to enable the Academy to achieve its goals.

6. The Space between Good News and Emergency: A board should never be surprised by an announcement if it has been properly informed in advance. Too often, leaders get into the habit of reporting good news and disclosing emergencies - they do not seek the board's counsel when there is still time to shape the outcome. In Exalt-managed schools, leaders are expected to engage the board as a "circle of critical friends" - advisors who must be engaged in decision-making early and often so that they aren't the last ones to find out about an institutional failure or a good fortune.

These features, which will serve as guiding tenets and important lessons learned, will become part of the fabric of how the board of the Exalt Academy of Southwest Little Rock engages with the members of the school's management team.

School Leadership Accountability to Parents

The School's leadership team, including the board of directors and management, will be responsive to parents through a variety of channels. These channels are delineated below and elaborated upon more fully in response to Question 19 below:

- **Start-of-Year Home Visits:** Each year, teachers visit the homes of families as part of their preparations for opening the school. During these visits, a covenant is signed that clarifies the obligations that parents, students and teachers have in the educational process.
- **Ongoing Teacher Communication:** Teachers will regularly communicate with families through electronic postings, telephone calls, an electronic report card system and other means.
- **Academic Updates:** Families will receive comprehensive updates on their children's learning at regular intervals during the year via report cards, student-led conferences and other means.
- **Parent-School Support Group:** A parent-school support organization will be organized to support the Academy. Officers will have the opportunity to speak at monthly board meetings.
- **Scheduled Appointments:** Key members of the Academy's management team will meet with parents frequently on an appointment-basis, including the Principal and Dean of Students.
- **School Communications:** EASW's administration will issue a monthly newsletter to all families.
- **Board Meetings:** A communication will go out to all families every month to invite them to observe and speak at regularly scheduled board meetings.
- **Community-based Partnerships:** EASW will engage in outreach and partnering efforts with churches, civic leaders, community and fund development organizations, and other school advocates to reach desired school and community-revitalization objectives.
- **Satisfaction Surveys:** EASW will administer surveys at least once annually to gauge parent satisfaction

levels and gather input on desired preferences and programmatic priorities.

- **Vote with Their Feet:** As with all public charter schools, parents sent a powerful message when they choose a school for their child. Because high rates of student retention are essential to fulfilling its mission, EASW's management will work very hard to keep parent relations strong once they have chosen to enroll their children in the Academy.

Through these and other channels, families will have frequent opportunities to have a positive impact on the continuous improvement of all aspects of school culture, programs, instruction and management. These channels are more fully delineated in Section 19: Family Involvement.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The Exalt Academy of Southwest Little Rock (EASW) will prepare students from educationally under-served areas of Southwest Little Rock for competitive colleges and advanced careers from an early age by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

Exalt Education is applying to open a new public charter school that would serve high-poverty households in the Southwest Little Rock Region. This section provides an overview of the community needs that the Exalt Academy of Southwest Little Rock (EASW) would serve and the innovative elements that would distinguish the Academy from other surrounding schools.

Geographically, the Southwest Little Rock region is bounded by the Fourche River to the North, the Mabelvale Cutoff Road to the South, Arch Street to the East, and Highway 5 to the West (also called Route 5). The primary zip code that falls within this region is 72209. Exalt has identified a suitable educational facility at 6111 West 83rd Street, Little Rock, Arkansas 72209. The facility is located along Geyer Springs Road approximately half a mile south of Interstate 30. The site is situated very centrally within the Southwest Region less than 3 blocks from Cloverdale Aerospace Charter School.

Exalt's leadership selected this region for the following reasons:

1. High Poverty Concentration: The residential population is among the highest poverty in the state of Arkansas. In 2004, the Average Adjusted Gross Income is estimated to have been \$24,292. In 2011, Median Households Income is estimated to have been \$31,871. (Source: www.city-data.com).
2. High Minority Concentration: The residential population is largely African American and Hispanic, which is a population that Exalt-managed schools have a track record of serving effectively.
 - a. In particular, there is a growing concentration of Hispanic residents that are largely Spanish

speaking and require effective educational options.

3. Lack of Quality Educational Options: Below, the analysis demonstrates that traditional public schools have struggled to serve Southwest Little Rock for a long time. This fact comes as no surprise. In their present form, traditional public schools simply do not have the capacity or flexibility to serve low-income children effectively. Exalt Education would like to open a charter school in the region to provide a quality public option to families who would not otherwise have access to one.
4. Geographically Separate Region: The region is geographically separated from Central Little Rock, the region that is currently served by Little Rock Preparatory Academy, the other school that Exalt manages in Arkansas.
 - o A combination of the Fourche River and the Interstate 30 corridor act to separate the Southwest Region from the rest of the city of Little Rock.
5. Serviceable in Cost-Effective Manner: The region is close enough to Exalt Education's headquarters and existing campuses so that it can be well-supported at a manageable time and expense.
6. Parent Demand: Other charter schools in the region, including the Dreamland Academy and Covenant Keepers, have struggled to educate students but have demonstrated that there is significant demand for better public education options.

Within the region, there are currently 9 elementary and middle public schools that serve 4,094 students in grades K-8. Approximately 81 percent of the students attending these schools qualify for the Federal Free & Reduced Lunch Program. Approximately 69 percent of students are African American and 20 percent of students are Hispanic.

Low-Performing School Designations

In order to assess the need for a new open-enrollment public charter school in this region, the leadership team of Exalt Education conducted a market analysis. This market analysis took under consideration the following:

1. Needs Improvement Priority Schools: These 48 schools were identified by the Arkansas Department of Education in 2012 because: (a) they are among the lowest 5% of schools in the state based upon proficiency and lack of progress of the "All Students" group; (b) they are Title I schools with a graduation rate of less than 60%; or (c) they are implementing a school intervention model.
2. Needs Improvement Focus Schools: These 109 schools, including 82 Title I schools, were identified by the Arkansas Department of Education in 2012 as Focus schools. These are schools that have the highest internal achievement gap between various groups of students. Typically, this gap exists between low-income, minority students and their middle- to upper-income peers, who are typically of Caucasian ethnicity. Priority Schools make the list because they are among the bottom 5% of all public schools as measured by the severity of the achievement gap.
3. Tier III Schools Failing to Meet Adequate Yearly Progress (AYP): The Arkansas Department of Education assists public schools that consistently failed to make Adequate Yearly Progress (AYP) under the Federal *No Child Left Behind* Act. Over the past eight years, the Department has secured improvement

grants from the U.S. Department of Education to try to help these lowest performing of public schools. Unfortunately, most of these schools have demonstrated limited progress, even with additional funding.

When we conducted this analysis, it became apparent that there is a high-concentration of persistently low-performing elementary and middle public schools that enroll students from the Southwest Little Rock Region. The following is a list of these schools along with their performance designations:

Persistently Low-Performing Schools in Southwest Little Rock

This list includes 7 elementary and 2 middle schools that serve 4,094 students in grades K-8:

- Baseline Elementary School, located at 3623 Baseline Road, 72209, was designated a Tier III AYP school in 2011 and designated as a Needs Improvement Priority School in 2012.
- Watson Chicot Primary School, located at 11100 Chicot Road, 72209, was designated a Tier III AYP school in 2011.
- Geyer Springs Elementary School, located at 5240 Mabelvale Pike, 72209, was designated a Tier III AYP school in 2011 and a Needs Improvement Priority School in 2012.
- Mabelvale Elementary School, located at 9401 Mabelvale Cut-off, 72103, was designated a Tier III AYP school in 2011.
- Meadowcliff Elementary School, located at 25 Sheraton Drive, 72209, was designated a Tier III AYP school in 2011.
- Watson Intermediate School, located at 7000 Valley Drive, 72209, was designated a Tier III AYP school in 2011.
- Wakefield Elementary School, located at 75 Westminster Drive, 72209, was designated a Tier III AYP school in 2011 and as a Needs Improvement Focus School in 2012.
- Cloverdale Aerospace Charter School, located at 6300 Hinkson Road, 72209, was designated a Tier III AYP school in 2011 and as a Needs Improvement Priority School in 2012.
- Mabelvale Middle School, located at 10811 Mabelvale West Road, 72103, was designated a Tier III AYP school in 2011.

These schools have been persistently low-performing for many years. On the 2010 administration of the state tests, an average of 63% of students in these schools failed to achieve proficient on either the Mathematics, Literacy or Science assessments. Specifically, 48% of students failed to achieve proficient in Math, 50% in Literacy and 91% in Science. These figures translate into over 1,700 students who are not being well served by existing public elementary and middle schools.

These failure rates are among the highest of any community in the state of Arkansas. It is clear that a new influx of energy and expertise is needed to improve public education in Southwest Little Rock.

Innovative Features of Proposed Academic Programs

Exalt Education is an Arkansas non-profit organization that has developed an academic design that is specifically formulated to address the unique needs of low-income students. According to research on early childhood, low-income students typically enter kindergarten already at a significant academic, developmental and social deficit relative to their more affluent peers. In most public schools, these students only fall farther behind as they are promoted from kindergarten through twelfth grade. An intensive, specialized approach is necessary to enable these students to close the achievement gap with their more affluent peers and prepare for competitive colleges

and advanced careers by the time they graduate from 8th grade.

Exalt's academic design is based upon eight core principles than have never before been integrated into one cohesive model:

1. Serve students from early childhood through secondary education.

We seek to serve students living in poverty conditions before harmful psychological, academic and behavioral patterns are established. In order to fulfill our mission, we must enroll students from as early an age as possible so that we have maximum runway with which to bring to prepare them for college-preparatory high schools.

In addition, many schools do not use one coherent curriculum across all major subjects and grade levels. As a result, there are gaps in the instruction that students receive when they move from one grade to another or from elementary to middle school. By implementing a single, tightly scaffolded academic design, Exalt ensures that students do not suffer from any gaps in their education.

2. More focused learning time using an interdisciplinary schedule.

We accelerate students' academic development by delivering over 35 percent more learning time each year and using research based curricula and instructional methods. Exalt Academies operate for a 200-day calendar year, which is 4 weeks longer than most surrounding public schools. We offer a school day that is over 25 percent longer than most surrounding schools. Students arrive at 7:00 a.m. and are picked up between 4:30 and 5:00 p.m. The longer day supports deeper, more accelerated student learning.

EASW will implement an interdisciplinary schedule that provides students with the opportunity to learn across subjects in a broader, more holistic way. For example, it would be common for students to integrate math, art, geography and literacy into a project for their Global Studies course. It is also common for students to encounter social studies, science and civics concepts as part of Reading and Language lessons. This kind of interdisciplinary learning increases students' capacity to think critically, solve problems, and synthesize information into knowledge.

3. Multi-modal learning environment.

Individual students learn in different ways and at different rates. For example, students process and retain information in different ways when they listen to a teacher-delivered lecture, read a book, deliver a presentation, or engage in a cooperative group project. That is why it is so important for students to learn in different modalities throughout the school day.

We deliver lessons in a dynamic, interactive manner that appeals to the senses and differentiates instruction to meet the needs of every learner. The key to learning is to actively engage students in the learning process. By having students learn in different modalities, Exalt Academies maximize student engagement throughout the day.

4. Embedded Standards & Assessment.

We align all of the curricula that we use with state and national standards, administer formative assessments frequently throughout the year, and take other steps to ensure that students are learning desired concepts, skills and knowledge.

Exalt Academies measure student learning every 5 to 10 lessons to ensure that students are mastering every subject. We do not place students into courses or push them through from one grade level to the next without the skills they need to be successful.

Exalt Academies assesses students at least eight times over the course of each year to determine how they

are progressing relative to their peers nationally against Arkansas state standards and the Common Core Standards. We use these test results to specially design individualized instruction for every student so that we know that students are learning exactly what they need to learn to be successful.

5. Greater Teacher Ownership & Opportunity.

We hire teachers from surrounding communities, establish co-teacher arrangements in every classroom, and use a grade-level team approach to give teachers greater ownership and promotional opportunities.

Our school is run by a team of educators who are gifted, hard-working, and accountable for student learning. Currently, for example, the management team of the Little Rock Preparatory Academy has 11 members, each with defined areas of authority and subject expertise. All members of the faculty team are part of an academic department or grade-level team.

At Exalt Academies, we set our teachers up for success. Every summer, we provide them with 2-4 weeks of training so that they are firmly grounded in our instructional methods, academic programs and behavioral system. Each Wednesday throughout the year, we provide teachers with over 2 hours of professional development so that they have the support needed to apply key concepts to instruction.

Exalt Academies have 2 co-teachers in every elementary classroom. This co-teacher model allows for small student-to-teacher ratios and encourages greater teacher collaboration around lesson planning and delivery. It also reduces the time that teachers have to work on-site so that there is less burnout and greater job satisfaction.

6. Enhanced Use of Technology.

We use leading technology systems to facilitate every aspect of school management, including lesson development, instructional data analysis, formative and summative assessment, parent communication, teacher hiring, and employee onboarding. We use computer-adaptive assessments to develop a learning profile of each student that we can use to develop lessons and provide an individualized education.

7. Focus on Competitive Colleges & Advanced Careers.

We expose students to colleges and careers from an early age and employ a Director of College and Career Advancement to place students into selective college-preparatory programs at area public high schools.

Exalt Academies prepares students for competitive colleges and advanced careers by delivering a liberal arts education. To us, "liberal arts" means a focus on developing the broad foundation of knowledge, skills and attributes needed to succeed in competitive colleges, advanced careers or other paths that students may choose.

In a high stakes testing environment, many schools with shorter days and academic calendars have narrowed the curriculum to core subjects at the expense of providing students with a complete education. Because of the longer day and year, EASW will be able to deliver the comprehensive liberal arts education that students need.

8. Structured Leadership Development.



We use a positive behavior system, weekly school-wide assemblies, explicit classroom-management techniques, and experiential learning in the community to help students develop leadership attributes from a young age.

Exalt Academies have developed a curriculum and positive behavior support system to enable our student to grow into productive citizens and leaders. Students have frequent opportunities to speak publicly and deliver presentations to the school and their classmates. Students learn character values that help shape them into tomorrow's leaders.

We believe that all students deserve only the best education. The eight elements in our design have been proven effective in preparing students for college at exemplary public schools that serve low-income students all across the country. However, no teaching-and-learning network has ever merged all 8 elements into one innovative school model until now.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

The Exalt Academy of Southwest Little Rock (EASW) will utilize an academic design provided by Exalt Education. Exalt is an Arkansas non-profit organization that was started to improve the quality of education for the 31 million children from birth to age 18 living in low-income homes in the United States. Exalt equips dedicated, passionate educators with the knowledge, best practices and instructional tools to serve children whose lives are directly affected by poverty. The programs and practices that EASW would implement have been fully aligned with the Arkansas State Standards and Common Core Standards. The academic design combines curricula from a variety of sources that have been woven together into a daily schedule that provides consistency, order and variation in a manner that is optimal to student learning.

Research-based Curricula and Academic Programs

The following is a sampling of the programs that have been integrated into EASW's academic design for grades K-8:

Reading, Language, Writing, English Language Arts, Study Skills

- Reading Mastery
- Language for Learning
- Perfection Learning
- Writer's Workshop
- 6+1 Traits of Writing
- Cornell Notes

Mathematics

- Connecting Math Concepts
- Saxon Mathematics
- Rocket Math
- People's Publishing Common Core Math

Natural World (Science)

- FOSS Science
- Core Knowledge Sequence
- CPS Science

Global Studies (Civics, Social Studies, History, Geography, World Studies)

- Core Knowledge Sequence

Physical Education & Health

- Sparks Physical Education

- Great Body Shop for Health

Behavior Management & Character Development

- Positive Behavior Interventions and Supports (PBIS)
- CHAMPS Classroom Management
- Wise Skills Character Development Program

Instructional Leadership & Continuous Improvement

- Professional Learning Communities (PLC) model
- Response-to-Intervention (RTI) model

Student Information & Assessment

- Illuminate Education
- NWEA Measures of Academic Progress (MAP)

Human Resource Systems

- Taleo Cloud Service

Daily School Schedule for Primary Grades K-4

The Exalt Academy of Southwest Little Rock (EASW) will utilize a unique school day and extended-year academic calendar to provide students with a liberal arts educational experience that is optimal for all members of the school community, including students, families, and the teaching faculty. This overview describes the daily schedule and specific delivery methods used during different times of the day to show the unique approach Exalt has to differentiating instruction to meet the needs of every student.

Morning Homeroom/Advisory

Students arrive for a morning Advisory period between 7:00 and 7:30 am. After arriving, students have breakfast in the cafeteria, make their way to their homeroom, and report to their homeroom teacher, who will see them every morning. During this period, teachers will spend up to 60 minutes assisting students individually with one-on-one, self-paced learning. Teachers hold students accountable by having students confirm that they have completed their assignments from the previous day. Students will not move forward without 100 percent completion of their work. Students who are struggling with coursework may be asked to take diagnostic assessments or repeat lessons to build greater proficiency. Those students who are excelling in class will be provided with enrichment material, such as computer-based, adaptive lessons, advanced coursework, exploratory assignments and research projects. All work during this period is designed around the results obtained from the monthly benchmark tests. Grade level teams design these lessons based on the individual needs of the students. These lessons are individualized and specially designed for every student in the home room.

Assembly

At 8:30 am, students will gather in a common space at the school for a multi-grade assembly. This happens several times a week. During this assembly, they will receive a message from the leadership team that emphasizes a community goal, marks the birthdays of students and faculty, and celebrates national holidays and global cultural events. School staff will recognize exceptional students who exemplify school values and expected behaviors, and students will be encouraged to recognize each other's accomplishments. The School will

celebrate academic success daily during this assembly. Students or small groups of students who have mastered the curriculum, received a 100% on a test, continually score 90% or better on daily work, or are excelling academically in other ways, will receive public recognition. The assembly will conclude promptly at 9:00 am. Our positive behavior program is reinforced during assembly. The same way Exalt would teach reading or math, we teach behavior. Behavior data is read and examined by a Dean of students daily. Weekly he/she will determine what behaviors need improvement and how to explicitly teach those behaviors to our students. During assembly the leader will kick off the behavior education and teachers will reinforce it throughout the day.

Morning Literacy Periods in English Language Arts and Mathematics

From 9:00 to 11:50 am, students will master basic literacy skills by spending 90 minutes in a reading block and 60 minutes in a math block. During these periods, students will be grouped by performance level and receive instruction in small groups so that individual needs can be met. The teaching faculty will work closely together in a carefully coordinated schedule to divide classes of 30 students into small groups of 8-16 children for direct instruction.

During this period, trained teachers and instructional aides will be fully engaged in the classrooms to allow for small student-to-teacher ratios. These class periods are loud, exciting, and interactive. Students use coral response and active engagement to assure 100 percent participation in every lesson. Traditionally in a typical math or reading class students may respond 3-5 times so teachers can check for understanding. Because of the unique nature of our program, students will have hundreds of responses per class period.

The literacy programs that we use correlate with the National Reading Panel's (NRP) list of essential competencies that characterized a strong reading program. Among those competencies is the study of phonics, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. In addition to the explicate instruction, the reading instruction is well rounded including authentic literature. The math program mirrors the same engaging coral response through a program that ensures mastery of foundational skills prior to moving forward. Unlike traditional basil programs, the math program is organized in long strands where learned skills resurface during instruction weekly. This ensures that, after the student has proven mastery in a weekly test, the skill is still practiced throughout the year in the form of one or two problems a day to assure the skill is not forgotten or lost.

The structure of our literacy programs eliminates the need to teach-to-the-test and solidifies the skills students need to continue to build a firm foundation of skills and knowledge based upon mastery of previously learned skills and knowledge.

Morning Recess

In the middle of the literacy block, from 10:30 to 10:50 am, students will take a break from instruction for a recess. During the recess, they will engage in supervised play on a playground structure with close adult involvement. After getting some exercise, they will return to the literacy block to finish out the final hour of instruction.

Mid-day Lunch/Physical Education

At 11:50 am, students will have lunch and physical education. In grades K-2, lunch will be followed by a physical education period with structured play. In grades 3-5, lunch will be followed by health, nutrition and intramural athletics on outdoor fields or indoor multipurpose space. Lunch may be offered at 11:50 am, 12:30 pm (staggered schedule) to ensure that all students can dine in the school cafeteria. Exalt has chosen the Sparks PE curriculum and the Great Body Shop for health. This program meets all state and national health standards, and focuses on substance abuse prevention, social and emotional health, character education, violence prevention, and critical thinking. This K-8 program uses current research in the fields of neuroscience, educational psychology, and human behavior to create developmentally appropriate lessons that encourage students to think critically about how to lead a healthy lifestyle.

Afternoon Humanities, Natural World & Global Studies

From 1:10 to 4:00 pm, students focus on other subject areas while reinforcing the reading and math skills learned that morning:

- During a Humanities period, they learn the mechanics of good writing and explore literature, including basil series and other literature works selected from Core Knowledge and other sources. Groups that are behind grade level will receive additional small group direct instruction to bring them up to grade level quicker.
- During a Natural World period, they learn the fundamentals of scientific studies from the FOSS Science program, including elements of physical science, geology, geography, astronomy, biology, chemistry and physics. This period reinforces basic computational skills. The Natural World mode of learning is student inquiry. Unlike traditional schools that rely heavily of science text books, students learn science by doing science experiments and inquiry based lessons. Exalt hopes to create students who are explorers and creators through this process.
- During a Global Studies period, students learn the fundamentals of social and international studies, including such elements as citizenship, United States history, world history, and world cultures. The Global Studies mode of learning used is hands on and project based. Students participate in projected based learning units that allow students to discover the answer to an essential question posed at the start of the unit. After the completion of these creative units, students will invite the public into the school for these events. Learning is measured though authentic assessment as well as traditional assessments.

Afternoon Recess

In the middle of the afternoon block, from 2:50 to 3:10 pm, students take a break from instruction for recess where they will engage in supervised play on a playground structure with close adult involvement.

Afternoon Homeroom/Advisory

At 4:00 pm, students return to their homeroom classes for individual study. Students will depart between 4:30 or 5:00 pm, so teachers will spend up to 60 minutes providing students with self-paced, individualized study in this final period. During this time, students complete individual assignments given during the day. Struggling students may be asked to take diagnostic assessments and/or go over content from their core courses to build greater proficiency. Excelling students will be provided with enrichment material, such as advanced coursework, exploratory assignments, and research projects. Through the Advisory periods, families have the option of picking up excelling students for more time at-home (up to one extra hour every day) while teachers will maximize their time working individually with struggling students.

Benefits of a Longer Day

By offering a longer school day, the School offers students at least 25 percent more instructional time every day than the average public school. This extra time is necessary to ensure that students can learn individually, in small groups and in whole classes; develop a strong foundation of knowledge and skills across all subject areas; and reach their greatest potential as leaders, scholars and citizens.

Extended Academic Calendar

The Academy would commence each academic year in mid-August and conclude in late June. The academic calendar consists of 200 instructional days, which is four weeks longer than the average 180-day district calendar. The schedule allows plenty of time for seasonal breaks, religious holidays and cultural celebrations including a week-long fall break, 8 days off for the winter break, and a week-long spring break.

By shortening the Summer Break, the School minimizes the academic regression that frequently occurs during a long summer vacation. Families have six weeks in which to take summer vacation with their children and enjoy the break together. With the shortened summer break, families are faced with only six weeks versus the typical ten or eleven week break, during which they must make arrangements for summer care. By taking this approach, the School extends support to those families who cannot afford fees for summer activities, and instead, must determine how to keep their children occupied during the work day.

During the 42-day summer break, the School provides all staff with at least four weeks of vacation time. In July and August, all new faculty members receive 4 weeks of initial orientation and training so that they are adequately prepared for the first day of classes. Returning faculty members host this training and participate in at least one full week of continuing training preceding the start of each year.

Some school days may be shortened to allow for ongoing professional development, quarterly parent meetings, and other important activities. Professional development and teacher led instructional teams are essential in preparing our students to be set up for success.

Positive Behavior Support Plan

EASW would implement a positive behavior support system that helps students grow into productive citizens and leaders. Behaviors are taught explicitly and students are rewarded for following them. All members of the school faculty will be trained in and expected to deliver the behavior support plan. The plan has three levels, the universal school wide level, the classroom level, and the individual student. All three levels work together to help shape our students into the civic leaders they can be. Students have opportunities to speak publicly and deliver presentations to the school and their classmates. Students learn character values that help shape them into tomorrow's leaders.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
 - The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

The Exalt Academy of South West Little Rock (EASW) will have three sets of goals related to summative assessment of student achievement and preparation for college, including:

- One measurable set of goals for student achievement relative to the Arkansas Comprehensive Testing, Assessment & Accountability Program (ACTAAP);
- One measurable set of goals for student achievement relative to the NWEA Measures of Academic Progress (MAP);
- One measurable set of goals for student performance relative to the 8th grade year, which will be the culminating year at the Academy.

These three sets of goals are delineated below.

Arkansas Comprehensive Testing, Assessment & Accountability Program (ACTAAP)

EASW will administer the ACTAAP in all required subjects and grades including reading, reading comprehension, mathematics, mathematics reasoning, science and other subjects that may be required. The Academy will have four goals for student performance on the ACTAAP:

1. Reach "Achieving" or "Exemplary" Designation: EASW will seek to excel against the individualized math and literacy annual measurable objectives (AMO's) for All Students and the TAGG group or meet the established growth AMO's for the same group so that it can be designed as "Achieving" or "Exemplary." To be classified as "Exemplary," EASW must demonstrate high performance, high progress, high TAGG performance or high TAGG progress. Because EASW is opening with 180 students in grades K-2, there will be at least a year and a half to prepare students for the first state testing in the spring of their 3rd grade year.
2. Strong Annual Gains with Returning Students: In grades 3-8, over 15% of returning students will achieve a gain of one proficiency level or greater each year when compared with the previous year's testing in all tested subjects. A proficiency-level gain is defined as a gain from one category of proficiency to another, which means from "Below Basic" to "Basic" to "Proficient" to "Advanced." Gains will be measured across all categories of proficiency so that the Academy is evaluating the growth of students who start at all places in the achievement continuum, from "Below Basic" to "Advanced." As EASW expands from grades K-2 to grades K-8, this gain measure should enable the vast majority of students who stay with the Academy to achieve "Proficient" or "Advanced" before 8th grade graduation.

3. Impressive Performance Relative to Surrounding Districts: By the spring of their 5th grade year, a higher percentage of students at the EASW will achieve proficient or advanced in all tested subjects than the average among students in surrounding school districts. By surpassing the county average in the 5th grade year, classes of students will demonstrate that they have eliminated the skill gap between a public school that will serve a high concentration of low-income students and the average among all public schools countywide.

4. Impressive Performance Relative to Statewide Average: By the spring of their 8th grade year, a higher percentage of students at the Exalt Academy will achieve proficient or advanced in all tested subjects than the average among all students in the state of Arkansas. By surpassing the state average in the 8th grade year, classes of students will demonstrate that they have eliminated the achievement gap between public schools serving a high concentration of low-income students and the average among all public schools statewide.

NWEA Measures of Academic Progress (MAP)

EASW will administer the NWEA MAP in reading and mathematics in grades K-8. Students will take the MAP in the fall (September-October) and spring (May-June) of each year. A winter testing (January-February) may also be administered as necessary to track and support strong student learning gains.

EASW will have four goals for student achievement on the NWEA MAP:

- Growth Relative to Peers Nationally: In grades K-5, over 15% of returning students will achieve a gain of 5% or greater national percentile rank compared to the previous year. By achieving this benchmark year after year, EASW will demonstrate that the returning students are making strong gains against their peers nationally.

- Growth Relative to Individual Targets: From one spring to the next, over 60% of returning students to EASW will meet their individual growth targets on the NWEA MAP. On average, most schools nationally only enable 50% of students to meet their individual growth targets. By exceeding this threshold by at least 10%, EASW will be sustaining a rigorous achievement benchmark with returning students.

- Growth Relative to National Norm: By the spring of their 5th grade year, over 50% of returning students who take the spring NWEA MAP testing will score above the 50th percentile. On average, EASW expects that incoming students will perform below the 25th percentile. By enabling students to exceed the 50th percentile by the end of their 5th grade year, EASW will demonstrate that students are moving from well below to well above the norm of their peers nationally.

- Goal to Beat the National Bell Curve: By the spring of their 8th grade year, a higher percentage of students in the 8th grade classes at the EASW will score above the 50th percentile than among all schools that are part of the national sampling population. By surpassing the national average in the 8th grade year, classes of students will demonstrate that they have eliminated the skill gap between a public school that

will serve a high concentration of low-income students and the average among all schools that participate in the NWEA MAP nationwide.

Performance of 8th Grade Students

The 8th grade year is a very important culminating year because it is the year that EASW will expect students to meet its graduation standards and enroll in college-preparatory programs at area high schools. EASW will have three goals for student performance in the 8th grade year:

- Capstone Course Completion: One hundred percent (100%) of 8th grade students will complete the requirements of the yearlong Capstone course that all students will be required to take in their 8th grade year, including:
 - a. Completing a thesis research paper and delivering a thesis presentation;
 - b. Completing and exhibiting a multimedia portfolio;
 - c. Completing a job shadowing with a business professional;
 - d. Visiting at least 4 college campuses over the course of the year; and
 - e. Completing over 50 hours of community service and/or experiential learning.
- College Readiness: Over 75% of students will achieve a score that is indicative of college readiness and/or preparation to take Advanced Placement (AP) courses on the ACT EXPLORE in the spring of their 8th grade year.
- Entry into College-Preparatory High Schools: Over 85% of students will be admitted to college-preparatory high school programs in the spring of their 8th grade year.

Progress on these summative assessments will be regularly monitored and reported to the Arkansas Department of Education and Arkansas State Board of Education through the dissemination of annual reports.

Formative Assessment

To reach the measurable goals delineated above, EASW will track student learning and school performance frequently using a variety of formative assessments and performance indicators. These formative measures include but are not limited to:

- Formative benchmark testing against the Common Core Standards and Arkansas State Standards every 4-6 weeks;
- Student attendance, tardiness and retention;
- Student behavior rewards and infractions;
- Parent demand and satisfaction levels;
- Student lesson progress and 1st time mastery in reading, language and mathematics across grades K-4;
- Quarterly student grading and report card distribution;
- Student development and presentation of portfolios at semi-annual student-led parent-teacher conferences;

- Student completion of 8th grade graduation requirements, including a job-shadowing, site visits to at least 4 postsecondary institutions and participation in service learning,

Progress against these formative measures will be tracked continuously and report to EASW's board of directors on a monthly, quarterly, semi-annual and annual basis.

As EASW's authorizer and a statewide body charged with overseeing all public schools in Arkansas, neither the Arkansas Department of Education nor the Arkansas State Board of Education need to be frequently apprised of these indicators. Such communication would needlessly over-burden the public reporting process. However, upon request, EASW would be happy to provide samples of the monitoring reports and analyses that are provided to the school's board of directors. Such documentation will, of course, be a part of the public record and available for request under the Freedom of Information Act.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

Exalt Education has already engaged in the process of aligning the Common Core Standards with the Arkansas Curriculum Frameworks and the core curricula that anchor the Exalt Academic Design, including:

- Direct Instruction in Reading, Language and Mathematics for grades K-4,
- The Core Knowledge Sequence in Global Studies and Natural World for grades K-4, and
- FOSS Science for Natural World in grades K-8.

A complete K-8 alignment was necessary to support management of the Little Rock Preparatory Academy, a 5th year public charter school that Exalt Education has been managing for the past two years. We are not submitting the alignment with this application due to page constraints.

Exalt has also developed several smaller documents to be used as tools and accountability documents for each teacher. The Exalt Curriculum Professionals set the scope and sequence for each subject from kindergarten through 8th grade, ensuring that the corresponding book and lesson number for Exalt's curriculum are aligned with the Common Core State Standards. Exalt's curriculum combines a variety of instructional methods together with innovative, research-based programs that have a well-documented track record of success.

The Arkansas Curriculum Frameworks for Social Studies and Science are aligned to the Core Knowledge and FOSS Science Scope and Sequences for grades K-8. To meet frameworks that are not covered within these sequences, additional areas were added, such as a unit on the Scientific Method or Arkansas History. Using the 200 day school calendar, the amount of time that classes will meet and grade appropriateness, the scope and sequence alignment contains time frames for each set of frameworks to be mastered. The units are arranged in a sequential order to build learning throughout the grade levels where cross-grade collaboration can occur as well as prior knowledge that will be built upon. Furthermore, the Core Knowledge Sequence will be adjusted and modified throughout the school year to ensure the needs of each grade level frameworks are continuing to be met and mastered.

The ELA and Math Common Core Standards are divided into months and laid out in math and English Language Arts Units. Within each month, there will be a group of common core standards to meet, master, and assess using our monthly bench mark electronic system. Teachers will use Writer's Workshop, Direct Instruction Curriculum, Saxon Math and Math Skills to meet the objectives and goals for these standards. Lesson will be adjusted each month based on the results of the benchmarks, ensuring mastery of all standards.

Although the framework is fully aligned, a key element in Exalt's model is to adjust and adapt our lessons based upon the needs of our students and pacing of our lessons. Ensuring mastery of the standards and skills is critical. Our standards-aligned academic framework is not just a document, but a working tool that our teachers can adapt to ensure students' success.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

EASW will request a waiver from Ark. Code Ann. § 6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services concerning guidance and counseling services. The utilization of an Academic Leadership Team and the use of a contracted service provider alleviate the need for such a guidance program.

B) Health services;

Applicant Response:

EASW will use research-based curricula to teach students Physical Education and Health courses. To address the broader needs of low-income families and students, the Academy will take a holistic, community-based approach to the provision of health services.

Teaching health and wellness is critical in our academy. Exalt has chosen the Sparks curriculum for Physical Education and the Great Body Shop for Health. These programs meet all state and national health standards, and focus on substance abuse prevention, social and emotional health, character education, violence prevention, and critical thinking. These programs, which are designed for grades K-8, use current research in the fields of neuroscience, educational psychology, and human behavior to create developmentally appropriate lessons that encourage students to think critically about how to lead a healthy lifestyle.

Exalt provides more Physical Education to our students than a traditional school. We offer 35 minutes of Physical Education four times a week. Exalt has chosen the Sparks PE curriculum to ensure that our students are getting a variety of PE options.

The Academy will initiate relationships with a variety of individual and institutional partners so that students and their families can access a variety of health-related referrals and services, including medical, therapeutic, dental, vision, emergency and extended day care.

A qualified nurse will be brought on-site to train front office staff and engage with those families whose students take prescription medicine. Local vision and dental providers will come on-site to provide students with individualized services; if possible, these providers will be engaged at reduced or no cost to families.

C) Media center;

Applicant Response:

EASW is requesting a waiver from Arkansas Code Ann. § 6-25-101 et seq. concerning School Library Media Services Programs and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. A waiver is requested from these regulations to allow EASW flexibility in furnishing media services to students. EASW will provide a rich collection of educational materials to its students, but not through a traditional library provision.

EASW plans to make a wide range of educational media available to its students via computers and through its technology lab. Students' use of such equipment and materials will be directed toward their utilization as knowledge-acquisition tools, and in furtherance of the Academy's student-development focus. Should a need arise for students to utilize printed media materials beyond those available in the facility, EASW will engage in relationships with local libraries and the local educational community.

Because of the research and information-transfer capabilities of the Internet, students can obtain the learning resources that they need by using computers in the Academy's technology lab and via mobile computer labs, which will be available to teachers to check out for use in various courses. Technology classes will be offered to

students so that they are learning to use computers as a knowledge-acquisition tool in a structured, well-directed environment. Internet filtering, website-protection and computer-monitoring systems and practices will be put in place so that students cannot engage in problematic or destructive behaviors, such as cyber-bullying or viewing of restricted adult content.

D) Special education;

Applicant Response:

EASW will contract with the Arkansas Special Education Consortium (the "Consortium"), which is directed by Donna Broyles, to establish a special education program that is in full compliance with state and federal laws. Under Exalt's management, the Little Rock Preparatory Academy currently contracts with the Consortium, and has been very happy with the services provided by Mrs. Broyles.

EASW's staffing model calls for the immediate hiring of a Director of Learner Supports to manage the caseload of students with disabilities according to the needs and strategies identified in their individual education plans (IEP's). This position will report to Mrs. Broyles and the Academy's Principal. The Director of Learner Supports will be responsible for making sure that students who disengage from or struggle with classroom learning are provided with the supports they need to succeed, including psychological, counseling, speech, vision, health, and other disability-related needs.

The Director of Learner Supports will work closely with the Principal and Dean of Students, who will engage with students who are struggling academically and behaviorally and make programmatic adjustments to best meet the needs of all learners building-wide. Consistent with Federal IDEA legislation, the Academy believes in providing the least restrictive environment for all children and offers a differentiated instructional program that is designed to meet the learning needs of students in an inclusive manner. This differentiated instruction applies to academic instruction and behavioral instruction. Regardless of the level the student comes in at, we will meet them where they are and build upon it.

Because behavior is an impeding factor that undermines learning in many traditional schools, EASW implements a structured behavior support program to all of our students. Students who need more behavioral support, will be put on an individual behavior plan that is monitored hourly, and tracked daily by our team. The differentiated structure works well for all students, especially those who have a disability.

Under the Consortium's oversight, EASW will retain a contracted provider of specialized services, such as Pediatrics Plus, to provide students with individualized services as needed. The Director of Learner Supports will work full-time on-site at the Academy to make sure that contractors who come to the Academy are provided with the oversight, space, scheduling and other supports that they need to be effective.

The Academy also utilized a structured plan to help support struggling students and possibly identify students who may have disabilities. This plan supports Child Find and consists of a Teacher Assistance Team and a Child Study Team that work together to provide ongoing data to the Director of Learner Supports to help identify students.

E) Transportation;

Applicant Response:

According to U.S. Census data, approximately 75% of residents of zip code 72209 have reported that they drive a car to and from work every day. Another 20% reported carpooling to and from their jobs. Yet another 1% reported taking the bus to and from their job. That means that 96% or more of residents within the Exalt Academy of Southwest Little Rock's (EASW) target community have found the means to get to and from a job. (Source: www.city-data.com)

Over 86% of the students that attend Little Rock Preparatory Academy (LRPA) qualify for the Federal Free and Reduced Lunch Program. Of these students, 96% are African American and approximately 4% are Hispanic. LRPA does not offer families door-to-door bussing from their homes, yet this year, over 410 students will be transported to and from LRPA every day.

EASW does not receive sufficient public funding for transportation. Consequently, the Academy will not provide families with home-to-school and school-to-home neighborhood bussing. Even if it could, the Academy's sponsoring agency, Exalt Education, has serious concerns about the efficacy of bussing systems, which frequently expose students to unsafe, unsupervised situations at bus-stops or on busses. In these situations, students are frequently exposed to bullying, drug distribution, cursing, fighting, gang induction, and other dangerous behaviors.

Instead, EASW will take the following approaches:

- Operate for an extended day, from 7:00 am to 5:00 pm, which allows for parents and guardians to leave their students in a structured, academically rich environment for up to 10 hours. Consequently, many families are able to drop off and pick up students at convenient times before or after commuting to full-time jobs.
- Operate for an extended 200-day year, which saves parents and guardians from having to find and pay for alternative options for their children during long summer breaks.
- Engage off-duty policeman to direct parent traffic safely during arrival and dismissal times.
- Provide students that need it with public transportation passes so that they can take busses to and from school.
- Explore the potential to retain a transportation provider to transport students to after-care options at the end of the school day for those families who need help with pick-up timing.

Through these benefits, Exalt's leadership team is confident that its families will be better served than they would in surrounding programs that offer neighborhood bussing.

Last year, Little Rock Preparatory Academy provided all families with a 50% discount on uniforms through an innovative partnership with the Toggery. Through this partnership, LRPA spent over \$17,000 so that families could receive a discount on the purchase of between 9 and 12 pieces of apparel. The uniform sets for male and female students included clothing for all weather conditions, including polo shirts, button-down shirts, vests, fleeces, pants, and as appropriate, skirts or jumpers.

This year, LRPA has two campuses, a primary school that serves 280 students in grades K-4 and a middle school that serves 130 students in grades 5-8. To enable families to drop off and pick up students at either location, LRPA will spend over \$60,000 so that families only have to commute to one location no matter what the grade level of their students. The bus will travel between the two campuses so that students can reach the appropriate site for the school day no matter what their grade level.

In the future, Exalt's leadership hopes to contribute to the development of a hub-and-spoke bussing system, which would provide transportation to and from a network of sites in Central and Southwest Little Rock. However, Exalt will only contribute to such a system if it provides a safe, well-supervised option for all participating students.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

EASW is requesting a waiver from Arkansas Code Ann. § 6-48-101 et seq. concerning alternative education

environments. We are requesting this waiver because Exalt Education's research-based academic design, which will be implemented and supported by the Academic Leadership Team and faculty, will enable EASW to provide all of our students with the ability to learn and thrive within our inclusive educational settings. EASW offers explicit instruction that is specially designed at the level of all our students through performance grouping. When reviewing students' individual education plans (IEP's), we can design our "mainstream" classroom to meet the goals listed on students' IEP's. Additionally, our multi-modal environment will reach different students by delivering instruction in a variety of ways to reach all students regardless of their learning style or preferences.

EASW is committed to serving students consistent with the Individuals with Disabilities Education Act (IDEA), which calls for serving students in the least restrictive environment. If EASW was to meet the Arkansas Code requirements, it would be at risk of putting students in a more restrictive environment that is necessary given the use of Exalt Education's research-based, best-practices academic design. The Academic Leadership Team will be able to adapt the Academy's programs to meet the needs of all learners and provide teachers with the technical support and coaching that they need to serve every child.

G) English Language Learner (ELL) instruction

Applicant Response:

EASW will administer a six-step ELL program.

1. Identification of Primary Language other than English; Records.

All students will be issued a Home Language Survey within the first thirty days of school. Record will be tracked, locked, and entered into the student information system.

2. Assessment of ELL Students.

All students identified through the home language survey will be tested using the ITT or Woodcock-Munoz Language Survey. Students placed in the program will be placed by proficiency level and will be issued the English Language Development Assessment annually.

3. Annual Report.

The Academy will include all ELL student subgroup information in our annual report and state systems.

4. Instructional Program and Goals for ELL Students.

EASW will use two types of instruction, small group pull out instruction and Sheltered Instruction.

Type 1- Pull Out: The Academy's instructional program for providing English Language Development (ELD) services is generally known as structured English immersion. The Academy's model of teaching will use explicit skills instruction for most skill-based tasks, to help students acquire basic skills, which is the key to effectively teaching English-language learners. ELL students will be integrated into and instructed in the regular English-conducted classrooms. Therefore, students will not miss instruction in any of their core classes. Small group or individual pull-out instruction will happen daily for all ELL students, but generally pull-out instruction will take place during the advisory periods (either at the beginning or the end of the school day, or both), rather than during core classes.

Because the Academy's model requires that every student achieve mastery on every daily lesson, and because each student is appropriately placed in each program so that daily mastery is possible, teachers know daily which students are not achieving the required level of mastery or are having unusual difficulty in doing so. Such students, and others who have been identified through appropriate testing and surveys, will be given additional help, either in the form of small group instruction or one-on-one assistance.

This additional instruction will be in whichever program the student is having difficulties. For reading, writing, and language, the School will primarily use direct instruction programs. These programs have all the recommend best practices for teaching reading to English Language learners, including, the study of phonics, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Generally, under this program ELL students receive reading instruction twice a day.

Type 2- Sheltered Instruction. As part of the structured English immersion model, teachers use special instructional strategies. The Academy's teachers will also receive training in Sheltered Instruction, Observation Protocol (SIOP).

Training in systematic English language development will be part of the summer training that all teaching staff are involved in. In addition, frequently classroom monitoring and professional development will happen throughout the school year.

Teachers will thus be trained to use special instructional strategies, such as those listed, many of which are integral to the Academy's teaching methods: Checking frequently for comprehension by listening to and observing verbal and nonverbal cues from students; Controlling the vocabulary presented to students so that they are always familiar with words used in their reading and listening; Clearly identifying key concepts and vocabulary needed to teach each lesson, while teaching new terms at the beginning of a lesson, before a student encounters the terms in reading; Using field-tested materials that demonstrate the vocabulary and concepts to be taught; Building lessons on knowledge of the concepts and vocabulary that students have already learned; Using consistent routines that provide non-verbal cues for students so they can predict what to expect in future lessons; Providing "visual clues" for students; And using well-developed questions that students can reasonably answer depending on their linguistic stage.

5. Reassessment, Reclassification, Exiting, and Monitoring.

All students in ELL will be tracked and reassessed frequently. Goals and instruction will constantly be shaped to support the student. Once a student has exited the system, through testing, the student will be monitored for two years, assuring the student is performing at grade level or higher.

6. Equal Access to Other School Programs.

All ELL students will be provided equal access to all of the Academy's programs. This includes participating in all school curriculum and non-curricular activities.

H) Gifted and Talented Program.

Applicant Response:

EASW will request a waiver from state regulations related to the provision of programs for gifted and talented learners. Such separate programs are not necessary because of the use of Exalt Education's research-based, best-practices academic design. Through this design, the Exalt Academy will be able to differentiate instruction to meet the needs of all learners. While other learners are receiving additional skill based literacy instruction, talented and gifted students will be participating in an Advanced Literacy and Advance Math block. These courses are designed for students to use higher order critical thinking skills while participating in Socratic discussion, project based learning, and individualized projects. Additionally, the primary instructional programs of the Exalt Academy will serve gifted and talented students because of performance-leveled instruction and the Academic Leadership Team's engagement in adapting programs to meet the needs of all learners.

In order to fully implement its innovative academic design, the EASW is requesting a waiver from Ark. Code Ann. §§ 6-20-2208(e)(6) (Monitoring of Expenditures), 6-42-101 et seq. (Gifted and Talented Children - General Prohibitions), and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs).

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Southwest Little Rock has a stigma for many citizens of Central Arkansas. For decades, the region has been known for high poverty, high crime, and other related blight. The reality is that, in the 72209 zip code, there is justification for this stigma. Consider the following:

- On a crime index where 100 represents the national average, the 72209 zip code was assigned a Total Crime Risk of 210, a Personal Crime Risk of 270, a Murder Risk of 401, a Rape Risk of 202, & a Robbery Risk of 285.
- Between 2000 and 2011, the 72209 zip code experienced an over 8% decline in population from 36,847 residents to 33,800 residents.
- The Average Adjusted Gross Income for a resident was \$24,292 in 2004, 38% less than the average of \$39,270 for an individual in Arkansas.
- In 2011, the median home price was \$91,356 compared with \$146,029 for Arkansas as a whole.
- Over 17% of residents speak Spanish at home and 13% are foreign-born.

As these statistics indicate, there is a heavy concentration of poor families living in the central neighborhoods of Southwest Little Rock. To ensure that we are meeting the need, our team has determined that, for our purposes, the Southwest Little Rock region is bounded by: Fourche River to the North, Mabelvale Cutoff Road to the South, Arch Street to the East, and Highway 5 to the West (also called Route 5). Interstate 30 runs from East to West down the middle of the region, which bisects the area. The primary zip code that falls within this region is 72209. There are surrounding zip codes, including 72206, 72210, 72202 and 72103, that have low-income households, but these areas also have some more affluent neighborhoods.

To serve our target region, we have identified a move-in-ready educational facility at 6111 West 83rd Street, Little Rock, Arkansas 72209. The facility is located along Geyer Springs Road approximately half a mile south of Interstate 30. The site is situated very centrally within the Southwest Region less than 3 blocks from Cloverdale Aerospace Charter School. From the desired location, we believe that the EASW's primary enrollment impact would be on the nine elementary and middle schools immediately surrounding it. These schools enroll 4,093 students, and their performance was highlighted in Item 4, the *Educational Needs* section of this application.

Because EASW would open with 180 students in grades K-2, 60 students, or 33% of our first-year enrollment, would be from families whose children just became school-age. Another 120 students, or 67% of the total enrollment, would be from surrounding elementary schools. At most, we would have an estimated first-year impact of 3% of the total enrollment of surrounding schools. We might also draw a few students from the Pulaski County Special School District although we believe that our impact on PCSSD would be minimal.

Over time, EASW's impact on surrounding public schools would grow as its enrollment grows, but that impact would not be realized for over seven years. At the full projected enrollment of 540 students in grades K-8, EASW could be serving as much as 13% of students in the surrounding area. However, because the Academy is likely to serve a disproportionately high-needs population, its activities would improve the performance of traditional public schools in the area, not detract from them.

Over the past two months, we have begun to connect with other community organizations that are seeking to serve Southwest Little Rock. As EASW moves from planning to startup, our founding team expects to connect with all of the following organizations: Affordable Care Center; Community Development Center (CDC); PARK is one of the best know youth centers in the region; Longley Baptist Church; Second Baptist Church, which has facilities at two separate locations, has offered an educational facility for EASW's use; Greater Second Baptist Church's pastor has provided a letter of support for EASW's charter application.

By partnering with these organizations, we hope to bring health, wellness, employment, housing and educational services to students and families.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

The Exalt Academy of Southwest Little Rock's fiscal year will run from June 30th to July 1st of each calendar year. Within 3 months of the end of each fiscal year, EASW will produce an annual report that provides a year-end appraisal of its performance. This report will be produced in accordance with the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The report will include a precise, statistically valid examination of EASW's performance against the Measureable Goals described earlier in this application narrative.

An excerpt of the ADE rules are included below for ease-of-reference.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS GOVERNING THE
STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS**

Adopted by the State Board of Education B February 1984
Revised June 10, 2002

2. RECORDS AND REPORTS

- a. Each school shall maintain all reports and records necessary for effective planning, operation, and education.
- b. Each school district shall annually submit a report to the Department of Education appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department of Education.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

Student enrollment in the Exalt Academy of South West Little Rock (EASW) will be voluntary. All students who meet legal age requirements applicable to a particular grade level will be eligible for enrollment. These requirements will be consistent with District policies relating to admission of students into any grade. Other than the age of a student, there will be no criteria for selection of students.

To make the opportunity to attend the Academy known as widely as possible, the Academy plans to contact Head Start centers, childcare centers, preschools and community centers in the South West Little Rock area to seek permission to contact families who have children attending those schools and to conduct informational meetings. Our plan is to conduct meetings periodically to inform parents about the school and to obtain enrollment applications. Local newspaper advertisements may be placed to advertise the school and announce the meeting schedule. We will also send newsletters to a mailing list, as that list is expanded with the addition of people expressing an interest in the school.

The Academy intends to conduct a multi-phase enrollment process. Each year, the Academy will set deadlines by which such applications must be received for each phase of the enrollment process. The Academy will accumulate all applications received on or before the deadline for each phase of enrollment; applicants are not accepted on a "first come, first served" basis except when students are admitted from the waiting list.

We expect that the multi-phase enrollment process would work as follows. The deadline for the first phase might be set in April or May. The Academy will determine how many current students intend to return for the following school year and will accumulate all applications received on or before the deadline for that phase of enrollment. For the first phase of the enrollment process, if the number of applications received by the deadline for the first phase is less than or equal to the maximum number of students allowed for each grade, then all the applications for that grade will be accepted.

If the number of applications received for any grade is greater than the maximum number of students allowed for that grade, then the Academy will conduct an equitable lottery, in a manner determined by the Academy and consistent with state law and District policy, to admit the maximum allowed number of students for that grade and to create a waiting list for subsequent admission should a space become available later. We will do this lottery three different times, first filling the seats then establishing a fair waitlist, avoiding the first come first serve strategy.

As provided for under Arkansas law, the Academy may give admissions preference to (1) students who were enrolled in the Academy in the prior year, and (2) applicants who have siblings who are presently enrolled in the Academy and who were enrolled in the Academy in the prior year.

The Academy will not limit student admission based on ethnicity, national origin, race, religion, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level. The Academy may admit students who do not reside in the District but will not conduct door-to-door recruitment outside of its target region.

A random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C). Should EASW's leadership learn that the use of a weighted lottery is required by federal court or administrative order, EASW will furnish a copy of the order.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

School Staffing Plan

The Exalt Academy of Southwest Little Rock (EASW) will benefit from a strong, well-rounded leadership team with expertise in all areas of school management. The staffing plan calls for hiring several dedicated site-management positions that work together in a complementary fashion to lead the school, not depending on one all-knowing leader. The site-management team will grow in capacity as EASW expands from a first-year enrollment of 180 students to a full enrollment of 540 students in grades K-8.

Upon receiving approval of its charter application, Exalt will designate a founding group to lead the development of the school in the Southwest Region. That group will include a full-time Founding Principal, Business Manager and Community Outreach Coordinator. The plan is for the founding members to office at the facility in which EASW will open so that they establish an immediate presence in the community.

Site management will be heavily supported by Exalt's central team, which is headquartered within easy commuting distance of the proposed location. Exalt's central team will provide structured support with all major aspects of startup, including but not limited to facilities, governance, regulatory compliance, procurement, contracting for services, hiring, enrollment and neighborhood outreach.

The following is a summary of the duties that the 3 anchor members of EASW's management will hold:

Founding Principal: The qualified candidate will have experience as a personnel manager and administrator. Care will be taken to identify a `servant leader' who can support a team rather than acting as a unilateral decision-maker. A seasoned leader will be retained with the necessary experience to handle teacher, parent, student and community relations. The Principal will be responsible for:

- **Faculty Hiring:** Managing the process of recruiting, hiring, selecting and training 12 teachers to instruct grades K-2. The Principal will work hand-in-glove with members of Exalt, who will attract and pre-quality candidates.
- **Team Building:** Developing the faculty into a cohesive, trusting team by: (a) introducing and building strong, healthy communication norms; (b) putting the faculty in a position to implement the behavior management system, and (c) providing the leadership that is necessary for the faculty to function in an open, transparent fashion.
- **Network Support:** Exalt's support team will work closely with the Principal to deliver the teacher training that occurs during the 4-6 weeks leading up to the start of the year. Exalt's team will provide extensive support with assessment, reporting and performance management.

The expectation is that the Founding Principal will see EASW through from approval of the charter application to at least the completion of its second full year of operation.

Founding Business Manager: The qualified candidate will have experience as a financial and operational manager. Care will be taken to identify a quick learner, diligent project manager, well-organized multi-tasker, and "doer" with the capacity to balance many startup tasks. To be qualified, the right candidate must have accounting

and book-keeping experience. The Business Manager will be responsible for:

- Financial Management: Preparing the annual operating budget and cash flow projections, preparing financial statements for board review, and managing accounting and book-keeping.
- Regulatory Compliance: Setting up EASW's profile in the state-required computer network, attending the necessary training, utilizing the state's resources, handling cycle reporting, and entering all required information.
- Ancillary Services: Working closely with the Exalt team to negotiate contracts and initiate services related to food, cleaning, maintenance, technology, security, traffic control and other areas.
- Human Resources Administration: Conducting background checks, establishing health and retirement benefits, setting up payroll, handling tax withholdings, and other HR functions.
- School Setup Functions: Members of Exalt's central team will assemble the governing board, secure startup funding, negotiate the lease, make necessary upgrades to the facility, assist with procurement, and support the business manager in handling budget, cash flow and procurement.

The expectation is that the Founding Business Manager will see EASW through from approval of the charter application to at least the completion of its second year of operation.

Founding Community Outreach Coordinator: The qualified candidate will bring experience in community organizing, political campaigning and/or non-profit outreach services. Qualifications include professionalism, charisma, excellent speaking and written communication skills, strong relationship-building aptitudes, a proven comfort level engaging with community members, and the willingness to do whatever it takes to start the school. The Community Outreach Coordinator will be employed by Exalt through the management agreement with the school. The Community Outreach Coordinator will be responsible for:

- Enrollment Campaign: The Outreach Coordinator will lead the campaign to conduct outreach to families in the target region, create a positive image in the community, build bridges with community institutions, and fully enroll the school.
- Establishing Community Partnership: The Coordinator will meet with schools, community centers, youth programs, daycares, preschools, extended day programs, employment agencies, and churches. The Coordinator will create a strong, expansive network of support for the school.
- Advertising and Communications: The Coordinator will negotiate advertising with local radio stations and community newspapers, develop a website and Facebook presence, attend community events, and engage in daily outreach.

The expectation is that the Coordinator will see EASW through from approval of the charter application to at least 3 months after opening for the first year of operation.

Board Directors: The qualifications of school board directors are described in *Item 2*, which addresses *Governance Structure*.

Outline of Full-time Positions for School's 1st Year of Operation

The following is an outline of duties for each of the primary positions on the school's staff during the 1st full year of operation:

Principal (1.0 Administrator): The position will have overall responsibility for: (a) Academic Program Development and Delivery; (b) Teacher Management; (c) Student Behavior; (d) Parent Communications; and (e) Community Outreach. Employed by Exalt through the management agreement with the school.

Director of Business Management (1.0 Administrator): The position will have responsibility for: (a) Budget Development and Execution; (b) Accounting and Financial Management; (c) Payroll and HR Administration; (d) Oversight of Office Manager; and (e) Ancillary Services: bussing, food, technology, copying. \$38,000 per annum

Office Manager (1.0 Administrator): The position will have responsibility for: (a) Routine State Computer System Entry; (b) Visitor Reception; (c) Answer Telephones; (d) Hallway and Entrance Monitoring; (e) Daily Attendance and Homework Records; and (f) Record Keeping. \$30,000 per annum

Dean of Students (1.0 Administrator): The position will have responsibility for: (a) Behavior Management Support; (b) School-wide Assembly Planning and Management; (c) Student Recognition and Rewards; (d) Parent Relations Regarding Discipline; (e) Student Discipline and Record-Keeping; and (f) Strong Presence with School Community. \$38,000 per annum

Director of Learner Supports (1.0 Administrator): The position will have responsibility for: (a) Caseload Setup and Management; (b) Inclusionary Services; (c) Interventions and Pullout Services; and (d) Contracted Services. (e) Management of ELL Program. \$40,000 per annum

Teaching Staff

Lead Teachers: (1 per grad level) This position will involve meeting with their grade level teacher teams regularly and serving as a resource in supporting the education of 60 students in each grade. \$34,000-\$38,000 per annum

Professional Conduct Requirements

The following is a list of professional requirements of all school staff as applicable based upon position. These requirements have been set forth so that the staff can work collaboratively to keep the school climate safe, orderly and professional. The requirements will be a condition of the employment arrangement between EASW and all staff members.

1. Timely Arrival & Departure every day unless express written permission is given by the Principal as documented in email or other forms.
2. Active Hallway Monitoring to supervise student movement during all passing periods.
3. Timely Instruction for every minute of every class.
4. Supervised Restroom Breaks including monitoring student entry and exit from the restrooms.
5. Classroom Supervision at all times when students are present.
6. Proper Written Notice with at least 2 weeks' notice of time off.

7. Active Hallway and Recess Supervision to prevent unsafe student conduct.
8. Cleanliness of classrooms and building.
9. Structured Physical Education according to a daily lesson plan.
10. Focused, Engaging Teaching with urgency every minute of every class.
11. Weekly Submission of Lesson Plans along expected timeline for every period - reading, math, language, English Language Arts, other.
12. Advance Preparation of all materials for distribution to students well in advance of delivery.
13. Positive Behavior Management that centers on fostering a fun but structured learning climate.
14. Strict Use of Hallway Passes with enforcement of speedy return.
15. No Personal Telecommunication during the school day.
16. Professional Conduct at all times with all staff members.
17. Professional Attire at all times while on school property.
18. Regular Parent Communication with prior administrative approval of all written correspondence.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

The business affairs of the Exalt Academy of Southwest Little Rock (EASW) will not be handled by one individual, but by a team of individuals who will all be active participants in the financial affairs of the organization. The following is a description of the various parties who will be involved in managing the finances of the organization:

- Board of Directors: The board of directors will review a complete set of annual, monthly and year-to-date financial statements at every regular monthly meeting. The financial statements include: (a) annual operating budget; (b) annual cash flow projection; (c) monthly cash flow statement; (d) monthly income statement; (e) month-end balance sheet; (f) updated annual budget-to-actual comparison income statement; (g) updated annual projected-to-actual cash flow statement. These statements will be prepared by a qualified business manager. The board of directors will complete the approved Arkansas State training for board members. A qualified treasurer on the board will meet with the business manager periodically to develop and approve the format and content of the financial statements.
- Exalt Education Oversight: The business manager will be trained and overseen directly by the Chief Administrative Officer, Sonja Taylor-Larkowski, and the CEO of Exalt Education, Benjamin J. Lindquist. Both the Chief Administrative Officer and the CEO of Exalt Education have taken the required Arkansas State trainings including completing 12 hours of Tier I trainings in the 2012 calendar year. The financial manual approved by the board of directors will require that a qualified professional on the board - acting as the board treasurer and fiscal procurement officer - approve all required transactions.
- Training & Technical Support Organizations: During the first year in the position, the Business Manager of the Exalt Academy will complete the required Arkansas State financial and compliance trainings. Through these trainings and other scheduled appointments, the director will meet and participate in engagements with qualified individuals at the Arkansas Department of Education, the Arkansas Public School Resource Center, Complete Consulting and other qualified organizations.
- Signing & Approval Authority: Specific controls will be used and monitored to ensure that all financial transactions are properly approved, recorded and reconciled. Specifically, bank statements will be sent directly to the Treasurer of the board, not the director of business affairs. The director of business affairs will prepare all checks in APSCN, but will not have the authority to sign checks. When checks are signed, supporting documentation will be reviewed to ensure the appropriateness and accuracy of payments.
- Education Commissioner & State Department Approval: Financial obligations will be submitted to the Arkansas Department of Education for approval by the Commissioner, including the lease agreement, copier agreement, long-term notes, and any other required obligations.

Through these and other measures, the Exalt Academy will take steps to ensure the effectiveness of its financial management.

Annual Operating Budget

The Business Manager will be responsible for working with the board treasurer and a qualified member of the Exalt Education team to prepare the annual operating budget and manage the organization's position against it. An annual operating budget will be prepared for the pre-opening fiscal year and the 1st year of operation. This budget will be developed with appropriate oversight and approved by the board of directors no later than May 1st of each fiscal year preceding implementation of the budget. The budget will include the establishment of a contingency reserve to serve as a protection against unforeseen financial needs.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

The first annual audit of the Exalt Academy of Southwest Little Rock will be conducted in a manner that is in accordance with state requirements. An excerpt of state laws pertaining to public audits is included below for ease of reference including an outline of the information that will need to be provided to the Arkansas Department of Education (ADE) and the community.

The audit will be conducted within 9 months of the end of the first fiscal year of operation. If granted permission by the ADE, the Exalt Academy of Southwest Little Rock will use the following audit firm.

Rami Kassissieh, CPA, Partner
Hudson, Cisne & Co. LLP
Certified Public Accountants
11412 Huron Lane, Little Rock, AR 72211
Main: (501) 221-1000
Email rkassissieh@hc-cpa.com

The reason for requesting that Hudson, Cisne be retained is that this firm has audited the Little Rock Preparatory Academy's first three years of operation and has done an excellent job. Hudson, Cisne provides a level of staffing and diligent, individualized service that is beneficial. Hudson, Cisne understands the financial policies and management that is expected by an Exalt-managed school. The agreement with the auditor will stipulate that the audit must be completed and submitted to ADE no later than 9 months following the end of the first fiscal year of operation.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLICLY FUNDED EDUCATIONAL INSTITUTION
AUDIT REQUIREMENTS
January 16, 2012**

1.00 AUTHORITY

1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-1-101; 6-11-105; 6-11-205; 6-12-112; 6-13-1020; 6-13-1608; 6-17-426; 6-20-1801 through 6-20-1804; 6-20-1806; 6-20-1905; 10-4-413; and Acts 981 and 993 of 2011.

1.02 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Publicly Funded Educational Institution Audit Requirements.

2.00 PURPOSE

2.01 The purpose of these Rules is to establish the requirements for the completion, filing, and review of financial audits for all publicly funded educational institutions, including but not limited to, Arkansas school districts, open-enrollment public charter schools, and education service cooperatives (auditees).

3.00 AUDIT REQUIREMENTS

3.01 The accounts of all publicly funded educational institutions shall be audited annually by the Arkansas Division of Legislative Audit (Legislative Audit) or a private independent certified public auditor.

3.01.1 A private auditor, other than Legislative Audit, must be selected by the school district board or governing body of the institution.

3.01.2 If a private auditor was used for the prior year audit, or if the auditee did not exist during the prior year, the auditee may request that Legislative Audit conduct its financial audit. The written request shall be submitted to the Arkansas Legislative Auditor at least 90 days prior to end of the fiscal year to be audited.

3.01.3 If the publicly funded educational institution is an open-enrollment public charter school, Legislative Audit shall prepare the required financial audit of the institution's first year of operation unless the State Board of Education approves the use of an entity other than Legislative Audit. The financial statements shall be presented on a fund basis format, and as a minimum, the general fund and the special revenue fund presented separately and all other funds included in the audit presented in the aggregate.

3.03 The financial statements shall consist of the following

3.03.1 A balance sheet;

3.03.2 A statement of revenue, expenditures, and changes in fund balances;

3.03.3 A comparison of the final adopted budget to the actual expenditures for the general fund and the special revenue funds; and

3.03.4 Notes to the financial statements

3.04 The report shall include as supplemental information a schedule of capital assets, including:

3.04.1 Land;

3.04.2 Buildings; and

3.04.3 Equipment.

3.05 The governing body of a school may require its annual financial audit to be performed and financial statements to be presented in accordance with guidelines prescribed by the Governmental Accounting Standards Board, the American Institute of Certified Public Accountants, and the United States Government Accountability Office as an alternate basis of presentation to that listed in 3.03 through 3.04 of this Rule.

3.06 The report must include information on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with Governmental Auditing Standards.

4.02 Audit reports shall be presented to the School Board or governing body of the auditees in a format as prescribed by professional accounting organizations.

4.03 All annual audits of auditees NOT conducted by Legislative Audit shall be completed and filed with the ADE and Legislative Audit within nine (9) months following the end of each fiscal year.

4.03.1 At the request of the auditee, the ADE may grant an extension of up to ninety (90) days on the deadline specified in section 4.03.

4.03.2 If the auditee is subject to federal circular A-133 audit requirements, any extension must first be obtained from the appropriate federal agency.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The facility to be used is the former home of a faith-based school, Vision Christian Academy. It has exceptional amenities and an easy access location. The facility is located near a main artery for an effective traffic flow design for student drop-offs and dismissals. The facility is owned by a church, Second Baptist Church. A copy of the Facilities Utilization Agreement is attached that indicates agreement with Exalt Education and the landlord, Second Baptist Church, of the use of the facility and its equipment both from a dedicated and shared perspective. This includes provisions for school and enrollment growth year by year.

The facility is in compliance with applicable codes. Complete and periodic inspection of the premises will be conducted to ensure total compliance with all codes. Yes, the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

The facility has been zoned as a school per the City of Little Rock Planning and Zoning Commission. In February 1, 2010, the facility received a Conditional Use Permit to operate as a free neighborhood health clinic. Per the Commission, both the clinic and school can coexist.

There are no alcohol sales within 1000 feet of the facility.

The facility has the following amenities:

- The 12 classrooms are all adequate in size to house Exalt's classes in grades K-2 with two co-teachers in each room. This will comfortably allow for the launch of the school during Year 1 through grades K-2, but also allow for upward mobility as we add a grade per year to address the growth needs of the lower elementary school campus.
- A full size gymnasium to promote physical exercise and its correlation to enhanced student learning and growth. The gym also is used as a dining room for breakfast and lunch for the students. Evening activities can be planned to promote community outreach and foster parental involvement.

- A full-service commercial kitchen for the nutritional and food service needs
- A large library and a small library to address the needs of both the smaller and larger student groups
- A computer lab to meet the technology requirements for on-line testing and computer literacy
- Offices have ample space for administration and privacy
- A glassed-in reception area
- A fenced grass playground that is age-appropriate. Ample space provided also for paved playground area.
- A teacher's lounge to promote and enhance employee morale.
- An installed access control system for security
- Ample parking spaces for staff and visitors
- Student Lockers
- 4 large hallways
- Closet space

It is located in the Southwest section of Little Rock at 6111 West 83rd Street. The facilities offers easy access and can be approached by getting off the Geyer Springs exit of I-30, traveling south for 0.3 miles to W. 83rd St. Right on W. 83rd Street and school is on left after 0.1 miles.

The owner of the proposed facility is Second Baptist Church. It is the Southwest Little Rock location of the parent church located at 7209 Barrow Road, Little Rock, AR 72204. The owner does not have a relationship with the following:

- (1) Members of the local board of the Little Rock school district; nor,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located, nor
- (3) Exalt, the eligible entity sponsoring the open-enrollment public charter school, nor
- (4) Employees/directors/administrators of Exalt.

Since the owner is a church organization, that relationship could change at any time. Exalt, however, will be forthcoming of any findings as such.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The owner of the proposed facility is Second Baptist Church. It is the Southwest Little Rock location of the parent church located at 7209 Barrow Road, Little Rock, AR 72204. The owner does not have a relationship with the following:

1. Members of the local board of directors of the Little Rock School District;
2. Employees of the public school district where the proposed open-enrollment public charter school will be located, nor
3. Exalt, the eligible entity sponsoring the open-enrollment public charter school;
4. Employees/directors/administrators of Exalt Education.

Since the owner is a church organization, that relationship could change at any time. Exalt, however, will be forthcoming of any findings as such.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

The facility has been zoned as a school per the City of Little Rock Planning and Zoning Commission. In February 1, 2010, the facility received a Conditional Use Permit to operate as a free neighborhood health clinic. Per the Commission, both the clinic and school can coexist.

There are no alcohol sales within 1000 feet of the facility.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

The facility has been zoned as a school per the City of Little Rock Planning and Zoning Commission. In February 1, 2010, the facility received a Conditional Use Permit to operate as a free neighborhood health clinic. Per the Commission, both the clinic and school can coexist.

There are no alcohol sales within 1000 feet of the facility.

17. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

There are no contractual or financial agreements or beneficiaries between any individual identified in Section A and any member of the proposed school.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

The following points are designed to explicitly clarify all areas of the charter application where there is the potential for conflicts-of-interest:

- The sponsoring agent, Exalt Education, is an Arkansas-based non-profit charter school management organization that plans to enter into a service agreement to manage the Academy. Exalt is a non-profit organization that exists for charitable, tax-exempt purposes. It does not have owners. The board of directors of Exalt has approved and abides by a conflict-of-interest policy, which is consistent with the model policy recommended by the Internal Revenue Service.
- The Little Rock Preparatory Academy (LRPA), a school managed by Exalt Education, is a four-year old Arkansas-based non-profit public charter school. LRPA exists to fulfill its mission. It does not have owners. The board of trustees approved and abides by a conflict-of-interest policy, which is included below.
- The Exalt Academy of Southwest Little Rock (EASW) will be incorporated as an Arkansas-based non-profit public charter school. The Academy exists to fulfill its mission. It does not have owners. Its board of directors will approve a conflict-of-interest policy, which will be modeled after the policies in place at Little Rock Preparatory Academy and Exalt Education.

In direct response to the questions posed in the guidelines of this section, there are no familial, contractual or paid relationships of any kind in the applicant team. Appropriate measures and safeguards will be taken to ensure that such relationships are not allowed because of the importance to maintaining a single-minded focus on accomplishing our collection mission.

The following Trustee Job Description and Conflict Of Interest policy are taken directly from the Little Rock Preparatory Academy, which will serve as a model for EASW. These documents illustrate the language and practice that will be used to guide the development of the EASW

Conflicts-of-interest are present whenever there is the potential for a decision to be made that garners personal compensation or benefit for an individual. Conflicts-of-interest must be managed through proactive disclosure and appropriate measures. A board member, administrator, employee or contractor is actively encouraged to disclose any situation where a conflict-of-interest exists. When the conflict becomes apparent, the individual is recused from the process or decision, which is then handled by other members of the organization who do not have the conflict.

Trustee Job Description

The purpose of the Board of Trustees is to uphold the mission of LRPA and oversee the fiduciary and legal direction of the school. The daily administration of the school is the responsibility of the Head of School/CEO. The Board, Administration and Faculty of LRPA are committed to putting the best interest of the students of LRPA at the forefront.

As fiduciary guardians of LRPA, Trustees must approve an annual budget that ensures the organization can meet its financial obligations. Trustees must monitor the overall financial health of the organization by reviewing and understanding financial reports provided by the Treasurer and/or an auditor. The Board must implement plans to keep the organization solvent and insist on professional financial practices.

As legal guardians of LRPA, Trustees are bound legally to abide by the rules, procedures, and laws set forth in the organization's charter, articles of incorporation, by-laws, and other state and federal regulations governing the operations of 501(c)3 organizations.

Neither officers nor individual members of the Board have any authority to act independently of the full Board. When they do, it can seriously damage the organization's ability to carry out its mission, board team spirit and LRPA's image in the community.

Confidentiality is expected in all situations.

Responsibilities & Expectations

- Establish sound governance policy and challenging but attainable institutional goals for the organization
- Each Trustee is expected to contribute each year to the Annual Fund fulfilling the goal of 100% Board participation
- Support the fund raising efforts by underwriting events, or contacting individuals, corporations and foundations for financial support
- Understand by-laws and all legal contracts
- Create and update a long-range plan for the organization
- Select and support the Board officers
- Provide the CEO with the resources necessary to operate a successful school
- Hire and evaluate the CEO
- Attend monthly board meetings on the fourth Monday of each month
- Participate in school functions as representatives of the board
- Be a community ambassador for LRPA

Trustees should be familiar with and uphold LRPA's mission, school model (as established by Building Excellent Schools) by-laws, current financial statements and the Case for Support.

CONFLICT OF INTEREST POLICY

Policy A Trustee owes certain fiduciary duties, including the duties of loyalty, diligence, and confidentiality to LRPA, which require that a Trustee always act in good faith on behalf of LRPA and not for their own or others' interest.

Disclosure A Trustee shall promptly disclose to the Board any personal or outside interest, relationship or responsibility (financial, professional or otherwise) held by the Trustee with respect to any potential or actual transaction, agreement or other matter which is or may be presented to the Board for consideration, even if such interest, relationship or responsibility has otherwise generally been disclosed to LRPA or the Board.

Recusal Any Trustee with such an interest, relationship or responsibility which conflicts with the interest of LRPA or its shareholders, shall recuse himself or herself from any reporting, discussions and vote on the issue that gave rise to the conflict and, if necessary, from the Board meeting, or applicable part thereof. Such Trustee may petition to Board Chair for an opportunity to speak to the Board relative to the conflict of interest.

Resignation In circumstances where a Trustee has a significant, ongoing and irreconcilable conflict and where such personal or outside interest, relationship or responsibility significantly impedes the Trustee's ability to carry out his or her fiduciary responsibility to LRPA, resignation from the Board or the conflicting interest be required.

I understand and will fulfill the above Trustee Job Description and abide by the Conflict of Interest Policy.

Signed, this _____ day of _____ 20_____.

Signature of LRPA Trustee

Printed Name of LRPA Trustee

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Under Exalt Education's management, Little Rock Preparatory Academy (LRPA) currently uses a state-approved food service vendor. *Preferred Meal Systems, Inc.* delivers prepackaged meals to both LRPA campuses, which are prepared and distributed for breakfast and lunch. Preferred Meal Systems is approved to provide meals by the Arkansas Department of Education's Child Nutrition Unit.

LRPA participates fully in the National School Lunch program. As a result, Exalt's leadership would bring significant direct experience and support to the setup of a new school that would participate in the School Lunch Program.

Currently, 86% of the students at LRPA qualify for Federal Free & Reduced Lunch. Applications are completed by all families as part of the standard enrollment registration process. LRPA follows point-of-service requirements to make sure that students are allotted meals in accordance with their free, reduced or paid meal status. Payments are collected from families that do not qualify for free lunch, and these funds are handled directly by LRPA's finance director.

The Exalt Academy of South West Little Rock will establish a food service program consistent with the one in place at LRPA. Personnel of Exalt Education, the non-profit organization that manages LRPA and will manage EASW, will make sure that the Exalt Academy's management team is fully trained on how to set up and manage the food service program in accordance with federal USDA guidelines and state ADE requirements

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Families will be closely engaged in the Exalt Academy of Southwest Little Rock (EASW) through a variety of channels. These channels are delineated below:

- **Start-of-Year Home Visits:** First, parents will build strong bonds with the teachers of their students, who are the primary liaison with families. Twice each year, the classroom teachers will schedule appointments and conduct visits to the homes of all students. During the start-of-year visit, teachers introduce a Student-Teacher-Parent Covenant, which outlines the primary obligations that all 3 parties make to each other as part of making sure that every student receives an exemplary education.
- **Ongoing Teacher Communication:** Second, teachers will regularly communicate with families through electronic postings, telephone calls, electronic report card system and other means. This year, Exalt is implementing a parent-school communication system through Illuminate, a robust electronic platform that is being put in place at all Exalt-managed schools.
- **Academic Updates:** Third, families will receive comprehensive updates on their children's learning at regular intervals throughout the academic year. Quarterly report cards with grades in every major subject and notes on student behavior will be distributed. Twice each year, parents will come into the school for student-led conferences. During these conferences, students will be expected to demonstrate what they are learning and share samples and exhibitions of their academic work.
- **Parent-School Support Organization:** Fourth, a parent-school support organization will be organized to support the Academy. This organization will be directed by a board of parent officers, including a President, Vice President, Treasurer and Secretary. The board will collect input from the parent collective anecdotally and through surveys. The board will meet with the Academy's management team regularly, two weeks before every monthly meeting of the board of directors. Through this engagement, the parent board will help the Academy clear barriers and provide families with the best possible educational experience.
- **Scheduled Appointments:** Fifth, key members of EASW's management team will meet with parents frequently on an appointment-basis, including the Principal, Dean of Students, Office Manager and Director of Learner Supports. Appointments will be scheduled when parents express concerns or when students are disengaging from instruction for any reason.
- **School Communications:** Sixth, EASW will issue monthly newsletter to all families. In this newsletter, the Academy's principal will offer profiles of teachers, showcase events and speakers, provide a calendar of upcoming activities, and post important information such as dress-up uniform days.
- **A Voice at Board Meetings:** Seventh, an announcement will be posted for all families to let them know about regularly scheduled board meetings. At these board meetings, parents and other interested parties in the community will have the opportunity to make remarks directly to the board of directors on any issue of their choosing. The emphasis will be on solving problems and making the Academy better.
- **Community-based Partnerships:** EASW's leadership will be keenly interested in becoming a core partner with key stakeholders within the South West Little Rock community to work collaboratively to meet the needs of the students at EASW and the increasing needs of the community to curb crime and increase the quality of public education. EASW will engage in partnering efforts with churches, civic leaders, community and fund-development organizations, and other school advocates to reach mutual-defined objectives.
- **Satisfaction Surveys:** EASW will administer surveys at least once annually to gauge parent satisfaction levels and gather input on desired preferences and programmatic priorities.
- **Vote with Their Feet:** As with all public charter schools, parents sent a powerful message when they choose a school for their child. Because high rates of student retention are essential to fulfilling its mission, EASW's management will work very hard to keep parent relations strong once they have chosen to enroll their children in the Academy.

Through these channels, families will have the opportunity to have a positive impact on the continuous improvement of all aspects of school culture, programs, instruction and management.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

Waiver Requests

Teacher Licensure Waiver Request

We request a waiver from Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-309 (concerning certification to teach particular grade or subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract); Section 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher:

The Academy requests these waivers because the Exalt educational model, under which it will operate, requires the flexibility to hire teachers and administrators who are best suited to implementing Exalt's unique curriculum and policies to best attain the maximum amount of student achievement and growth. The Academy and Exalt will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. Exalt provides extensive training, support, and supervision for its teachers and administrators.

Uniform Date for Beginning and End of School Year and Length of School Day

We request a waiver from Ark. Code Ann. § 6-10-106 (uniform date for beginning and end of school year) and Ark. Code Ann. § 6-16-102 (length of school day) because the Exalt education model requires an extended school year. Exalt's focus is on children from underserved communities who often do not have the same educational enrichment activities outside of school as children from more affluent communities. Therefore, Exalt builds many of these enrichment activities into its curriculum, necessitating an extended school year.

School District Boards of Directors and School Board Elections

We request a waiver from Ark. Code Ann. § 6-13-601 et seq. (school district boards of directors) and Ark. Code Ann. § 6-14-101 et seq. (school board elections). The Academy's governance structure, like any open-enrollment public charter school, was created and has operated since the grant of the initial charter pursuant to the Arkansas Charter Schools Act of 1999 (Ark. Code Ann. § 6-23-101 et seq.; specifically, Ark. Code Ann. §§ 6-23-302, 303, 306 and 401). The Academy is requesting this waiver from the listed statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure contained in our charter.

Daily Planning Period

We request a waiver from Ark. Code Ann. § 6-17-114 (concerning daily planning period) because the Exalt Education model requires the flexibility to adapt teacher schedules to its unique curriculum and practices regarding curriculum planning and teacher support. Exalt places great emphasis on planning and monitoring teacher and student performance and ensures that teachers have the support they need to plan effectively.

Non-Instructional Duties

We request a waiver from Ark. Code ann. § 6-17-117 (concerning non-instructional duties) because the Academy

uses the Exalt educational model, which requires the flexibility to assign duties to maximize use of teacher and administrator time.

Certified Personnel Policies and Committees

We request a waiver from Ark. Code Ann. § 6-17-201 et seq. (concerning certified personnel policies and committees) because the Academy will operate under the Exalt model, which develops and executes standardized personnel policies and procedures in accordance with applicable laws and best practices. This waiver request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act (Ark. Code Ann. § 6-17-1501 et seq.) and the Public School Employee Fair Hearing Act (Ark. Code Ann. § 6-17-1701 et seq.).

Teacher Fair Dismissal Act and Public School Employee Fair Hearing Act

We request a waiver from Ark. Code Ann. § 6-17-1501 et seq. (Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1701 et seq. (Public School Employee Fair Hearing Act), and Ark. Code Ann. § 6-17-2201 et seq. (Classified School Employee Minimum Salary Act) because the Exalt educational model requires the flexibility to hire and retain the most highly qualified teachers available. In addition, Exalt teachers (as well as administrators) are expected to be highly responsive to the needs of students and their families.

Classified Personnel Policies and Committees

We request a waiver from Ark. Code Ann. § 6-17-2301 et seq. (concerning classified personnel policies and committees) because the Academy will operate under the Exalt model, which develops and executes standardized personnel policies and procedures in accordance with applicable laws and best practices.

Gifted and Talented Children

We request a waiver from Ark. Code Ann. § 6-42-101 et seq. (gifted and talented children) and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs) because, under the Exalt education model, each child is taught at his or her own level. Accordingly, each child is given the opportunity to develop his or her own gifts and talents and the Academy will not designate certain children as "gifted and talented", thus excluding others from enriched programs.

Support Services

We request a waiver from Ark. Code Ann. § 6-18-1001 et seq. and Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services (concerning guidance and counseling services) because the Exalt model includes a full array of support services that have proven effective in supporting students and families. The Academy will be a college preparatory school and, as such, will offer each student comprehensive guidance counseling and related services.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Desegregation Analysis

Exalt Academy of Southwest Little Rock (Exalt Academy) proposes to locate its open-enrollment public charter school within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain its students from within the boundaries of the Little Rock and Pulaski County Special School Districts.

Exalt Academy is required by Ark. Code Ann. § 6-23-105 to carefully review the potential impact its opening would have upon the efforts of the Little Rock and Pulaski County Special School Districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Exalt Academy has substantiated that the Little Rock School District (LRSD) has been found by the federal District Court to be unitary in all respects of its school operations. The Pulaski County Special School District (PCSSD) has been determined by the federal District Court to be unitary in all respects concerning interdistrict student assignment. The importance of the attainment of unitary status of LRSD and the status of PCSSD as unitary in the areas of interdistrict student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for Exalt Academy cannot be said to have a negative impact on the LRSD and PCSSD's ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

Pursuant to Ark. Code Ann. § 6-23-306, Exalt Academy must be race-neutral and non-discriminatory in its student selection and admission processes. Ark. Code Ann. § 6-23-105 requires that Exalt Academy's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state; Exalt Academy's careful review shows that such negative effect is not present here.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. The federal District Court permitted the Pulaski County open-enrollment public charter schools to intervene to present their arguments against the motion. That motion contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion in these words:

To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.

Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at page 29.

In conclusion, Exalt Academy submits that, upon the basis of its review, neither any existing federal District Court desegregation order affecting the LRSD and the PCSSD, nor the 1989 Settlement Agreement, prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Overview of Exalt Education, the Sponsoring Entity

In 2010, Exalt Education was founded to improve the quality of public education for children from birth to age 18 living in low-income homes. Exalt seeks to equip dedicated, passionate educators with the knowledge, best practices and instructional tools to serve children whose lives are affected by poverty. Exalt is demonstrating that it is possible to deliver a gold standard education to low-income children by operating a high-performing, sustainable network of community-based public schools that attract talented educators from local communities.

The word "Exalt" means to elevate in rank, status or honor. Exalt's leadership seeks to elevate children, families and communities who are not being provided with the opportunity to realize the American Dream. All of Exalt's activities are for the sole purpose of closing the socioeconomic achievement gap and resulting life-opportunity gap between low-income children and their more affluent peers.

Three years ago, Exalt Education did not exist as an operating entity. Today, Exalt is an Arkansas non-profit corporation with a prominent five-member board of directors, a dedicated central support team, and a growing track record of performance. During its short life, Exalt has:

- Secured multi-year financing to anchor its activities;
- Situated its headquarters in Little Rock, Arkansas;
- Started a new public charter school that serves 420 students in grades K-8 in Portland, Oregon;
- Turned around a struggling public charter school that now serves 410 students in grades K-8 at two campuses in Little Rock, Arkansas;
- Established strong site-management teams at each campus in the network; and
- Implemented its research-validated academic design with over 850 students in grades K-8.

Because of Exalt's involvement in this charter application, the Exalt Academy of Southwest Little Rock (EASW) is being developed with the specific intent of becoming a high-performing, sustainable school. EASW will benefit from the support of a team of proven non-profit managers and veteran educators working together to achieve excellence, not just one or two idealistic champions.

A Unique Track Record and Organizational Mandate

During its short operating history, Exalt has achieved several milestones:

- Exalt's first 3 campuses operate on between 30% and 60% less per pupil than the national average public school expenditure. Yet, each year, they provide their students with over 35% more learning time than surrounding schools.
- In just 3 years' time, Exalt has successfully engineered a school startup from scratch and staged the turnaround of a struggling second-year school. These feats have been accomplished during the network's startup, when there is the least capacity and fewest resources to overcome challenges.
- In June 2013, one of the Exalt-managed schools, Little Rock Preparatory Academy, enabled over 87 percent of its first class of twenty-four 8th grade graduates to enroll in selective college-preparatory high school programs.
- Exalt has established a strong track record of performance. After 3 years of continuous improvement and refinement, it has become clear that Exalt's ethic of performance management, leadership model, academic programs, staffing plan, business management practices, and behavior system are working under conditions that are both variable and challenging.

- Exalt has put the infrastructure in place to have a broader impact on children and youth in more impoverished communities. Over the past two years, Exalt has staffed up its central support team, installed electronic systems that support excellent teaching-and-learning, and adopted a new governance model so that each member school benefits from consistent, high-quality support.

Nearly every aspect of Exalt's operating model - from management structure to academic programs to classroom staffing - has been chosen for use because it is research-validated.

Strong Founding Leadership

To ensure that EASW becomes a strong, sustained school, three members of Exalt's team will be closely involved in executing the charter application should it gain the Arkansas Department of Education's approval. The qualifications of these individuals are listed below.

Benjamin J. Lindquist, Founder and CEO, Exalt Education

Benjamin J. Lindquist is Chief Executive Officer of Exalt Education. Three years ago, Mr. Lindquist relocated to Little Rock to become Executive Director of the Little Rock Preparatory Academy (LRPA). At that time, LRPA was a struggling second-year charter school serving 65 students in grades 5-6. Today, LRPA is serving 410 students in grades K-8 at two campuses. LRPA serves Central Little Rock, a region situated to the north and east of Southwest Little Rock. In June 2013, over 86% of LRPA's parents reported that they would recommend the school to a friend in a year-end parent satisfaction survey.

From 2005 to 2010, Mr. Lindquist was Vice President of the Charter School Growth Fund (CSGF), a social venture capital firm that he helped to found in the spring of 2005. CSGF provides growth financing and strategic guidance to high-performing public charter school networks. During his tenure, Mr. Lindquist played a key role in managing many aspects of CSGF's startup and investment activities.

From 1997 to 2002, Mr. Lindquist was Co-Executive Director of the Chicago Charter School Foundation (CCSF), an operating foundation that oversaw one of the largest and highest-performing urban charter schooling organizations in the nation. Over a five-year period, CCSF grew from 3 to 6 campuses and from 2,300 to 3,200 students in grades K-12.

Mr. Lindquist is a 1996 graduate of St. John's University and the College of St. Benedict in Minnesota. In May 2009, he completed the evening MBA program at the Leeds School of Business at the University of Colorado - Boulder where he specialized in entrepreneurship.

After EASW has grown into an exemplary school, Mr. Lindquist plans to continue supporting the school's continuous improvement for many years as a member of the Exalt teaching-and-learning network.

Tina Long, Director of Academic Programs, Exalt Education

Mrs. Long is a passionate educator and advocate for all children. In the spring of 2012, Mrs. Long moved her husband and four children to Arkansas to work directly with Little Rock Preparatory Academy and serve as Director of Academic Programs for Exalt Education. Mrs. Long will be a key academic resource for the management team of the Exalt Academy of Southwest Little Rock.

In 2005, Mrs. Long was hired as a Teacher's Assistant at the David Douglas Arthur Academy, a high-performing public charter school in Portland, Oregon. After being promoted to Teacher, she was responsible for day-to-day instruction, lesson planning and classroom management. During her teaching years, Mrs. Long continually surpassed the goals set by the Oregon Department of Education. In the 2007-2008 year, the Kindergarten class that Mrs. Long taught achieved at exemplary levels. On average, students made a 42.8 percentile gain in Reading and a 36.4 percentile gain in Math on the SAT 10.

In 2007, Mrs. Long was promoted to School Administrator of the Portland Arthur Academy. The Arthur Academy is the largest network and one of the highest performing charter schools in Oregon with over 1,000 children. The

following year, she served as an administrator for two Arthur Academy schools with over 20 staff and approximately 300 students.

In February 2009, Mrs. Long joined the KNOVA Learning Reynolds Public School (KNOVA) as founding Principal. During that year, Mrs. Long focused on getting a charter application approved by the Reynolds School District for a fall 2010 opening. In the 2010-2011 year, Mrs. Long and Mr. Tiede, her co-director, led KNOVA through an amazing startup year. The School enrolled 240 students with 80 students on the wait list. Student growth was tremendous. On average, students achieved over two times the gains of their peers nationally on the NWEA Measures of Academic Progress (MAP). 

Mrs. Long is a 1999 graduate of Portland State University with a Bachelor's Degree of Science in Psychology. She is certified as a Direct Instruction Trainer. She holds a Master's Degree in Elementary Education from Warner Pacific University. She was the first person in her family to graduate from college.

After EASW has grown into an exemplary school, Mrs. Long plans to continue supporting the school's academic growth as a member of the Exalt network.

Freddie Scott, Director of School Development, Exalt Education

Freddie Scott was born in Grady, Arkansas, and graduated as valedictorian of the class of 1970 at *Southeast High School* in Pine Bluff. Over the past forty years, Mr. Scott has enjoyed a varied career that spans team-building, leadership consulting and communications in charter schools, health, professional sports, technology, education and entrepreneurship.

From 1974 to 1984, Mr. Scott was a wide receiver in the National Football League (NFL) for the Baltimore Colts and the Detroit Lions. He ended his professional football career playing under quarterback Steve Young. In sports, he learned the importance of teamwork, dedication, and persistence. After retiring from football, Freddie taught science in both middle and high school for 3 years in Dade County Public Schools. In 2001, Mr. Scott was enshrined in the National Football Foundation College Football Hall of Fame in South Bend, Indiana.

Over a decade ago, Freddie became very actively involved in the Michigan charter school sector as a parent, non-profit executive and community advocate. Accomplishments include: Serving as Vice Chairman for the Board of Directors of the Michigan Association of Public School Academies (MAPSA); Serving as Vice President and Treasurer of the Board of Directors of the Bradford Academy; and Serving as a Member of the Black Alliance for Educational Options (BAEO).

In 2011, Mr. Scott relocated back to his home state of Arkansas to marry Faye Macintosh Scott. Shortly after remarrying, Mr. Scott joined Exalt Education to contribute to the development of the Little Rock Preparatory Academy and other growth initiatives.

In 1974, Mr. Scott graduated cum laude with a Bachelor of Arts Degree from Amherst College in Amherst, Massachusetts, with a major in Black Studies and minor in Pre-Medicine. He continued his pursuit of medicine by completing one year towards a doctor of medicine degree (MD) before being recruited to play football. In 1995, he graduated from Word of Faith International Christian Center School of Ministry.

After EASW opens its doors, Mr. Scott plans to continue assisting the Academy's management with growth activities for many years as part of the Exalt network.

P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Mar. 15, 2012 LTR 3367C S0
45-2973628 000000 00

00032311

BODC: TE

EXALT EDUCATION INC
1818 N YAYLOR ST STE 353
LITTLE ROCK AR 72207

Employer Identification Number: 45-2973628
Tax Form: 1023
Document Locator Number: 17053-065-33704-2
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

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Mar. 15, 2012 LTR 3367C S0
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00032312

EXALT EDUCATION INC
1818 N YAYLOR ST STE 353
LITTLE ROCK AR 72207

For other general information, tax forms, and publications, visit
www.irs.gov

Sincerely yours,



Robert Choi, Director
EO Rulings & Agreement



Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Notice Date: April 04, 2012
Notice Number: CP 5104

Employer Identification Number: 45-2973628
Tax Form: 1023
Document Locator Number:
17053-065-33704-2

For assistance, call: 1-877-829-5500



EXALT EDUCATION INC
1818 N YAYLOR ST STE 353
LITTLE ROCK, AR 72207

Status Update

Information about the Application Process

Our initial screening of your application indicated that your case should be assigned to an Exempt Organizations specialist for technical review. We assign applications to specialists in the order we receive them.

Exempt Organizations specialists are able to approve some applications without further development. If we are able to conclude that no additional information is necessary to resolve your case, you will receive a determination letter stating that you are exempt from Federal income tax. If additional information or changes are necessary, the Exempt Organizations specialist will call or write you.

If we determine that you qualify for exemption upon receipt of the additional information, you will receive a determination letter stating that you are exempt from Federal income tax. If we conclude that you do not qualify for exemption, we will send you a letter telling you why we believe you do not qualify for exemption and will include a complete explanation of your appeal rights.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" indicating that you are exempt from state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

When We Will Contact You

Unfortunately, we are experiencing delays in working applications that require further development. Please click on the "**Where Is My Exemption Application?**" link on our webpage, www.irs.gov/eo for submission dates of applications currently being assigned. If you are unable to locate this information or need further assistance, please call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

We apologize for any inconvenience this may cause you and appreciate your continuing patience.

For general information, tax forms, and publications, visit www.irs.gov

Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: November 15, 2012

Exalt Education Inc
1818 N Taylor Street
Little Rock, AR 72207

Employer Identification Number:

45-2973628

Person to Contact – Group #:

Andrea Speck - 7887

ID# 0281700

Contact Telephone Numbers:

626-312-3616 Phone

859-669-3783 Fax

Response Due Date:

December 7, 2012

Dear Sir or Madam:

We need more information before we can complete our consideration of your application for exemption. Please provide the information requested on the enclosed Information Request by the response due date shown above. Your response must be signed by an authorized person or an officer whose name is listed on your application. Also, the information you submit should be accompanied by the following declaration:

Under penalties of perjury, I declare that I have examined this information, including accompanying documents, and, to the best of my knowledge and belief, the information contains all the relevant facts relating to the request for the information, and such facts are true, correct, and complete.

If we approve your application for exemption, we will be required by law to make the application and the information that you submit in response to this letter available for public inspection. Please ensure that your response doesn't include unnecessary personal identifying information, such as bank account numbers or Social Security numbers that could result in identity theft or other adverse consequences if publicly disclosed. If you have any questions about the public inspection of your application or other documents, please call the person whose name and telephone number are shown above.

To facilitate processing of your application, please attach a copy of this letter and the enclosed Application Identification Sheet to your response and all correspondence related to your application. This will enable us to quickly and accurately associate the additional documents with your case file. Also, please note the following important response submission information:

- Submit your entire response in an 8.5 inch X 11 inch paper format.
- Please don't fax and mail your response. Faxing and mailing your response will result in unnecessary delays in processing your application. Each piece of correspondence submitted (whether fax or mail) must be processed, assigned, and reviewed by an EO Determinations specialist.

- Please don't fax your response multiple times. Faxing your response multiple times will delay the processing of your application for the reasons noted above.
- Please don't call to verify receipt of your response without allowing for adequate processing time. It takes a minimum of three workdays to process your faxed or mailed response from the day it is received.

If we don't hear from you by the response due date shown above, we will assume you no longer want us to consider your application for exemption and will close your case. As a result, the Internal Revenue Service will treat you as a taxable entity. If we receive the information after the response due date, we may ask you to send us a new application.

In addition, if you don't respond to the information request by the due date, we will conclude that you have not taken all reasonable steps to complete your application for exemption. Under Internal Revenue Code section 7428(b)(2), you must show that you have taken all the reasonable steps to obtain your exemption letter under IRS procedures in a timely manner and exhausted your administrative remedies before you can pursue a declaratory judgment. Accordingly, if you fail to timely provide the information we need to enable us to act on your application, you may lose your rights to a declaratory judgment under Code section 7428.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Andrea Speck

Exempt Organizations Specialist

Enclosure: Information Request
Application Identification Sheet

Additional Information Requested:

1. If the organization has a website, provide the address. - *None*
2. Explain how the relationships and contracts for service with KNOVA Learning Reynolds Public Charter School and Little Rock Preparatory Academy came about.
3. Provide the financials for the June 30, 2012 year end. - *Justin*
4. The legal service contract provided is for KNOVA Learning Project. Please explain.
5. Will the organization continue providing services to KNOVA Learning Reynolds Public Charter School and Little Rock Preparatory?
6. Will the organization expand its services to unrelated charter schools beside the two currently served? Describe how the program and services will be publicized.
7. It is indicated the organization will expand services to 7 schools. Does that mean the organization would run and operate 5 of its own controlled schools?
8. What is the anticipated amount of income to be received from the fees charged KNOVA..charter school and Little Rock Preparatory?
9. Will the organization enter into contracts and charge fees to the schools it controls (as a sole member)?
 - a. Will the same fee rate of 15% be charged? If not, indicate the fee rates.
 - b. Will the contract provisions for type of services be the same?
10. Provide a copy any grants the organization has received (contract provisions). *> Sylvia*
11. Regarding the revolving school loans:
 - a. Is the lending program publicized? How and where?
 - b. Is an application required?
 - c. What factors are considered to award a loan?
 - d. How are the loan provisions determined?
12. Provide any Board meeting minutes for 2012. - *Sylvia*
13. Provide the required schedule to line 15, page 9, Form 1023. The list should include payee, amount, purpose of distribution and date made.
14. Provide a breakdown of lines 17 and 18 (page 9, Form 1023) by position, individual name (if applicable) and the amount. *Justin*
15. What is the nature of the professional fees paid (line 22, page 9, Form 1023)? Provide a breakdown by type and amount. *Justin*

16. How is the bonus pool determined and calculated? Which positions are eligible? *> Below*
17. Explain what constitutes the "branding, marketing and signage" for the communications expense.

PLEASE DIRECT ALL CORRESPONDENCE REGARDING YOUR CASE TO:

US Mail:

Internal Revenue Service
Exempt Organizations
P. O. Box 12192
Covington, KY 41012-0192

Street Address for Delivery Service:

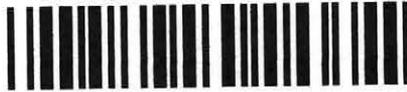
Internal Revenue Service
Exempt Organizations
201 Rivercenter Blvd
ATTN: Extracting Stop 312
Covington, KY 41011

Box for IRS use only

Additional Payment

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Application Identification Sheet



TEDS Case Number: EO-2012066-000255
Employer Identification Number: 45-2973628
Opening Document Locator Number: 17053-065-33704-2
Form: 1023
Organization Name: EXALT EDUCATION INC

Please include a copy of this Application Identification Sheet with any additional correspondence or documents you may submit related to your application. This Application Identification Sheet will enable us to associate the additional correspondence or documents with your application case file quickly and accurately, to facilitate processing of your application.

Please do NOT send a copy of this Application Identification Sheet with a new application. To do so would delay processing of the new application.

Please send any additional correspondence or documents related to your application, along with a copy of this Application Identification Sheet, to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192



EO-2012066-000255

Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: December 27, 2012

Exalt Education Inc
1818 N Taylor Street
Little Rock, AZ 72207

Employer Identification Number:
45-2973628

Person to Contact – Group #:
Andrea Speck - 7887
ID# 0281700

Contact Telephone Numbers:
626-312-3616, ext 5526 Phone
859-669-3783 Fax

Response Due Date:
January 14, 2013

Dear Sir or Madam:

Thank you for the information recently submitted regarding your application for exemption. Unfortunately, we need more information before we can complete our consideration of your application.

Please provide the information requested on the enclosed Information Request by the response due date shown above. Your response must be signed by an authorized person or an officer whose name is listed on the application. Also, the information you submit should be accompanied by the following declaration:

Under penalties of perjury, I declare that I have examined this information, including accompanying documents, and, to the best of my knowledge and belief, the information contains all the relevant facts relating to the request for the information, and such facts are true, correct, and complete.

If we approve your application for exemption, we will be required by law to make the application and the information that you submit in response to this letter available for public inspection. Please ensure that your response doesn't include unnecessary personal identifying information, such as bank account numbers or Social Security numbers that could result in identity theft or other adverse consequences if publicly disclosed. If you have any questions about the public inspection of your application or other documents, please call the person whose name and telephone number are shown above.

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In addition, if you don't respond to the information request by the due date, we will conclude that you have not taken all reasonable steps to complete your application for exemption. Under Internal Revenue Code section 7428(b)(2), you must show that you have taken all the reasonable steps to obtain your exemption letter under IRS procedures in a timely manner and exhausted your administrative remedies before you can pursue a declaratory judgment. Accordingly, if you fail to timely provide the information we need to enable us to act on your application, you may lose your rights to a declaratory judgment under Code section 7428.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Andrea Speck

Exempt Organizations Specialist

Enclosures: Information Request
Application Identification Sheet

Additional Information Requested:

1. It has been indicated the organization will create and manage charter schools of its own (5). What is the anticipated time frame for opening those schools?
2. It is indicated you formerly contracted with the Academy of North Minneapolis (2010-11) to provide management services.
 - a. Provide a copy of the contract executed.
 - b. Why did you cease providing services?
3. What exact services are provided KNOVA Learning Reynolds Charter School?
4. The original application submission reflects the following:

Loan agreement

| | | |
|---------------------------|-----------------|---------|
| Collegiate Choices (LRPA) | up to \$250,000 | 9/29/11 |
| KNOVA Learning Reynolds | up to \$300,000 | 9/14/11 |

Loans Receivable

| | |
|--------------------|-----------|
| Little Rock Region | \$110,000 |
| Oregon Region | 200,000 |

Grants

| | |
|-----------|------------------|
| \$100,000 | Oregon region |
| 40,000 | Arkansas region |
| 50,000 | Minnesota region |

- a. While the loan agreements reflect amounts borrowed can be made up to a certain amount, it is presumed that loans of less were made-the "loans receivable amounts". Is that correct?
- b. Document the grant awards (i.e. contracts).
- c. So only half of KNOVA's loan was forgiven (\$100,000 of the \$200,000)?
- d. Is LRPA the dba for Collegiate Choices?
- e. Is the \$40,000 amount to LRPA a grant or a loan? It appears to be reflected as a grant in the 1023 submission, but your last correspondence indicates a loan. Also, is the amount in addition to the \$110,000 loan originally reflected?
- f. Provide the actual promissory notes for all loans taken out.
- g. Document the forgiveness of any loans (i.e. document).

******* Important Response Submission Information *******

- Submit your response in an 8.5" X 11" paper format. Also, do not bind or staple your response.
- Please do not fax and mail your response. Faxing and mailing your response will result in unnecessary delays in processing your application. Each piece of correspondence submitted (whether fax or mail) must be processed, assigned, and reviewed by an EO Determinations specialist.
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PLEASE DIRECT ALL CORRESPONDENCE REGARDING YOUR CASE TO:**US Mail:**

Internal Revenue Service
Exempt Organizations
P. O. Box 12192
Covington, KY 41012-0192

Street Address for Delivery Service:

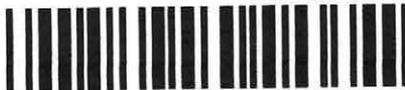
Internal Revenue Service
Exempt Organizations
201 Rivercenter Blvd
ATTN: Extracting Stop 312
Covington, KY 41011

Box for IRS use only

Additional Payment

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Application Identification Sheet



TEDS Case Number: EO-2012066-000255
Employer Identification Number: 45-2973628
Opening Document Locator Number: 17053-065-33704-2
Form: 1023
Organization Name: EXALT EDUCATION INC

Please include a copy of this Application Identification Sheet with any additional correspondence or documents you may submit related to your application. This Application Identification Sheet will enable us to associate the additional correspondence or documents with your application case file quickly and accurately, to facilitate processing of your application.

Please do NOT send a copy of this Application Identification Sheet with a new application. To do so would delay processing of the new application.

Please send any additional correspondence or documents related to your application, along with a copy of this Application Identification Sheet, to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192



EO-2012066-000255

Arkansas Democrat Gazette

Arkansas' *Largest* Newspaper

AFFIDAVIT OF PUBLICATION

I, Sandra Ward, do solemnly swear that I am the sales consultant

Of the Arkansas Democrat – Gazette newspaper, printed and published in Little Rock, Arkansas, and

That from my own personal knowledge and reference to the files of said publication, that advertisement of:

Exalt Education was inserted in the regular editions on
08-09-13, 08-15-13, 08-21-13.

Subscribed and sworn to before me this

26th day of August 2013

Notary Public Bennie J. Fuller

My Commission Expires: 3-21-2021

OFFICIAL SEAL - # 12381354
BENNIE J. FULLER
NOTARY PUBLIC - ARKANSAS
PULASKI COUNTY
MY COMMISSION EXPIRES: 3-21-2021

Arkansas Democrat  Gazette

Arkansas' *Largest* Newspaper

121 East Capitol Avenue • Little Rock, AR 72201

SW LR Public Meeting Notice

From: **Sylvia Wynn** (sylvia.wynn@exaltpeducation.org)

Sent: Fri 8/23/13 4:08 PM

To: dexter.suggs@lrzd.org (dexter.suggs@lrzd.org)

Bcc: Freddie Scott (fscott87@gmail.com); Ben Lindquist (benlindquist@aol.com)

1 attachment

SW LR Public Meeting Notice.pdf (256.3 KB)

Dr. Suggs,

Attached is the notice of the Public Hearing for a proposed Charter School in Southwest Little Rock by Exalt Education.

All are welcome to join us and learn more about the proposed school.

Thank you.

Sylvia Wynn

Executive Assistant

Exalt Education

August 23, 2013

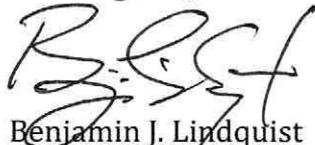
Dr. Dexter Suggs
810 W. Markham St.
Little Rock, AR 72201

Dear Dr. Suggs,

This letter is to inform you that Exalt Education will be holding a public hearing to discuss our plans to submit an application to the Arkansas State Charter Authorizing Panel to open a public charter school in the Southwest area of Little Rock.

The hearing will take place on Thursday, August 29, 2012 at 6:00 pm in Morrison Hall of Trinity Episcopal Church located at 310 W. 17th Street, Little Rock, AR 72206. All are welcome to join us and learn more about the proposed school.

Best Regards,



Benjamin J. Lindquist
Founder & CEO

SW LR Public Hearing Meeting Notice

From: **Sylvia Wynn** (sylvia.wynn@exaltdeducation.org)
Sent: Thu 8/29/13 1:01 PM
To: jguess@pcssd.org (jguess@pcssd.org)
Cc: fdickey@pcssd.org (fdickey@pcssd.org)
Bcc: Freddie Scott (fscott87@gmail.com); Ben Lindquist (benjlindquist@aol.com)
1 attachment
SW LR Public Meeting Notice.PDF (843.9 KB)

Dr. Guess,

Attached is the notice of the Public Hearing for a proposed Charter School in Southwest Little Rock by Exalt Education.

All are welcome to join us and learn more about the proposed school.

Thank you.

Sylvia Wynn
Executive Assistant
Exalt Education

August 29, 2013

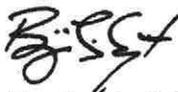
Dr. Jerry Guess
District 925 East Dixon Road
Little Rock, AR 72206

Dear Dr. Guess,

This letter is to inform you that Exalt Education will be holding a public hearing to discuss our plans to submit an application to the Arkansas State Charter Authorizing Panel to open a public charter school in the Southwest area of Little Rock.

The hearing will take place on Thursday, August 29, 2013 at 6:00 pm in Morrison Hall of Trinity Episcopal Church located at 310 W. 17th Street, Little Rock, AR 72206. All are welcome to join us and learn more about the proposed school.

Best Regards,



Benjamin J. Lindquist
Founder & CEO



Exalt Academy of Southwest Little Rock

| | |
|---|--|
| Morrison Hall Trinity Episcopal Cathedral Company: Exalt Education Inc. | Date: August 29, 2013 Time: 6:00 pm |
|---|--|

Town Hall Meeting

| Printed Name | Signature | Address/Zip | Email |
|-----------------------|-----------|---|------------------------------|
| 1. Nadiyah Yusuf | | 20 Waters Edge L.R 72204 | nadiyahyusuf@steglobal.net |
| 2. Sonja Larkowski | | 7 McKinley Cr, LR 72207 | Sjktaylor@gmail.com |
| 3. Lorraine Maxwell | | 11 Adkins Ct, LR 72212 | lorraine@sanlori.com |
| 4. Ashley Phillips | | 109 sandhill lane ⁷²⁰⁰¹ sudsonia | ashleyymarie0404@hotmail.com |
| 5. Faye McIntosh | | | FMM0730@Comcast.net |
| 6. Janay White | | 818 N. Toulon Apt. B, LR 72005 | NJWHITE1@VALE.EDU |
| 7. Chantel Williams | | 10 Hartsdale Dr, LR 72204 | leblond@comcast.net |
| 8. Danyle K. Hinted | | 19 Woodridge Dr, LR AR 72204 | dkhintonsr@hotmail.com |
| 9. Tia Townsend | | 10 Pinebale Cir, Mabelvale, AR 72103 | tiantownsend12@gmail.com |
| 10. Elpidio Galindo | | 4309 Baseline Rd #10 | el0713@live.com |
| 11. Nudia Johnson | | 21 Fairmont Dr, LR AR 72204 | njohnson2@cfyf.org |
| 12. Barry J. Williams | | 1424 Louisiana St, LR AR 72202 | bjwilliams@duane.com |
| 1. Pare Satterfield | | 1925 Hathaway / 72034 | |
| 2. Tina Long | | 10 Evergreen Rd 72023 | T6Long@gmail.com |
| 3. Vicki Aas | | 3420 Riverfront Blvd 72202 | |
| 4. Chantel Williams | | | |
| 5. Andrew Wynn | | 71 Fairmont Dr. 72204 | |



Greater Second Baptist Church
5615 Geyer Springs Road
Little Rock, AR 72209
Phone: 501.569.9988 Fax: 501.570.0000
www.greatersecond.org

David Featherstone, Pastor

August 30, 2013

To Whom It May Concern:

I am a resident of Arkansas, and advocate of quality education. I am writing to express my full support for the effort of Exalt Education Inc., to operate an open enrollment public charter school in Southwest Little Rock.

I understand the tremendous need in our state to address the educational needs of all our children, especially those that are in low-income areas. I have a keen understanding of the successful trends in academic gains of the students that attend the Exalt Education-managed school, Little Rock Preparatory Academy where they are experiencing full enrollment and hundreds on the waiting list of the 2013-2014 school year.

I also understand and support their effort to become a true partner in the City of Little Rock and advocate collaboration between the key stakeholders including businesses, the Little Rock School District, community churches, the City of Little Rock, etc. I urge you to move forward on the decision to authorize Exalt Education Inc. to operate the Exalt Academy of Southwest Little Rock for the upcoming 2014-2015 school year.

Thank you in advance.

Sincerely,

David Featherstone
Pastor

"A GOING CHURCH FOR A COMING LORD"
"Making The Main Thing The Main Thing"

Petition Letters from Zip Codes of Support for Exalt Academy of Southwest Little Rock

72016 (1)

72022 (1)

72113 (2)

72114 (5)

72116 (2)

72117 (2)

72118 (1)

72201 (1)

72202 (8)

72204 (29)

72205 (4)

72206 (23)

72209 (16)

72210 (2)

72211 (6)

72214 (1)

72216 (2)

Community Organizations Supporting Exalt Academy of Southwest Little Rock

Affordable Care Center

(501) 565-5009

4716 Baseline Rd, Little Rock, AR 72209

Cross Streets: Between Doyle Springs Rd and S Heights Rd Neighborhoods: Ward 2

CDC Community Development Center

(501) 663-1232

1200 Warren Dr, Little Rock, AR 72209

Cross Streets: Near the intersection of Warren Dr and Fairfield Dr Neighborhoods: Ward 7

PARK Incorporated

(501) 562-5223

www.positivekids.org

6915 Geyer Springs Rd, Little Rock, AR 72209

Cross Streets: Between Sears Dr and Big Oak Ln Neighborhoods: Ward 2

Longley Baptist Church

9900 Geyer Springs Rd,

Little Rock, AR 72209

(501) 565-2092

www.longleybaptistchurch.org.

Pastor Townsend

Second Baptist Church

6111 W. 83rd Street

Little Rock, AR 72209

501.568.3247

www.the2nd.com

Pastor Kevin Kelly

Greater Second Baptist Church

5615 Geyer Springs Road

Little Rock, AR 72209

501.569.9988

www.greatersecond.org

Pastor David Featherstone

Exalt Academy of SWLR School Calendar 2014-2015

DRAFT

Preparations for 2014-15 Year

Summer - Staff Development
TBA

First Day of School
August 13, 2014

Oct. 24: 1st Quarter Ends
Jan. 23: 2nd Quarter Ends
Apr. 16: 3rd Quarter Ends
June 27: 4th Quarter Ends

Early Dismissal at 1:00 pm
Every Wed. Staff Development
Oct. 17 - Faculty Workshop
Jan. 5 - Faculty Workshop

Exalt Open House
6:15 pm - 8:15 pm

No School/All Campus
Sept. 1 - Labor Day
Nov. 24-28 - Thanksgiving Break
Dec. 22-Jan. 4 - Winter Break
Jan. 19 - MLK, Jr. Holiday
Feb. 14 - Faculty Workshop
Mar. 16-20 - Spring Break
Apr. 17 - Faculty Workshop
May 25 - Memorial Day

Last Day of School
June 26, 2015 (HALF DAY)

Total Instructional Days

200 Instructional Days
(9-Hour Days on M, T, Th, and F)
(5.5-Hour Days on Wednesday)

| August-14 | | | | | | |
|----------------|----|----|----|----|----|----|
| 13 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| February-15 | | | | | | |
|----------------|----|----|----|----|----|----|
| 19 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

| September-14 | | | | | | |
|----------------|----|----|----|----|----|----|
| 21 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| March-15 | | | | | | |
|----------------|----|----|----|----|----|----|
| 16 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| October-14 | | | | | | |
|----------------|----|----|----|----|----|----|
| 23 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| April-15 | | | | | | |
|----------------|----|----|----|----|----|----|
| 18 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| November-14 | | | | | | |
|----------------|----|----|----|----|----|----|
| 15 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| May-15 | | | | | | |
|----------------|----|----|----|----|----|----|
| 20 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| December-14 | | | | | | |
|----------------|----|----|----|----|----|----|
| 15 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| June-15 | | | | | | |
|----------------|----|----|----|----|----|----|
| 20 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| January-15 | | | | | | |
|----------------|----|----|----|----|----|----|
| 19 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| July-15 | | | | | | |
|---------------|----|----|----|----|----|----|
| 0 school days | | | | | | |
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | 22 | |

Exalt Academies Sample Schedule for Primary Grades K-5

The chart below illustrates the daily schedule for students in grades K-5. As the chart notes, students are expected to arrive between 7:00 and 7:30 am and depart between 4:30 and 5:00 pm each day. At the bottom of the chart, the section titled “Multi-modal Learning Times” illustrates the different modalities in which students will learn each day. The time spent learning individually and in small groups is expected to exceed the listed minimums.

| Exalt Academies: Sample Schedule for Primary Grades K-5 | | | | |
|--|---------------|----------------------|-----------------|-----------------|
| -- Track 1 -- | | | | |
| Daily Schedule | Blocks | Subject Focus | Teachers | Minutes |
| 7:30-8:30 | Advisory | Individual Study | 1 | 60 |
| 8:30-9:00 | Assembly | | 1 | 30 |
| 9:00-10:30 | Period 1 | Literacy | 2 | 90 |
| 10:30-10:50 | | Morning Recess | 1 | 20 |
| 10:50-11:50 | Period 2 | Math | 2 | 60 |
| 11:50-12:30 | Period 3 | Phy Ed / Health | 1 | 40 |
| 12:30-1:00 | Lunch | Supervised | | 30 |
| 1:00-1:50 | Period 4 | Humanities | 2 | 50 |
| 1:50-2:50 | Period 5 | Natural World | 2 | 60 |
| 2:50-3:10 | | Afternoon Recess | 1 | 20 |
| 3:10-4:00 | Period 6 | Global Studies | 1 | 50 |
| 4:00-4:30 | Advisory | Individual Study | 1 | 30 |
| Total Instructional Minutes | | | | 510 |
| Total Instructional Hours | | | | 8.5 |
| Multi-Modal Learning Times | | | Minutes | % of Day |
| Individual, Self-Paced Learning | | | 90 | 18% |
| Small Group Guided Instruction | | | 150 | 29% |
| Whole Class Instruction | | | 160 | 31% |
| Large Group Learning / Structured Play | | | 110 | 22% |
| Total | | | 510 | 100% |

**Public Charter School Application
Personnel Salary Schedule**

| Administrative Positions: | | 2014-2015 | Salary 2014-2015 | 2015-2016 | Salary 2015-2016 |
|----------------------------------|---------------------------------|------------------|-------------------------|------------------|-------------------------|
| <i>Line#</i> | List Positions | No. FTEs | | No. FTEs | |
| 1 | Principal | 1 | | 1 | |
| 2 | Community Outreach Coordinator | 1 | | 1 | |
| 3 | Dean of Students | 1 | \$38,000.00 | 1 | \$39,140.00 |
| 4 | Office Manager | 1 | \$30,000.00 | 1 | \$30,900.00 |
| 5 | Business Manager | 1 | \$38,000.00 | 1 | \$39,140.00 |
| 6 | | | | | |
| 7 | Subtotal: | | \$106,000.00 | | \$109,180.00 |
| 8 | Fringe Benefits (rate used 35%) | | \$37,100.00 | | \$38,213.00 |
| 9 | Total Administration: | | \$143,100.00 | | \$147,393.00 |

| Regular Classroom Instruction: | | 2014-2015 | | 2015-2016 | |
|---------------------------------------|---|------------------|--------------|------------------|--------------|
| <i>Line#</i> | | No. FTEs | | No. FTEs | |
| 10 | Teachers | 12 | \$34,000.00 | 14 | \$35,020.00 |
| 11 | Aides | | | 1 | \$28,000.00 |
| 12 | Subtotal: | | \$408,000.00 | | \$518,280.00 |
| 13 | Teacher Fringe Benefits (rate used 35%) | | \$142,800.00 | | \$171,598.00 |
| 14 | Aide Fringe Benefits (rate used 35%) | | \$0.00 | | \$9,800.00 |
| 15 | Total Regular Classroom Instruction: | | \$550,800.00 | | \$699,678.00 |

| Special Education: | | 2014-2015 | | 2015-2016 | |
|---------------------------|---|------------------|-------------|------------------|-------------|
| <i>Line#</i> | | No. FTEs | | No. FTEs | |
| 16 | Teachers | 1 | \$40,000.00 | 1 | \$41,200.00 |
| 17 | Aides | | | | |
| 18 | Subtotal: | | \$40,000.00 | | \$41,200.00 |
| 19 | Teacher Fringe Benefits (rate used 35%) | | \$14,000.00 | | \$14,420.00 |
| 20 | Aide Fringe Benefits (rate used 0%) | | \$0.00 | | \$0.00 |
| 21 | Total Special Education: | | \$54,000.00 | | \$55,620.00 |

| Gifted and Talented Program: | | 2014-2015 | | 2015-2016 | |
|-------------------------------------|---|------------------|--|------------------|--|
| <i>Line#</i> | | No. FTEs | | No. FTEs | |
| 22 | Teachers | | | | |
| 23 | Aides | | | | |
| 24 | Subtotal: | | | | |
| 25 | Teacher Fringe Benefits (rate used _____) | | | | |
| 26 | Aide Fringe Benefits (rate used _____) | | | | |
| 27 | Total Gifted and Talented Program: | | | | |

**Alternative Education Program/
Alternative Learning Environments:**

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | | | | |
| 29 Aides | | | | |
| 30 Subtotal: | | | | |
| 31 Teacher Fringe Benefits (rate used _____) | | | | |
| 32 Aide Fringe Benefits (rate used _____) | | | | |
| 33 Total Alternative Education Program/ Alternative Learning Environments: | | | | |

English Language Learner Program:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---|-----------------------|-----------------------|
| 34 List Positions | | |
| 35 _____ | | |
| 36 _____ | | |
| 37 _____ | | |
| 38 _____ | | |
| 39 Subtotal: | | |
| 40 Fringe Benefits (rate used _____) | | |
| 41 Total English Language Learner Program: | | |

Guidance Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 42 List Positions | | |
| 43 _____ | | |
| 44 _____ | | |
| 45 _____ | | |
| 46 _____ | | |
| 47 Subtotal: | | |
| 48 Fringe Benefits (rate used _____) | | |
| 49 Total Guidance Services: | | |

Health Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 50 List Positions | | |
| 51 _____ | | |
| 52 _____ | | |
| 53 _____ | | |
| 54 _____ | | |
| 55 Subtotal: | | |
| 56 Fringe Benefits (rate used _____) | | |
| 57 Total Health Services: | | |

Media Services:

58
59
60
61
62
63
64
65

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

Subtotal:

Fringe Benefits (rate used _____)

Total Media Services:

Fiscal Services:

66
67
68
69
70
71
72
73

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

Subtotal:

Fringe Benefits (rate used _____)

Total Fiscal Services:

Maintenance and Operation:

74
75
76
77
78
79
80
81

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

Subtotal:

Fringe Benefits (rate used _____)

Total Maintenance and Operation:

Pupil Transportation:

82
83
84
85
86
87
88
89

List Positions

2014-2015
No. FTEs

2015-2016
No. FTEs

Subtotal:

Fringe Benefits (rate used _____)

Total Pupil Transportation:

Food Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 90 List Positions | | |
| 91 | | |
| 92 | | |
| 93 | | |
| 94 | | |
| 95 Subtotal: | | |
| 96 Fringe Benefits (rate used _____) | | |
| 97 Total Food Services: | | |

Data Processing:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---------------------------------------|-----------------------|-----------------------|
| 98 List Positions | | |
| 99 | | |
| 100 | | |
| 101 | | |
| 102 | | |
| 103 Subtotal: | | |
| 104 Fringe Benefits (rate used _____) | | |
| 105 Total Data Processing: | | |

Substitute Personnel:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--|-----------------------|-----------------------|
| 106 Number of Certified Substitutes _____ | 75 | 90 |
| 107 Number of Classified Substitutes _____ | | |
| 108 Subtotal: | | |
| 109 Certified Fringe Benefits (rate used _____) | \$0.00 | \$0.00 |
| 110 Classified Fringe Benefits (rate used _____) | | |
| 111 Total Substitute Personnel: | \$5,625.00 | \$6,750.00 |

TOTAL EXPENDITURES FOR SALARIES:

| | | |
|-----|--------------|--------------|
| 112 | \$753,525.00 | \$909,441.00 |
|-----|--------------|--------------|

**Public Charter School Application
Estimated Budget Template**

REVENUES

2014-2015 Amount: 2015-2016 Amount:

State Public Charter School Aid:

| | | | | | |
|--------------|-----------------|------------------|--|------------------------------|------------------------------|
| <i>Line#</i> | | 2014-2015 | | | |
| 1 | No. of Students | <u>180</u> | x <u>\$6,521.00</u> State Foundation Funding | <u>\$1,173,780.00</u> | |
| 2 | No. of Students | <u>180</u> | x <u>\$44.00</u> Professional Development | <u>\$7,920.00</u> | |
| 3 | No. of Students | <u>180</u> | x <u>\$1,033.00</u> eligible rate* NSL Funding | <u>\$185,940.00</u> | |
| 4 | No. of Students | _____ | x _____ Other: <i>Explain Below</i> | _____ | _____ |
| 5 | | | | | |
| | | 2015-2016 | | | |
| 6 | No. of Students | <u>240</u> | x <u>\$6,521.00</u> State Foundation Funding | <u>\$1,565,040.00</u> | |
| 7 | No. of Students | <u>240</u> | x <u>\$44.00</u> Professional Development | <u>\$10,560.00</u> | |
| 8 | No. of Students | <u>240</u> | x <u>\$1,033.00</u> eligible rate* NSL Funding | <u>\$247,920.00</u> | |
| 9 | No. of Students | _____ | x _____ Other: <i>Explain Below</i> | _____ | _____ |
| 10 | | | | | |
| 11 | | | Total State Charter School Aid: | <u><u>\$1,367,640.00</u></u> | <u><u>\$1,823,520.00</u></u> |

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

| | | | | |
|--------------|---|--|------------------------------|------------------------------|
| <i>Line#</i> | | | | |
| 12 | Private Donations or Gifts | | <u>\$250,000.00</u> | _____ |
| 13 | Federal Grants (List the amount) | | _____ | _____ |
| 14 | Special Grants (List the amount) | | <u>\$50,000.00</u> | _____ |
| | Other (<i>Specifically Describe</i>) | | _____ | _____ |
| 15 | Child Nutrition Reimbursement/Lunch Sales | | <u>\$185,616.00</u> | <u>\$247,488.00</u> |
| 16 | Total Other Sources of Revenues: | | <u><u>\$485,616.00</u></u> | <u><u>\$247,488.00</u></u> |
| 17 | TOTAL REVENUES: | | <u><u>\$1,853,256.00</u></u> | <u><u>\$2,071,008.00</u></u> |

EXPENDITURES

2014-2015 Amount: 2015-2016 Amount:

Administration:

| | | | | |
|--------------|---|--|----------------------------|----------------------------|
| <i>Line#</i> | | | | |
| 18 | Salaries and Benefits | | <u>\$143,100.00</u> | <u>\$147,393.00</u> |
| | Purchased Services - List Vendors Below | | | |
| 19 | V - AD 1 Exalt Education | | <u>\$205,146.00</u> | <u>\$273,528.00</u> |
| 20 | V - AD 2 | | _____ | _____ |
| 21 | V - AD 3 | | _____ | _____ |
| 22 | V - AD 4 | | _____ | _____ |
| 23 | V - AD 5 | | _____ | _____ |
| 24 | Supplies and Materials | | <u>\$6,000.00</u> | <u>\$6,000.00</u> |
| 25 | Equipment | | <u>\$5,000.00</u> | <u>\$2,000.00</u> |
| | Other (List Below) | | | |
| 26 | Furniture | | <u>\$3,500.00</u> | <u>\$1,000.00</u> |
| 27 | | | _____ | _____ |
| 28 | | | _____ | _____ |
| 29 | | | _____ | _____ |
| 30 | | | _____ | _____ |
| 31 | Total Administration: | | <u><u>\$362,746.00</u></u> | <u><u>\$429,921.00</u></u> |

| Regular Classroom Instruction: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---------------------------------------|---|--------------------------|--------------------------|
| 32 | Salaries and Benefits | \$550,800.00 | \$699,678.00 |
| | Purchased Services - List Vendors Below | | |
| 33 | V - CI 1 _____ | \$5,000.00 | \$5,000.00 |
| 34 | V - CI 2 _____ | | |
| 35 | V - CI 3 _____ | | |
| 36 | V - CI 4 _____ | | |
| 37 | V - CI 5 _____ | | |
| 38 | Supplies and Materials | \$12,000.00 | \$12,000.00 |
| 39 | Equipment | \$30,000.00 | \$5,000.00 |
| | Other (List Below) | | |
| 40 | Teacher Laptops | \$8,000.00 | \$2,000.00 |
| 41 | Textbooks | \$115,000.00 | \$75,000.00 |
| 42 | Furniture | \$24,000.00 | \$6,000.00 |
| 43 | Printing & Copying | \$30,000.00 | \$30,000.00 |
| 44 | Field Trips | \$5,000.00 | \$5,000.00 |
| 45 | Total Regular Classroom Instruction: | \$779,800.00 | \$839,678.00 |

| Special Education: | | | |
|---------------------------|---|---------------------|---------------------|
| 46 | Salaries and Benefits | \$54,000.00 | \$55,620.00 |
| | Purchased Services - List Vendors Below | | |
| 47 | V - SE1 Various Outsourced Services | \$69,000.00 | \$75,000.00 |
| 48 | V - SE 2 _____ | | |
| 49 | V - SE 3 _____ | | |
| 50 | V - SE 4 _____ | | |
| 51 | V - SE 5 _____ | | |
| 52 | Supplies and Materials | \$3,000.00 | \$3,000.00 |
| 53 | Equipment | \$1,000.00 | \$1,000.00 |
| | Other (List Below) | | |
| 54 | _____ | | |
| 55 | _____ | | |
| 56 | _____ | | |
| 57 | _____ | | |
| 58 | _____ | | |
| 59 | Total Special Education: | \$127,000.00 | \$134,620.00 |

| Gifted and Talented Program: | | | |
|-------------------------------------|---|--|--|
| 60 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 61 | V - GT1 _____ | | |
| 62 | V - GT2 _____ | | |
| 63 | V - GT3 _____ | | |
| 64 | V - GT4 _____ | | |
| 65 | V - GT5 _____ | | |
| 66 | Supplies and Materials | | |
| 67 | Equipment | | |
| | Other (List Below) | | |
| 68 | _____ | | |
| 69 | _____ | | |
| 70 | _____ | | |
| 71 | _____ | | |
| 72 | _____ | | |
| 73 | Total Gifted and Talented Program: | | |

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

| | | | |
|----|--|-------|-------|
| 74 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 75 | V - ALE1 _____ | _____ | _____ |
| 76 | V - ALE2 _____ | _____ | _____ |
| 77 | V - ALE3 _____ | _____ | _____ |
| 78 | V - ALE4 _____ | _____ | _____ |
| 79 | V - ALE5 _____ | _____ | _____ |
| 80 | Supplies and Materials | _____ | _____ |
| 81 | Equipment | _____ | _____ |
| 82 | Other (List Below) | _____ | _____ |
| 83 | _____ | _____ | _____ |
| 84 | _____ | _____ | _____ |
| 85 | _____ | _____ | _____ |
| 86 | _____ | _____ | _____ |
| 87 | Total Alternative Education Program/ Alternative Learning Environments: | ===== | ===== |

English Language Learner Program:

| | | | |
|-----|--|-------|-------|
| 88 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 89 | V - ELL1 _____ | _____ | _____ |
| 90 | V - ELL2 _____ | _____ | _____ |
| 91 | V - ELL3 _____ | _____ | _____ |
| 92 | V - ELL4 _____ | _____ | _____ |
| 93 | V - ELL5 _____ | _____ | _____ |
| 94 | Supplies and Materials | _____ | _____ |
| 95 | Equipment | _____ | _____ |
| 96 | Other (List Below) | _____ | _____ |
| 97 | _____ | _____ | _____ |
| 98 | _____ | _____ | _____ |
| 99 | _____ | _____ | _____ |
| 100 | _____ | _____ | _____ |
| 101 | Total English Language Learner Program: | ===== | ===== |

Guidance Services:

| | | | |
|-----|---|-------|-------|
| 102 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 103 | V - GS1 _____ | _____ | _____ |
| 104 | V - GS2 _____ | _____ | _____ |
| 105 | V - GS3 _____ | _____ | _____ |
| 106 | V - GS4 _____ | _____ | _____ |
| 107 | V - GS5 _____ | _____ | _____ |
| 108 | Supplies and Materials | _____ | _____ |
| 109 | Equipment | _____ | _____ |
| 110 | Other (List Below) | _____ | _____ |
| 111 | _____ | _____ | _____ |
| 112 | _____ | _____ | _____ |
| 113 | _____ | _____ | _____ |
| 114 | _____ | _____ | _____ |
| 115 | Total Guidance Services: | ===== | ===== |

| Health Services: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|---|--------------------------|--------------------------|
| 116 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 117 | V - HS1 | | |
| 118 | V - HS2 | | |
| 119 | V - HS3 | | |
| 120 | V - HS4 | | |
| 121 | V - HS5 | | |
| 122 | Supplies and Materials | | |
| 123 | Equipment | | |
| | Other (List Below) | | |
| 124 | | | |
| 125 | | | |
| 126 | | | |
| 127 | | | |
| 128 | | | |
| 129 | Total Health Services: | | |
| Media Services: | | | |
| 130 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 131 | V - MS1 Various Print and Media Sources | \$6,000.00 | \$6,000.00 |
| 132 | V - MS2 | | |
| 133 | V - MS3 | | |
| 134 | V - MS4 | | |
| 135 | V - MS5 | | |
| 136 | Supplies and Materials | \$1,000.00 | \$1,000.00 |
| 137 | Equipment | | |
| | Other (List Below) | | |
| 138 | | | |
| 139 | | | |
| 140 | | | |
| 141 | | | |
| 142 | | | |
| 143 | Total Media Services: | \$7,000.00 | \$7,000.00 |
| Fiscal Services: | | | |
| 144 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 145 | V - FS1 | \$12,000.00 | \$14,000.00 |
| 146 | V - FS2 | | |
| 147 | V - FS3 | | |
| 148 | V - FS4 | | |
| 149 | V - FS5 | | |
| 150 | Supplies and Materials | \$1,000.00 | \$1,200.00 |
| 151 | Equipment | \$1,000.00 | \$1,000.00 |
| | Other (List Below) | | |
| 152 | | | |
| 153 | | | |
| 154 | | | |
| 155 | | | |
| 156 | | | |
| 157 | Total Fiscal Services: | \$14,000.00 | \$16,200.00 |

| Maintenance and Operation: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----------------------------------|---|--------------------------|--------------------------|
| 158 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| | INCLUDE UTILITIES | | |
| 159 | V - MO1 _____ | \$7,000.00 | \$8,000.00 |
| 160 | V - MO2 _____ | _____ | _____ |
| 161 | V - MO3 _____ | _____ | _____ |
| 162 | V - MO4 _____ | _____ | _____ |
| 163 | V - MO5 _____ | _____ | _____ |
| 164 | Supplies and Materials | \$9,000.00 | \$10,000.00 |
| 165 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 166 | Janitorial _____ | \$14,000.00 | \$15,000.00 |
| 167 | _____ | _____ | _____ |
| 168 | _____ | _____ | _____ |
| 169 | _____ | _____ | _____ |
| 170 | _____ | _____ | _____ |
| 171 | Total Maintenance and Operation: | <u>\$30,000.00</u> | <u>\$33,000.00</u> |

| Pupil Transportation: | | | |
|------------------------------|---|-------|-------|
| 172 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 173 | V - PT1 _____ | _____ | _____ |
| 174 | V - PT2 _____ | _____ | _____ |
| 175 | V - PT3 _____ | _____ | _____ |
| 176 | V - PT4 _____ | _____ | _____ |
| 177 | V - PT5 _____ | _____ | _____ |
| 178 | Supplies and Materials | _____ | _____ |
| 179 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 180 | _____ | _____ | _____ |
| 181 | _____ | _____ | _____ |
| 182 | _____ | _____ | _____ |
| 183 | _____ | _____ | _____ |
| 184 | _____ | _____ | _____ |
| 185 | Total Pupil Transportation: | _____ | _____ |

| Food Services: | | | |
|-----------------------|---|---------------------|---------------------|
| 186 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 187 | V - FD1 Preferred Meals | \$190,800.00 | \$254,400.00 |
| 188 | V - FD2 _____ | _____ | _____ |
| 189 | V - FD3 _____ | _____ | _____ |
| 190 | V - FD4 _____ | _____ | _____ |
| 191 | V - FD5 _____ | _____ | _____ |
| 192 | Supplies and Materials | _____ | _____ |
| 193 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 194 | _____ | _____ | _____ |
| 195 | _____ | _____ | _____ |
| 196 | _____ | _____ | _____ |
| 197 | _____ | _____ | _____ |
| 198 | _____ | _____ | _____ |
| 199 | Total Food Services: | <u>\$190,800.00</u> | <u>\$254,400.00</u> |

| Data Processing: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------------|---|--------------------------|--------------------------|
| 200 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 201 | V - DP1 _____ | \$16,800.00 | \$17,500.00 |
| 202 | V - DP2 _____ | | |
| 203 | V - DP3 _____ | | |
| 204 | V - DP4 _____ | | |
| 205 | V - DP5 _____ | | |
| 206 | Supplies and Materials | | |
| 207 | Equipment | | |
| | Other (List Below) | | |
| 208 | _____ | | |
| 209 | _____ | | |
| 210 | _____ | | |
| 211 | _____ | | |
| 212 | _____ | | |
| 213 | Total Data Processing: | <u>\$16,800.00</u> | <u>\$17,500.00</u> |
| | | | |
| Substitute Personnel: | | | |
| 214 | Salaries and Benefits | \$5,625.00 | \$6,750.00 |
| | Purchased Services - List Vendors Below | | |
| 215 | V - SB1 _____ | | |
| 216 | V - SB2 _____ | | |
| 217 | V - SB3 _____ | | |
| 218 | V - SB4 _____ | | |
| 219 | V - SB5 _____ | | |
| 220 | Total Substitute Personnel: | <u>\$5,625.00</u> | <u>\$6,750.00</u> |
| | | | |
| Facilities: | | | |
| 221 | Lease/Purchase Contract for One Full Year | \$60,000.00 | \$60,000.00 |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | outfitting facility for school use | \$200,000.00 | |
| 223 | _____ | | |
| 224 | _____ | | |
| 225 | _____ | | |
| 226 | _____ | | |
| 227 | _____ | | |
| 228 | _____ | | |
| 229 | Property Insurance for One Full Year | \$5,000.00 | \$5,000.00 |
| 230 | Content Insurance for One Full Year | \$5,000.00 | \$5,000.00 |
| 231 | Total Facilities: | <u>\$270,000.00</u> | <u>\$70,000.00</u> |

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----|---------------------------------------|--------------------------|--------------------------|
| | Debt Expenditures: | | |
| | List Debts Below | | |
| 232 | _____ | _____ | _____ |
| 233 | _____ | _____ | _____ |
| 234 | _____ | _____ | _____ |
| | Total Debts: | ===== | ===== |
| | Other Expenditures: | | |
| | List Other Expenditures Below | | |
| 235 | _____ | _____ | _____ |
| 236 | _____ | _____ | _____ |
| 237 | _____ | _____ | _____ |
| 238 | _____ | _____ | _____ |
| 239 | _____ | _____ | _____ |
| 240 | _____ | _____ | _____ |
| 241 | TOTAL EXPENDITURES: | <u>\$1,803,771.00</u> | <u>\$1,809,069.00</u> |
| 242 | Net Revenue over Expenditures: | <u>\$49,485.00</u> | <u>\$261,939.00</u> |

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Second Baptist Church / John Barrow

Lessee(Tenant): Exalt Education Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Presently, the facility is being used to accommodate a Pre-School Program.

Address of Premises: 6111 W. 83rd Street
Little Rock, AR 72209

Square Footage: approx. 4173 sq ft (6 rooms)

Terms of Lease: Year to Year Lease

Rental Amount: \$2.50 Sq ft.

Contingency: The terms of this agreement are contingent upon
Exalt Education Inc.

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2014

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Exalt Education Inc.

By: [Signature] Date 8/29/2013

Lessor: Second Baptist Church / 1709 John Barrow Rd.

By: Wilbert L. Johnson Date 8/29/2013

**2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Dennis Schwitte (Board Chairman) 9/2/2013
Signature of President of the Sponsoring Entity Board of Director Date

DENNIS SCHWITTE
Printed Name

The
WALTON FAMILY
FOUNDATION

| P.O. Box 2030 | Bentonville | AR 72712-2030

September 3, 2013

Dr. Tom Kimbrell
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start up grant program, at \$250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start up grant process.

In that the foundation has already made investments in build-out for the Exalt school network, led by Ben Lindquist, based on the plans, academic design and target population, I feel confident that should the proposed school in Little Rock be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of a start up grant.

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith
Senior Program Officer
Arkansas Education

September 3, 2013

Dr. Tom Kimbrell
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell:

I am writing to confirm that, should the proposed school in Southwest Little Rock be authorized by the State Board of Education, Exalt Education, Inc. intends to support the newly authorized open-enrollment public charter school with a grant of \$50,000.00 to help with start up expenses.

If you have any questions, please don't hesitate to contact me.

Sincerely,



Sonja Taylor-Larkowski
Chief Administrative Officer

2013-2014 Application Cycle

Curriculum Submitted

**As Requested by the
Charter Internal
Review Committee**

**Exalt Academy of Southwest Little Rock
Little Rock, Arkansas**

LRPA First Grade Interdisciplinary Curriculum Map

| NOTE: Natural Science standards will be covered throughout Natural World units (standards at the end of document) | | | |
|---|---|--|--|
| NOTE: Some History standards will be covered throughout calendar time and various Global Studies units (standards at the end of document) | | | |
| Month | Topic/Standards | Essential Questions | Content |
| August/September | <p>Geography</p> <p>G.1.1.1: Identify and locate student’s town/city on an appropriate map</p> <p>G.1.1.2: Locate Arkansas on a United States map</p> <p>G.1.1.3: Identify and locate the United States on a world map or globe</p> <p>G.1.1.4: Identify the North and South Poles and the Equator on a map or globe</p> <p>G.1.1.5: Recognize that there are seven major continents</p> <p>G.1.1.6: Recognize that there are four major oceans in the world</p> <p>1.1.7: Explain how climate, location, and physical surroundings affect the way people live</p> <p>G.1.1.8: Understand how and why maps and globes are used</p> <p>G.1.1.9: Recognize that pictorial symbols on a map represent real objects</p> <p>G.1.1.10: Show a relationship between places using directional words</p> <p>G.1.1.11: Name and label the cardinal directions on a map:</p> <ul style="list-style-type: none"> • north • south • east • west | <p>1. Why are maps and globes useful tools for us to use in our lives?</p> | <p>Geography</p> <p>Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)</p> <ul style="list-style-type: none"> • Name your continent, country, state, and community. • Understand that maps have keys or legends with symbols and their uses. • Find directions on a map: east, west, north, and south. • Identify major oceans: Pacific, Atlantic, Indian, and Arctic. • Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, and Australia. • Locate: Canada, United States, Mexico, and Central America. • Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles. <p>B. Geographical Terms and Features</p> <ul style="list-style-type: none"> • Peninsula, harbor, bay, island |

| | <p>G.1.1.12: Recognize physical features of maps and globes:</p> <ul style="list-style-type: none"> • rivers • lakes • oceans • mountains • islands • desert • coast <p>G.1.1.13: Illustrate and label a map of a familiar place</p> <p>G.3.1.2: Identify ways to take personal action to protect the environment</p> | | |
|----------------|---|--------------------------------------|--|
| Month | Topic/Standards | Essential Questions | Content |
| October | <p>The Earth</p> <p>ESS.8.1.1: Identify the features of major landforms</p> <p>ESS.8.1.2: Identify common uses of Earth's resources</p> <p>Cycles in Nature</p> <p>PS.7.1.3: Compare natural sources of heat (e.g., sun, fire, lightning) to artificial sources of heat</p> <p>ESS.8.1.3: Chart weather conditions every day</p> <p>ESS.8.1.4: Identify the sequence of seasons</p> <p>ESS.8.1.5: Demonstrate safety procedures related to severe weather</p> <p>ESS.10.1.1: Illustrate the sequence of planets in the solar system</p> | 1. What materials make up the Earth? | <p>The Earth</p> <p>Geographical Features of the Earth's Surface</p> <ul style="list-style-type: none"> • The shape of the earth, the horizon • Oceans and continents • North Pole and South Pole, Equator <p>What's Inside the Earth</p> <ul style="list-style-type: none"> • Inside the earth Layers: crust, mantle, core, high temperatures • Volcanoes and geysers • Rocks and minerals Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary <p>Important minerals in the earth (such as quartz, gold, sulfur, coal, diamond, iron ore)</p> <p>Cycles in Nature</p> <ul style="list-style-type: none"> • The four seasons and earth's orbit around the sun (one year) • Seasons and life processes |

| | | | <p>Spring: sprouting, sap flow in plants, mating and hatching Summer: growth Fall: ripening, migration Winter: plant dormancy, animal hibernation</p> <p>B. Earth and its place in the solar system</p> <ul style="list-style-type: none"> • The eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto) • Stars <p>Constellations, Big Dipper The sun is a star.</p> <ul style="list-style-type: none"> • Earth and its place in the solar system <p>The earth moves around the sun; the sun does not move. The earth revolves (spins); one revolution takes one day (24 hours). Sunrise and sunset When it is day where you are, it is night for people on the opposite side of the earth.</p> |
|----------|--|---|---|
| Month | Topic/Standards | Essential Questions | Content |
| November | <p>Early People and Civilizations and Modern Day Mexico</p> <p>G.2.1.1: Discuss elements of culture G.2.1.2: Explain ways in which the location of a community affects people’s lives, dress, and occupation G.2.1.3: Explain the difference between rural and urban areas G.3.1.1: Recognize reasons people need various types of transportation G.3.1.3: Identify ways in which</p> | <ol style="list-style-type: none"> 1. How does location effect how people live? 2. How do physical surroundings effect how people live? | <p>Early People and Civilizations</p> <p>A. The Earliest People: Hunters and Nomads</p> <ul style="list-style-type: none"> • Crossing the land bridge from Asia to North America From hunting to farming Gradual development of early towns and cities <p>B. Maya, Inca, and Aztec Civilizations</p> <ul style="list-style-type: none"> • Maya in Mexico and Central America • Aztecs in Mexico Montezuma (also |

| | <p>people depend on the physical environment</p> <p>H.6.1.7: Discuss daily life in the past and present</p> | | <p>called Montezuma) Tenochtitlan (Mexico City)</p> <ul style="list-style-type: none"> • Inca in South America (Peru, Chile) Cities in the Andes, Machu Pichu <p>Modern Day Mexico</p> <p>Geography</p> <ul style="list-style-type: none"> • North American continent, locate Mexico relative to Canada and the United States • Central America, Yucatan Peninsula • Pacific Ocean, Gulf of Mexico, Rio Grande • Mexico City <p>Culture</p> <ul style="list-style-type: none"> • Indian and Spanish heritage • Traditions: fiesta, piñata • National holiday: September 16, Independence Day |
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| Month | Topic/Standards | Essential Questions | Content |
| December | <p>The Human Body</p> <p>LS.2.1.3: Locate the following human body parts:</p> <ul style="list-style-type: none"> • heart • lungs • brain • stomach • muscles • bones | 1. Why is it important to stay healthy? | <p>The Human Body</p> <p>Body Systems</p> <ul style="list-style-type: none"> • Skeletal system: skeleton, bones, skull • Muscular system: muscles • Digestive system: mouth, stomach • Circulatory system: heart and blood • Nervous system: brain, nerves |
| Month | Topic/Standards | Essential Questions | Content |
| January | <p>FOSS Solids and Liquids, Investigations I and II</p> <p>PS.5.1.1: Compare and contrast objects according to the single properties of</p> <ul style="list-style-type: none"> • size | 1. Why is it important to learn about solids and liquids? | <p>FOSS Solids and Liquids, Investigation I- Solids</p> <p>Students explore solid objects, such as pieces of wood, plastic, and metal. They observe, describe, and sort the objects according to their properties.</p> |

| | <ul style="list-style-type: none"> • color • shape • texture <p>PS.5.1.2: Identify characteristics of solids and liquids</p> | | <p>They construct towers (and other structures), using the properties inherent in the materials to accomplish the task.</p> <p>FOSS Solids and Liquids, Investigation II-Liquids Students investigate liquids in a variety of settings to become familiar with their properties. They play games to rehearse precise liquids vocabulary. Students use representational materials to enhance their understanding of the unique behaviors of liquids.</p> |
|-----------------|--|--|---|
| Month | Topic/Standards | Essential Questions | Content |
| February | <p>Exploration and Settlement H.6.1.11: Describe the voyage of Christopher Columbus H.6.1.8: Recognize that the Pilgrims came to America on the Mayflower and arrived at Plymouth Rock H.6.1.9: Understand that the name of Arkansas originated from the Quapaw Indians H.6.1.10: Discuss methods of transportation of today and long ago H.6.1.12: Demonstrate the relationship between the American Indians and the Pilgrims</p> | <p>1. How do world cultures and civilizations contribute to the development of a nation?</p> | <p>Exploration and Settlement Christopher Columbus The Conquistadors</p> <ul style="list-style-type: none"> • The search for gold and silver • Hernán Cortés and the Aztecs • Francisco Pizarro and the Inca • Diseases devastate Native American population <p>English Settlers</p> <ul style="list-style-type: none"> • The story of the Lost Colony Sir Walter Raleigh Virginia Dare • Virginia Jamestown Captain John Smith Pocahontas and Powhatan • Slavery, plantations in Southern colonies • Massachusetts Pilgrims, Mayflower, Thanksgiving Day Massachusetts Bay Colony, the Puritans <p>Arkansas- Quapaw Indians</p> |

| | <p>observed in national celebrations and holidays:</p> <ul style="list-style-type: none"> • Labor Day • Veteran’s Day • Thanksgiving • Columbus Day • Martin Luther King, Jr. Day • President’s Day • Independence Day • Constitution Day <p>H.6.1.2: Identify state symbols of Arkansas:</p> <ul style="list-style-type: none"> • flower • bird • fruit/vegetable • folk dance • instrument <p>H.6.1.3: Identify historical sites of Arkansas</p> | | |
|-------|---|---|---|
| Month | Topic/Standards | Essential Questions | Content |
| April | <p>Living Things and Their Environments</p> <p>LS.2.1.4: Locate plant parts:</p> <ul style="list-style-type: none"> • leaves • stems • flowers • roots <p>LS.3.1.1: Illustrate <i>incomplete metamorphosis</i></p> <p>LS.3.1.2: Compare and contrast <i>complete metamorphosis</i> and <i>incomplete metamorphosis</i></p> <p>LS.4.1.1: Identify some endangered <i>species</i> in Arkansas</p> <p>LS.2.1.1: Classify animals according to common characteristics</p> | <ol style="list-style-type: none"> 1. Why is it important for animals and plants to adapt to their environment? 2. What do animals and plants need in order to survive? | <p>Living Things and Their Environments</p> <p>A. Habitats (animals and plants)</p> <ul style="list-style-type: none"> • Living things live in environments to which they are particularly suited. • Specific habitats and what lives there, for example: Forest [oak trees, squirrels, raccoons, snails, mice] Meadow and prairie [wildflowers, grasses, prairie dogs] Underground [fungi, moles, worms] Desert [cactus, lizard, scorpion] Water [fish, oysters, starfish] <ul style="list-style-type: none"> • Endangered species |

| | LS.2.1.2: Differentiate between <i>herbivores</i> and <i>carnivores</i> | | <ul style="list-style-type: none"> • Butterfly Life cycle (new) • The food chain: a way of picturing the relationships between living things <p>Animals: big animals eat little ones, big animals die and are eaten by little ones.</p> |
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| Month | Topic/Standards | Essential Questions | Content |
| May | <p>Electricity and Magnetism</p> <p>PS.7.1.6: Classify materials as magnetic or nonmagnetic</p> <p>PS.7.1.7: Investigate the properties of magnets:</p> <ul style="list-style-type: none"> • attraction • repulsion <p>PS.6.1.1: List orally the various ways that objects can move, including but not limited to</p> <ul style="list-style-type: none"> • straight • zigzag • back and forth • round and round • fast and slow <p>PS.7.1.1: Compare natural sources of light (e.g., sun, fireflies, deep sea creatures, fire, lightning) to artificial sources of light (e.g., light bulbs, matches, candles)</p> <p>PS.7.1.2: Investigate the properties of <i>transparent</i> and <i>opaque</i> objects</p> <p>PS.7.1.5: Demonstrate methods of producing static <i>electricity</i></p> | <ol style="list-style-type: none"> 1. Why does a magnet work differently on various objects? 2. How does electricity play a part in our lives and environment? | <p>Electricity and Magnetism</p> <ul style="list-style-type: none"> • Static electricity • Basic parts of simple electric circuits (for example, batteries, wire, bulb or buzzer, switch) • Conductive and nonconductive materials • Magnetism demonstrates that there are forces we cannot see that act upon objects. • Most magnets contain iron. • Lodestones: naturally occurring magnets • Magnetic poles: north-seeking and south-seeking poles • Magnetic field (strongest at the poles) • Law of magnetic attraction: unlike poles attract, like poles repel • The earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole) |

| Month | Topic/Standards | Essential Questions | Content |
|-------|---|---|---|
| June | <p>Wants and Needs</p> <p>E.7.1.1: Identify the categories and priorities of wants and needs</p> <p>E.7.1.2: Describe how people satisfy basic wants</p> <p>E.7.1.3: Determine the relationships between unlimited wants and limited resources</p> <p>E.8.1.1: Recognize that people are <i>producers of goods and services</i></p> <p>E.8.1.2: Recognize that people are <i>consumers of goods and services</i></p> <p>E.8.1.3: Discuss skills and education necessary to perform a job</p> <p>E.8.1.4: Identify uses for <i>natural resources</i></p> <p>E.8.1.5: Understand that <i>capital resources</i> are the tools of trade</p> <p>E.9.1.1: Discuss <i>barter</i> as a method of exchange</p> <p>E.9.1.2: Recognize that money is a <i>medium of exchange</i></p> <p>E.9.1.3: Discuss the role of a financial institution</p> <p>E.9.1.4: Understand that the production of any good or service requires:</p> <ul style="list-style-type: none"> • <i>natural resources</i> • <i>human resources</i> • <i>capital resources</i> <p>E.9.1.5: Recognize that <i>markets</i> exist</p> | <ol style="list-style-type: none"> 1. Why are goods and services important in our lives? 2. Why do people save money? | <p>• Orienteering: use of a magnetized needle in a compass, which will always point to the north</p> <p>Wants and Needs Teacher created unit using state standards</p> |

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| | in various places | | |
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Natural Science Standards

NS.1.1.1: Communicate observations orally, in writing, and in graphic organizers:

- T-charts
- pictographs

NS.1.1.2: Ask questions based on observations

NS.1.1.3: Conduct *scientific investigations* as a class and in teams:

- *lab activities*
- *field studies*

NS.1.1.4: Estimate and measure length and *temperature* using International System of Units as a class

NS.1.1.5: Collect measurable *empirical evidence* as a class and in teams

NS.1.1.6: Make predictions as a class and in teams based upon *empirical evidence*

NS.1.1.7: Use age appropriate equipment and tools in *scientific investigations*

NS.1.1.8: Apply appropriate rules of safety related to daily activities

NS.1.1.9: Apply lab safety rules as they relate to specific science *lab activities*

History Standards

H.6.1.4: Recognize time equivalency using chronological terms:

- yesterday/past
- today/present
- tomorrow/ future

H.6.1.5: Determine the sequential order of events on a *timeline*

H.6.1.6: Explore people and events from the past using primary and secondary sources

LRPA 2nd Grade Interdisciplinary Curriculum Map

| NOTE: Some history standards will be covered throughout Global Studies units (see end of document) | | | |
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| NOTE: Natural Science Standards will be covered throughout Natural World units (see end of document) | | | |
| Month | Topic/Standards | Essential Questions | Content |
| August | <p>Geography</p> <p>G.1.2.1: Define <i>relative location</i></p> <p>G.1.2.2: Locate the county in which the student lives on an Arkansas map</p> <p>G.1.2.3: Locate the capital of Arkansas</p> <p>G.1.2.4: Identify and locate countries bordering the United States</p> <p>G.1.2.5: Locate and define the North and South Poles and the Equator on a map of globe</p> <p>G.1.2.6: Locate the seven continents using a map or globe</p> <p>G.1.2.7: Name and locate the four major oceans</p> <p>G.1.2.8: Describe how <i>climate</i> changes with the seasons</p> <p>G.1.2.9: Distinguish between different types of maps:</p> <ul style="list-style-type: none"> • <i>Physical</i> • <i>Political</i> • <i>Historical</i> <p>G.1.2.10: Understand the purpose of map components:</p> <ul style="list-style-type: none"> • Title • <i>Compass rose</i> • <i>Key/legend</i> • <i>Map scale</i> <p>G.1.2.11: Describe the <i>relative locations</i> of places using <i>cardinal directions</i></p> <p>G.1.2.12: Identify and locate physical</p> | <p>1. How does Geography affect where people live and what they do?</p> | <p>Geography</p> <ul style="list-style-type: none"> • Name your continent, country, state, and community. • Understand that maps have keys or legends with symbols and their uses. • Find directions on a map: east, west, north, and south. • Identify major oceans: Pacific, Atlantic, Indian, and Arctic. • The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia. • Locate: Canada, United States, Mexico, and Central America. • Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles. • Coast, valley, prairie, desert, oasis |

| | features on maps and globes: <ul style="list-style-type: none"> • Rivers • Lakes • Oceans • Mountains • Islands • Desert • Coast G.1.2.13: Construct maps of a familiar place that includes the following: <ul style="list-style-type: none"> • Title • Compass rose • Legend/key | | |
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| Month | Topic/Standards | Essential Questions | Content |
| September | Astronomy ESS.10.2.1: Illustrate four moon phases: <ul style="list-style-type: none"> • Full • Half • Crescent • New ESS.10.2.2: Model the movement of Earth and its moon ESS.10.2.3: Contrast the visibility of the sun and moon Water Cycle PS.5.2.2: Investigate the effect of physical phenomena on various materials ESS.8.2.5: Chart weather conditions every day ESS.8.2.6: Demonstrate safety procedures related to severe weather ESS.8.2.7: Describe characteristics of cumulus, stratus, and cirrus clouds ESS.8.2.8: Predict weather based on | 1. What causes change in our physical world? | Astronomy <ul style="list-style-type: none"> • Sun: source of energy, light, heat • Moon: phases of the moon (full, half, crescent, new) • The eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune) • Earth and its place in the solar system The earth moves around the sun; the sun does not move. The earth revolves (spins); one revolution takes one day (24hours). Sunrise and sunset When it is day where you are, it is night for people on the opposite side of the earth Water Cycle <ul style="list-style-type: none"> • Most of the earth's surface is covered by water. • The water cycle Evaporation and condensation |

| | cloud type ESS.8.2.9: Read a Celsius thermometer | | Water vapor in the air, humidity Clouds: cirrus, cumulus, stratus Precipitation, groundwater Thermometers |
|----------|--|---|---|
| Month | Topic/Standards | Essential Questions | Content |
| October | Japan G.2.2.1: Compare customs of another <i>culture</i> to one's own G.2.2.2: Compare the lifestyle, dress, and occupations of Arkansans to those of people in other parts of the world. | 1. How can cultural differences impact a community? | Japan Geography <ul style="list-style-type: none"> • Locate relative to continental Asia: "land of the rising sun" • A country made up of islands; four major islands • Pacific Ocean, Sea of Japan • Mt. Fuji • Tokyo Culture <ul style="list-style-type: none"> • Japanese flag • Big modern cities, centers of industry and business • Traditional craft: origami • Traditional costume: kimono |
| Month | Topic/Standards | Essential Questions | Content |
| November | The Human Body LS.2.2.5: Identify the major parts and functions of the skeletal system | 1. What is the primary function of our skeletal system? | The Human Body THE SKELETAL SYSTEM <ul style="list-style-type: none"> • Skeleton, bones, marrow • Musculo-skeletal connections Ligaments Tendons, Achilles tendon Cartilage <ul style="list-style-type: none"> • Skull, cranium • Spinal column, vertebrae • Joints • Ribs, rib cage, sternum • Scapula (shoulder blades), pelvis, tibia, fibula • Broken bones, x-rays |

| Month | Topic/Standards | Essential Questions | Content |
|----------|---|--|--|
| December | <p>American Constitution</p> <p>C.4.2.1: Explain the basic purposes of government at the local level</p> <p>C.4.2.2: Identify various people and groups who make, apply, and enforce rules and laws for others</p> <p>C.4.2.3: Identify local government officials</p> <p>C.4.2.4: Define democracy</p> <p>C.5.2.2: Examine the rights and responsibilities that citizens have in a community</p> <p>C.5.2.3: Explain the voter's role in the democratic process</p> | 1. How can I be a good citizen? | <p>American Constitution</p> <ul style="list-style-type: none"> American government is based on the Constitution, the highest law of our land. James Madison, the "Father of the Constitution" Government by the consent of the governed: "We the people" <p>Voting Process (new)</p> |
| Month | Topic/Standards | Essential Questions | Content |
| January | <p>Westward Expansion</p> <p>G.2.2.3: Compare and contrast how people in rural and urban areas live and work</p> <p>G.3.2.1: Identify the various types of transportation and communication links between communities</p> <p>G.3.2.3: Examine ways in which people affect the physical environment</p> <p>H.6.2.4: Define conflict</p> <p>H.6.2.11: Recognize American Indian tribes of Arkansas:</p> <ul style="list-style-type: none"> Osage Quapaw Caddo <p>H.6.2.12: Compare past and present means of transportation and communication in Arkansas</p> | <p>1. What are some reasons people choose to live in a certain place?</p> <p>2. How have transportation and communication changed over time?</p> | <p>Westward Expansion</p> <p>Pioneers Head West</p> <ul style="list-style-type: none"> New means of travel <p>Robert Fulton, invention of the steamboat</p> <p>Erie Canal</p> <p>Railroads: the Transcontinental Railroad</p> <ul style="list-style-type: none"> Routes west: wagon trains on the Oregon Trail The Pony Express <p>Native Americans</p> <ul style="list-style-type: none"> Sequoyah and the Cherokee alphabet Forced removal to reservations: the "Trail of Tears" Some Native Americans displaced from their homes and ways of life by railroads (the "iron horse") Effect of near extermination of buffalo on Plains Indians |

| Month | Topic/Standards | Essential Questions | Content |
|----------|---|--|--|
| February | <p>Civil Rights</p> <p>C.5.2.2: Examine the rights and responsibilities that citizens have in a community</p> <p>C.5.2.3: Explain the voter's role in the democratic process</p> <p>H.6.2.3: Discuss historical people of Arkansas</p> <p>H.6.2.4: Define conflict</p> | 1. How can events in history affect people's lives? | <p>Civil Rights</p> <ul style="list-style-type: none"> • Susan B. Anthony and the right to vote • Eleanor Roosevelt and civil rights and human rights • Mary McLeod Bethune and educational opportunity • Jackie Robinson and the integration of major league baseball • Rosa Parks and the bus boycott in Montgomery, Alabama • Martin Luther King, Jr. and the dream of equal rights for all • Cesar Chavez and the rights of migrant worker |
| Month | Topic/Standards | Essential Questions | Content |
| March | <p>The Earth</p> <p>ESS.8.2.1: Conduct investigations to distinguish among the following components of soil:</p> <ul style="list-style-type: none"> • <i>Clay</i> • <i>Sand</i> • <i>Silt</i> • <i>Humus</i> <p>ESS.8.2.2: Recognize and discuss the different properties of soil:</p> <ul style="list-style-type: none"> • Color • Texture • Ability to retain water • Ability to support plant growth <p>ESS.8.2.3: Conduct investigations to determine which soil best supports bean plant growth</p> <p>ESS.8.2.4: Identify products derived from <i>natural resources</i></p> <p>PS.7.2.3: Demonstrate methods of</p> | 1. How are parts of Earth (land, air and water) related? | <p>The Earth</p> <ul style="list-style-type: none"> • Inside the earth <p>Layers: crust, mantle, core</p> <p>High temperatures</p> <ul style="list-style-type: none"> • Volcanoes and geysers • Rocks and minerals <p>Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary</p> <p>Important minerals in the earth (such as quartz, gold, sulfur, coal, diamond, iron ore)</p> |

| | using <i>electricity</i> to produce light, <i>heat</i> , and sound PS.7.2.1: Classify materials as <i>transparent, translucent, or opaque</i> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| April | <p>FOSS Insects and Plants</p> <p>LS.2.2.1: Classify animals into major groups according to their Structure:</p> <ul style="list-style-type: none"> • Mammals • Birds • Fish <p>LS.2.2.2: Differentiate among herbivores, carnivores, and omnivores</p> <p>LS.2.2.3: Identify basic needs of most plants:</p> <ul style="list-style-type: none"> • Nutrients • Water • Light • Air • Temperature • Space <p>LS.2.2.4: Compare different types of flowering plants and Conifers</p> <p>LS.2.2.6: Describe the function of the following plant parts:</p> <ul style="list-style-type: none"> • Leaves • Stems • Flowers • Roots <p>LS.3.2.1: Illustrate embryonic development</p> <p>LS.3.2.2: Compare and contrast embryonic development and incomplete metamorphosis</p> <p>LS.4.2.1: Compare and contrast living</p> | 1. How can living things be so different, yet so alike? | <p>FOSS Insects/Plants, Investigation IV, Silkworms</p> <p>Students observe the life history of one of the most commercially successful insects. They start with eggs and observe the growth and changes to larvae, pupae, and adults who produce eggs. Students study the structure of a moth larva, and read two articles about insects.</p> <p>Investigation V, Butterflies</p> <p>The class observes the painted lady larvae grow, pupate, and emerge as adults. Students experience the stages of complete metamorphosis and compare the behaviors of moths and butterflies. They read about life cycles of other animals and compare to insects.</p> |

| | and extinct species LS.4.2.2: Describe characteristics of various <i>habitats</i> | | |
|-------|---|---|---|
| Month | Topic/Standards | Essential Questions | Content |
| May | <p>Economics</p> <p>E.7.2.2: Discuss that because of scarcity people must make choices and incur opportunity costs</p> <p>E.8.2.1: Distinguish between <i>consumers</i> and <i>producers</i> in a local community</p> <p>E.8.2.2: Research the skills and education needed for specific jobs</p> <p>E.8.2.3: Discuss the availability of <i>natural resources</i></p> <p>E.8.2.4: Give examples of <i>capital resources</i></p> <p>E.9.2.1: Identify items that have been used as currency</p> <p>E.9.2.2: Understand that the use of money facilitates exchange</p> <p>E.9.2.3: Discuss a variety of services that financial institutions provide</p> <p>E.9.2.4: Classify <i>productive resources</i> into the following categories:</p> <ul style="list-style-type: none"> • <i>Natural resources</i> • <i>Human resources</i> • <i>Capital resources</i> <p>E.9.2.5: Investigate <i>goods and services</i> provided by <i>markets</i> in the local community</p> <p>E.9.2.6: Identify exchanges made:</p> <ul style="list-style-type: none"> • Monetary • <i>Barter</i> <p>E.9.2.7: Define specialization and interdependence</p> | 1. How do producers and consumers depend on each other? | <p>Economics</p> <p>Teacher created unit using state standards</p> |

| Month | Topic/Standards | Essential Questions | Content |
|-------|---|---|--|
| June | <p>Symbols and Figures C.5.2.1: Understand the significance of national symbols (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution) C.5.2.4: Identify rules of etiquette for the American flag H.6.2.1: Explain the purpose in celebrating national holidays:</p> <ul style="list-style-type: none"> • Labor Day • Veteran’s Day • Thanksgiving • Columbus Day • Martin Luther King, Jr. Day • President’s Day • Independence Day • Constitution Day <p>H.6.2.2: Identify state symbols of Arkansas:</p> <ul style="list-style-type: none"> • Gem • Mineral • Rock • Mammal • Anthem | <p>1. How can symbols unite those they represent?</p> | <p>Symbols and Figures</p> <ul style="list-style-type: none"> • Recognize and become familiar with the significance of U. S. flag: current and earlier versions <p>Statue of Liberty Lincoln Memorial</p> <ul style="list-style-type: none"> • US Holidays • Arkansas state symbols |

History Standards

H.6.2.9: Identify reasons Pilgrims came to the New World:

- Religious freedom
- Political freedom

H.6.2.10: Discuss the characteristics of a colony

H.6.2.5: Determine the data to be included on a personal *timeline*

H.6.2.6: Determine how photos and documents are used to gather information about the past

H.6.2.7: Define technology and list examples

Natural Science Standards

NS.1.2.1: Communicate observations orally, in writing, and in graphic organizers:

- T-charts
- Pictographs
- Venn diagrams
- Bar graphs

NS.1.2.2: Develop questions that guide scientific inquiry

NS.1.2.3: Conduct *scientific investigations* individually and in teams:

- *Lab activities*
- *Field studies*

NS.1.2.4: Estimate and measure length and *temperature* using International System of Units

NS.1.2.5: Collect measurable *empirical evidence* in teams and as individuals

NS.1.2.6: Make predictions in teams and as individuals based upon *empirical evidence*

NS.1.2.7: Use age appropriate equipment and tools in *scientific investigations*

NS.1.2.8: Apply lab safety rules as they relate to specific science *lab activities*

PS.5.2.1: Classify objects based on two or more properties

PS.6.2.1: Investigate the relationship between *force* and motion

LRPA Third Grade Interdisciplinary Curriculum Map

| NOTE: Natural Science standards will be covered throughout Natural World units (see end of document) | | | |
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| NOTE: Some History standards will be covered throughout Global Studies units (see end of document) | | | |
| NOTE: Some Earth and Space Science Standards will need to be integrated into other units or as mini-units (see end of document) | | | |
| Month | Topic/Standards | Essential Questions | Content |
| August | <p>World Geography</p> <p>G.1.3.1: Define <i>absolute location</i></p> <p>G.1.3.2: Name and locate the states that border Arkansas</p> <p>G.1.3.3: Discuss the characteristics that define a <i>region</i>:</p> <ul style="list-style-type: none"> • Takes up area • Has boundaries • Has special features <p>G.1.3.4: Identify on which continent and in which <i>hemispheres</i> the United States is located</p> <p>G.1.3.5: Identify the following using a globe or a map:</p> <ul style="list-style-type: none"> • <i>Equator</i> • <i>Prime Meridian</i> • North Pole • South Pole <p>G.1.3.6: Divide the earth into the four <i>hemispheres</i> using a map or globe:</p> <ul style="list-style-type: none"> • Northern • Southern • Eastern • Western <p>G.1.3.7: Identify the seven continents</p> <p>G.1.3.8: Locate mountain ranges in Arkansas:</p> <ul style="list-style-type: none"> • Ozark • Ouachita | <p>1. Why do geographic features influence where and how a community develops?</p> | <p>World Geography</p> <p>Spatial Sense</p> <ul style="list-style-type: none"> • Name your continent, country, state, and community. • Understand that maps have keys or legends with symbols and their uses. • Find directions on a map: east, west, north, and south. • Identify major oceans: Pacific, Atlantic, Indian, and Arctic. • The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia • Locate: Canada, United States, Mexico, and Central America. • Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles. • Measure straight-line distances using a bar scale. <p>Use an atlas and, if available, on-line sources to find geographic information.</p> <p>Geographical Terms and Features</p> <ul style="list-style-type: none"> • Boundary, channel, delta, isthmus, plateau, reservoir, strait |

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| | <p>G.1.3.9: Locate major rivers in Arkansas:</p> <ul style="list-style-type: none"> • Arkansas • Mississippi • Red • White • Ouachita • St. Francis <p>G.1.3.10: Describe how seasonal weather changes affect the environment</p> <p>G.1.3.11: Explain the purpose of a <i>physical map</i></p> <p>G.1.3.12: Utilize the map <i>key/legend</i> to interpret <i>physical maps</i></p> <p>G.1.3.13: Locate places on contemporary maps using <i>cardinal</i> and <i>intermediate directions</i>, <i>map scales</i>, <i>legends</i>, and titles</p> <p>G.1.3.14: Label physical features on maps and globes:</p> <ul style="list-style-type: none"> • Rivers • Lakes • Oceans • Mountains • Islands • Desert • Coast • <i>Peninsula</i> • Plain • <i>Plateau</i> <p>G.1.3.15: Create a <i>physical map</i> that includes the following:</p> <ul style="list-style-type: none"> • Title • <i>Compass rose</i> • <i>Legend/key</i> | | |
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| Month | Topic/Standards | Essential Questions | Content |
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| September | FOSS Structures LS.2.3.1: Classify animals as vertebrates and invertebrates according to their structure LS.3.3.3: Differentiate among complete metamorphosis, incomplete metamorphosis, and embryonic development | 1. How are living and non-living things different and alike? | FOSS Structures Investigations III- MEET THE CRAYFISH Students observe and record some of the structures of a crustacean, the crayfish. They establish a feeding and maintenance schedule for the organisms. Students investigate crayfish behavior by creating an enriched crayfish habitat. They map where the crayfish spend their time within their habitat. Students investigate crayfish territorial behavior. |
| Month | Topic/Standards | Essential Questions | Content |
| October | FOSS Electricity and Magnetism PS.7.3.3: Identify methods of producing electricity relative to Arkansas: <ul style="list-style-type: none"> • Hydroelectric • Coal • Oil • Natural gas • Nuclear • Solar • Wind PS.7.3.4: Differentiate between magnets and non-magnets PS.7.3.5: Describe the effect of distance on attraction and repulsion PS.7.3.6: Construct a magnet by the “Touch/Stroke” method PS.5.3.2: Demonstrate physical changes in matter PS.5.3.3: Determine the mass of solids PS.5.3.4: Compare and contrast solids and liquids | 1. Why is it important for us to find alternative methods of energy? | FOSS Electricity and Magnetism Investigation I- THE FORCE Students work with permanent magnets to discover that iron is the only everyday material that sticks to magnets. They investigate variables that influence the force of attraction between two magnets and look for ways to detect the presence of a magnet. FOSS Electricity and Magnetism Investigation II- MAKING CONNECTIONS Students investigate current electricity and circuits, the pathways through which electricity flows. They find that some materials permit the flow of electricity (conductors), and some don't (insulators). |

| Month | Topic/Standards | Essential Questions | Content |
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| November | <p>Ancient Rome</p> <p>G.3.3.1: Discuss different types of transportation and communication links between communities</p> <p>G.3.3.2: Describe human settlements</p> <p>G.3.3.3: Describe how people affect and alter their environment</p> <p>C.4.3.3: Identify the three levels of government:</p> <ul style="list-style-type: none"> • Local • State • Federal <p>C.4.3.4: Identify the fundamental ideals of <i>democracy</i></p> <p>H.6.3.3: Discuss that conflicts between countries can lead to war</p> <p>H.6.3.5: Discuss the meaning of civil war</p> | <p>1. How does a culture influence the physical environment around them?</p> | <p>Ancient Rome</p> <p>Geography of the Mediterranean Region</p> <ul style="list-style-type: none"> • Mediterranean Sea, Aegean Sea, Adriatic Sea • Greece, Italy (peninsula), France, Spain • Strait of Gibraltar, Atlantic Ocean • North Africa, Asia Minor (peninsula), Turkey • Bosphorus (strait), Black Sea, Istanbul (Constantinople) • Red Sea, Persian Gulf, Indian Ocean <p>Background</p> <ul style="list-style-type: none"> • Define B.Sc. / a.m. and B.Ch.E. / cue. • The legend of Romulus and Remus • Latin as the language of Rome • Worship of gods and goddesses, largely based on Greek religion • The Republic: Senate, Patricians, Plebeians • Punic Wars: Carthage, Hannibal <p>The Empire</p> <ul style="list-style-type: none"> • Julius Caesar <p>Defeats Pompey in civil war, becomes dictator</p> <p>“Veni, vidi, vici” (“I came, I saw, I conquered”)</p> <p>Cleopatra of Egypt</p> <p>Caesar assassinated in the Senate, Brutus</p> <ul style="list-style-type: none"> • Augustus Caesar • Life in the Roman Empire <p>The Forum: temples, marketplaces, etc.</p> <p>The Colosseum: circuses, gladiator combat, chariot races</p> <p>Roads, bridges, and aqueducts</p> |

| | | | <ul style="list-style-type: none"> • Eruption of Mt. Vesuvius, destruction of Pompeii • Persecution of Christians <p>The “Decline and Fall” of Rome</p> <ul style="list-style-type: none"> • Weak and corrupt emperors, legend of Nero fiddling as Rome burns • Civil wars • City of Rome sacked |
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| Month | Topic/Standards | Essential Questions | Content |
| December | <p>Early Explorations of North America</p> <p>H.6.3.14: Describe the early American Indian <i>cultures</i> in Arkansas</p> <p>H.6.3.15: Identify the modes of transportation in westward movement</p> <p>H.6.3.19: Identify similarities and differences among the American Indians and Pilgrims:</p> <ul style="list-style-type: none"> • Housing • Clothing • Foods • Traditions • Tools <p>G.2.3.3: Identify reasons people live in <i>rural</i>, <i>urban</i>, and <i>suburban</i> areas</p> <p>G.2.3.4: Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas</p> <p>H.6.3.15: Identify the modes of transportation in westward movement</p> <p>H.6.3.16: Identify the following explorers:</p> <ul style="list-style-type: none"> • Hernando Desoto | <p>1. How have cultures of the past influenced our culture of today?</p> | <p>Early Exploration of North America</p> <p>Early Spanish Exploration and Settlement</p> <ul style="list-style-type: none"> • Settlement of Florida • Ponce de Leon, legend of the Fountain of Youth • Hernando de Soto • Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.), Puerto Rico, Cuba, Gulf of Mexico, Mississippi River • Geography: Caribbean Sea, West Indies <p>Exploration and Settlement of the American Southwest</p> <ul style="list-style-type: none"> • Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California • Coronado and the legend of the “Seven Cities of Cibola” (of Gold) • Geography: Grand Canyon and Rio Grande • Conflicts with Pueblo Indians |

| | <ul style="list-style-type: none"> • La Salle/De Tonti • Marquette/Joliet | | <p>The Search for the Northwest Passage</p> <ul style="list-style-type: none"> • Many explorers undertook the perilous, sometimes fatal, voyage to Find a short cut across North America to Asia, including: <p>John Cabot: Newfoundland Champlain: “New France” and Quebec Henry Hudson: the Hudson River</p> <ul style="list-style-type: none"> • Geography <p>“New France” and Quebec Canada, St. Lawrence River The Great Lakes: Superior, Michigan, Huron, Erie, Ontario</p> |
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| Month | Topic/Standards | Essential Questions | Content |
| January | <p>FOSS Earth Materials</p> <p>ESS.8.3.1: Distinguish among Earth’s materials:</p> <ul style="list-style-type: none"> • Rocks • Minerals • <i>Fossils</i> • Soils <p>ESS.8.3.2: Classify rocks by their properties, including but not limited to</p> <ul style="list-style-type: none"> • Size • Shape • Color • Texture • Patterns <p>ESS.8.3.3: Identify the three categories of rocks:</p> <ul style="list-style-type: none"> • <i>Metamorphic</i> • Igneous • Sedimentary <p>ESS.8.3.4: Identify the <i>physical properties</i> of minerals:</p> <ul style="list-style-type: none"> • Hardness | 1. Do we need rocks in our lives? | <p>FOSS Earth Materials</p> <p>Investigation I- MOCK ROCKS</p> <p>Students are introduced to the concept of earth materials and the tools and techniques of the geologist by investigating the properties of a homemade mock rock. Students separate it into different ingredients by physically taking it apart, dissolving part of it in water, and using evaporation.</p> <p>FOSS Earth Materials</p> <p>Investigation II- Scratch Test</p> <p>Students are introduced to minerals as the basic earth materials that make up rocks. They observe, describe, and record properties of four minerals and use the scratch test to determine the relative hardness.</p> |

| | <ul style="list-style-type: none"> • Color • Luster • Streak <p>ESS.8.3.5: Identify areas in Arkansas that are the main sources of the following minerals:</p> <ul style="list-style-type: none"> • Bauxite • novaculite • Quartz crystal • Diamond • Bromine <p>ESS.8.3.6: Describe the layers of Earth:</p> <ul style="list-style-type: none"> • Crust • Mantle • Inner core • Outer core <p>ESS.8.3.7: Identify common uses of rocks and minerals</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| February | <p>Economics and Civics</p> <p>E.7.3.3: Recognize that stating the problem and listing the alternatives are part of the <i>decision making model</i></p> <p>E.8.3.3: Recognize the product associated with the <i>natural resources</i> from which it is created</p> <p>E.8.3.4: Explain how <i>capital resources</i> are related to specific jobs</p> <p>E.8.3.5: Define and discuss characteristics of an <i>entrepreneur</i></p> <p>E.8.3.6: Define profit</p> <p>E.9.3.1: Research items that represented money throughout time</p> | <ol style="list-style-type: none"> 1. How do economics affect our everyday lives? 2. How can I be a better citizen within my community? | <p>Economics and Civics</p> <p>Students will learn about the interdependence of their community and other communities both in the U.S. and around the world. They will also learn about basic economic concepts (e.g., wants, needs, scarcity, imports, exports). Students will learn about making personal economic choices and creating budgets. Students will learn about the importance of rules, laws and government. They will discuss various forms of government (e.g., monarchy, city-states, republic). Students will also learn about urban ecosystems and how taxes support services that people in urban areas need</p> |

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| | <p>E.9.3.4: Identify and explain the role of each <i>productive resource</i> in producing a <i>good</i> or <i>service</i></p> <p>E.9.3.5: Research <i>goods and services</i> provided by <i>markets</i> in the local community</p> <p>E.9.3.6: Describe the benefits of <i>voluntary exchange</i></p> <p>E.9.3.7: Recognize the connection between <i>specialization</i> and <i>interdependence</i></p> <p>E.9.3.8: Define <i>supply</i> and <i>demand</i></p> <p>E.9.3.9: Define import and export</p> <p>E.8.3.1: Discuss <i>human capital</i></p> <p>E.8.3.2: Recognize ways people become more skillful in the workplace</p> <p>E.9.3.2: List and explain the functions of money:</p> <ul style="list-style-type: none"> • <i>Medium of exchange</i> • <i>Measure of value</i> • <i>Store of value</i> <p>E.9.3.3: Discuss costs and benefits of saving in a financial institution</p> <p>C.4.3.1; Discuss why government is necessary at the local level</p> <p>C.4.3.2: Describe responsibilities and services of local government</p> <p>C.5.3.1: Examine the significance of national symbols and the role they play in fostering effective citizenship</p> <p>C.5.3.2: Describe how citizens contribute to the improvement of a community</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
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| March | <p>C.5.3.3: Describe the election process</p> <p>13 Colonies C.4.3.1; Discuss why government is necessary at the local level C.4.3.2: Describe responsibilities and services of local government C.5.3.1: Examine the significance of national symbols and the role they play in fostering effective citizenship C.5.3.2: Describe how citizens contribute to the improvement of a community C.5.3.3: Describe the election process</p> | <p>1. Why is it important for citizens to contribute to society?</p> | <p>13 Colonies Geography</p> <ul style="list-style-type: none"> • The thirteen colonies by region: New England, Middle Atlantic, Southern • Differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South) • Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston |
| April | <p>Human Body LS.2.3.2: Identify major parts and functions of the following systems:</p> <ul style="list-style-type: none"> • Respiratory • Muscular <p>Astronomy ESS.10.3.1: Demonstrate how the planets <i>orbit</i> the sun ESS.10.3.2: Demonstrate the <i>orbit</i> of Earth and its moon around the sun ESS.10.3.3: Relate Earth's rotation to the day/night cycle</p> | <p>1. How do our body functions work together to keep us healthy?</p> <p>1. Why do humans explore the solar system?</p> | <p>Human Body</p> <ul style="list-style-type: none"> • The Muscular System <ul style="list-style-type: none"> ○ Muscles ○ Involuntary and voluntary muscles • The Respiratory System <p>Astronomy</p> <ul style="list-style-type: none"> • Our solar system Sun: source of energy (heat and light) The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto • Planetary motion: orbit and rotation How day and night on earth are caused by the earth's rotation Sunrise in the east and sunset in the west How the seasons are caused by the earth's orbit around the sun, tilt of the earth's axis |

| | | | <ul style="list-style-type: none"> • Gravity, gravitational pull Gravitational pull of the moon (and to a lesser degree, the sun) causes ocean tides on earth Gravitational pull of “black holes” prevents even light from escaping |
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| Month | Topic/Standards | Essential Questions | Content |
| May | FOSS Physics of Sound PS.7.3.1: Classify materials as those which can <i>reflect</i> , <i>refract</i> , or absorb light PS.6.3.1: Identify characteristics of wave motion: <ul style="list-style-type: none"> • <i>Amplitude</i> • <i>Frequency</i> PS.6.3.2: Investigate the relationship between sound and wave motion. PS.6.3.3: Determine the impact of the following <i>variables</i> on pitch: <ul style="list-style-type: none"> • Length • <i>Mass</i> • Tension • State of <i>matter</i> | 1. Why is it important to recognize how sound travels? | FOSS Physics of Sound Investigation III HOW SOUND TRAVELS Students work in collaborative groups on mini-activities that introduce a sound source and a medium of sound travel. They observe and compare how sound travels through solids, water, and air. FOSS Physics of Sound Investigation IV Students investigate the nature of our sound receivers, ears. They are challenged to put their knowledge of sound sources, sound travel, and sound receivers to work. They take one of the instruments they used earlier and change its pitch, make its sound travel farther, or make it louder. |
| Month | Topic/Standards | Essential Questions | Content |
| June | Arkansas History G.2.3.1: Discuss several customs in the United States and tell how they originated G.2.3.2: Identify <i>cultural</i> traits of ethnic groups that live in Arkansas G.3.3.4: Discuss ways in which the school and community can improve the physical environment by practicing conservation C.5.3.4: Discuss the proper etiquette for the American flag | 1. How does the history of Arkansas impact us in today’s society? | Arkansas History Students will examine people and events of Arkansas associated with the Civil War, the Arts, the Civil Rights Movement and present-day politics. They will analyze a timeline of technology and how it has changed life in Arkansas and the world. |

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| | H.6.3.1: Research the history of the Arkansas state flag H.6.3.2: Examine historical people and events of Arkansas | | |
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History Standards

H.6.3.7: Analyze a timeline that illustrates selected historical events

H.6.3.8: Compare artifacts from events in various periods of history

H.6.3.9: Identify ways in which technology has changed the world

H.6.3.10: Examine land development and its impact on a community

Natural Science Standards

NS.1.3.1: Communicate observations orally, in writing, and in graphic organizers:

- T-charts
- Pictographs
- Venn diagrams
- Bar graphs
- Frequency tables

NS.1.3.2: Develop questions that guide scientific inquiry

NS.1.3.3: Conduct scientific investigations individually and in teams:

- Lab activities
- Field studies

NS.1.3.4: Communicate the results of scientific investigations

NS.1.3.5: Estimate and measure length, mass, temperature, and elapsed time using

International System of Units

NS.1.3.6: Collect and analyze measurable empirical evidence as a team and/or as individuals

NS.1.3.7: Make and explain predictions based on prior knowledge

NS.1.3.8: Use simple equipment, age appropriate tools, technology, and mathematics in scientific investigations

NS.1.3.9: Apply lab safety rules as they relate to specific science lab activities

PS.5.3.1: Compare and contrast objects based on two or more properties

Earth and Space Science Standards

ESS.8.3.8: Chart *precipitation* levels over time

ESS.8.3.9: Demonstrate safety procedures related to severe weather

ESS.8.3.10: Construct and read a rain gauge

ESS.9.3.1: Analyze the effect of wind and water on Earth's surface

LRPA Fourth Grade Interdisciplinary Curriculum Map

| NOTE: Additional Geography standards will be covered throughout Global Studies units (see end of document) | | | |
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| NOTE: Natural Science standards will be covered throughout Natural World units (see end of document) | | | |
| Month | Topic/Standards | Essential Questions | Content |
| August | <p>US Geography</p> <p>G.1.4.1: Discuss the difference between <i>relative</i> and <i>absolute location</i></p> <p>G.1.4.2: Locate and describe physical characteristics of the six natural <i>regions</i> of Arkansas:</p> <ul style="list-style-type: none"> • Arkansas River Valley • Crowley’s Ridge • Mississippi Alluvial Plain • Ozark Mountains (plateau) • West Gulf Coastal Plain • Ouachita Mountains <p>G.1.4.3: Locate each of the five <i>regions</i> of the United States and describe each <i>region’s</i> major physical features:</p> <ul style="list-style-type: none"> • Northeast • Southeast • Midwest • Southwest • West <p>G.1.4.4: Determine <i>absolute locations (latitude and longitude)</i> of places studied using a grid map</p> <p>G.1.4.5: Locate several countries in each of the four <i>hemispheres</i></p> <p>G.1.4.6: Explain the difference between a continent and a country</p> <p>G.1.4.7: Locate major mountain ranges in the United States:</p> <ul style="list-style-type: none"> • Appalachian | <p>1. How is geography the foundation for civilization, settlement, and culture?</p> | <p>US Geography</p> <ul style="list-style-type: none"> • Locate: Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico • The Gulf Stream, how it affects climate • Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest <p>Spatial Sense</p> <ul style="list-style-type: none"> • Measure distances using map scales. • Read maps and globes using longitude and latitude, coordinates, degrees. • Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line) • Relief maps: elevations and depressions |

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| | <ul style="list-style-type: none"> • Rocky <p>G.1.4.8: Locate major mountain ranges in the world:</p> <ul style="list-style-type: none"> • Andes • Alps • Himalayas • Rocky <p>G.1.4.9: Locate major rivers in the United States:</p> <ul style="list-style-type: none"> • Mississippi • Ohio • Arkansas • Hudson • Missouri • Colorado <p>G.1.4.10: Locate major rivers in the world:</p> <ul style="list-style-type: none"> • Nile • Amazon • Mississippi • Yangtze • Ganges • Volga • Rhine <p>G.1.4.11: Explore weather changes in various <i>regions</i></p> <p>G.1.4.12: Explain the purpose of <i>historical</i> and <i>political maps</i></p> <p>G.1.4.13: Utilize the map <i>key/legend</i> to interpret <i>historical</i> and <i>Political maps</i></p> <p>G.1.4.14: Interpret a map using <i>cardinal</i> and <i>intermediate directions, map scales, legends, and titles</i> to locate places on contemporary maps</p> <p>G.1.4.15: Identify and label <i>political</i></p> | | |
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| | <p><i>map</i> features:</p> <ul style="list-style-type: none"> • Boundaries • Capitols • Cities <p>G.1.4.16: Create a <i>political map</i> that includes the following:</p> <ul style="list-style-type: none"> • Title • <i>Compass rose</i> • Legend/key <p>G.2.4.3: Discuss the advantages and disadvantages of life in a <i>suburban</i> area</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| September | Early Medieval African Kingdoms | 1. How have civilizations evolved over time? | <p>Early Medieval African Kingdoms</p> <ul style="list-style-type: none"> • Kush (in a region also called Nubia): once ruled by Egypt, then became rulers of Egypt • Axum: a trading kingdom in what is now Ethiopia • Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai • Camel caravans • Trade in gold, iron, salt, ivory, and slaves • The city of Timbuktu: center of trade and learning • Spread of Islam into West Africa through merchants and travelers • Ibn Batuta (world traveler and geographer) • Mali: Sundiata Keita, Mansa Musa • Songhai: Askia Muhammad • Mediterranean Sea and Red Sea, Atlantic and Indian Oceans • Cape of Good Hope |

| | | | <ul style="list-style-type: none"> • Madagascar • Major rivers: Nile, Niger, Congo • Atlas Mountains, Mt. Kilimanjaro • Contrasting climate in different regions: Deserts: Sahara, Kalahari Tropical rain forests (along lower West African coast and Congo River) Savanna (grasslands) The Sudan (the fertile region below the Sahara, not the modern-day country) |
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| Month | Topic/Standards | Essential Questions | Content |
| October | <p>Meteorology</p> <p>PS.7.4.1: Interpret trends in <i>temperature</i> over time using the Celsius scale</p> <p>ESS.8.4.7: Describe the processes of the <i>water cycle</i>:</p> <ul style="list-style-type: none"> • <i>Precipitation</i> • <i>Evaporation</i> • Condensation <p>ESS.8.4.8: Organize weather data into tables or charts to identify trends and patterns</p> <p>ESS.8.4.9: Demonstrate safety procedures related to severe weather</p> <p>ESS.8.4.10: Describe weather-related natural disasters</p> <p>ESS.8.4.11: Construct and read instruments to collect weather data:</p> <ul style="list-style-type: none"> • <i>Barometer</i> • Weather vane • Anemometer | <ol style="list-style-type: none"> 1. How do meteorologists use the following weather instruments: rain gauge, thermometer, anemometer, barometer, and wind vane? 2. How do we distinguish between weather and climate? | <p>Meteorology</p> <ul style="list-style-type: none"> • The water cycle (review from grade 2): evaporation, condensation, precipitation • Clouds: cirrus, stratus, cumulus (review from grade 2) • The atmosphere Troposphere, stratosphere, mesosphere, ionosphere How the sun and the earth heat the atmosphere • Air movement: wind direction and speed, prevailing winds, air pressure, Low and high pressure, air masses • Cold and warm fronts: thunderheads, lightning and electric charge, thunder, tornadoes, hurricanes • Forecasting the weather: barometers (relation between changes in atmospheric pressure and weather), weather maps, weather satellites • Weather and climate: “weather” refers to daily changes in temperature, rainfall, sunshine, etc., while |

| Month | Topic/Standards | Essential Questions | Content |
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| November | The Human Body LS.2.4.3: Identify major parts and functions of the following systems: <ul style="list-style-type: none"> • Digestive • Circulatory • Nervous | 1. Why is it important for our body systems to work together? | <p>“climate” refers to weather trends that are longer than the cycle of the seasons.</p> The Human Body The Circulatory System <ul style="list-style-type: none"> • Pioneering work of William Harvey • Heart: four chambers (auricles and ventricles), aorta • Blood Red blood cells (corpuscles), white blood cells (corpuscles), platelets, hemoglobin, plasma, antibodies Blood vessels: arteries, veins, capillaries Blood pressure, pulse Coagulation (clotting) <ul style="list-style-type: none"> • Filtering function of liver and spleen • Fatty deposits can clog blood vessels and cause a heart attack. • Blood types (four basic types: A, B, AB, O) and transfusions The Nervous System <ul style="list-style-type: none"> • Brain: medulla, cerebellum, cerebrum, cerebral cortex • Spinal cord • Nerves • Reflexes The Digestive System <ul style="list-style-type: none"> • Salivary glands, taste buds • Teeth: incisors, bicuspid, molars • Esophagus, stomach, liver, small intestine, large intestine |
| Month | Topic/Standards | Essential Questions | Content |
| December | Economics E.7.4.1: Evaluate the priority of economic wants and consequences of | 1. How does the world of economics impact our daily lives? | Economics Students will become familiar with Arkansas’s diverse industries. They |

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| | <p>the <i>opportunity cost</i></p> <p>E.7.4.2: Analyze how <i>scarcity</i> caused early exploration</p> <p>E.7.4.3: Recognize and use the <i>decision making model</i> to make an economic decision:</p> <ul style="list-style-type: none"> • State the problem • List the alternatives • State the criteria • Evaluate the criteria • Make a decision <p>E.8.4.1: Discuss <i>productivity</i></p> <p>E.8.4.2: Compare the increase in <i>productivity</i> when improved <i>human capital</i> is available</p> <p>E.8.4.3: Examine the impact of <i>scarcity of natural resources</i> on production decisions</p> <p>E.8.4.4: Analyze how <i>capital resources</i> are used to produce <i>goods and services</i></p> <p>E.8.4.6: Describe how profit is an <i>incentive</i> for <i>entrepreneurship</i></p> <p>E.9.4.3: Research the <i>productive resources</i> that go into the production of a product</p> <p>E.9.4.4: Research public <i>goods and services</i> that are provided by taxes</p> <p>E.9.4.5: Explain why countries trade</p> <p>E.9.4.6: Explain the benefits of <i>specialization and interdependence</i></p> <p>E.9.4.7: Discuss the effect of <i>supply and demand</i> in a community</p> <p>E.9.4.9: Identify imported and exported goods</p> <p>E.9.4.11: Explain how foreign trade affects daily life</p> | | <p>will discuss productivity and how it increases when improved human capital becomes available.</p> <p>Students will become familiar with Arkansas’s agricultural industry. They will discuss imports and exports as part of the economy.</p> <p>They will also trace the use of resources in the making of a product.</p> |
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| | <p>E.8.4.5: Identify Arkansas <i>entrepreneurs</i></p> <p>E.9.4.1: Discuss the characteristics of money:</p> <ul style="list-style-type: none"> • <i>Portability</i> • <i>Divisibility</i> • <i>Durability</i> • <i>Uniformity</i> <p>E.9.4.2: Describe the reasons for saving money in a financial institution:</p> <ul style="list-style-type: none"> • Interest • Safety <p>E.9.4.8: Define <i>inflation</i></p> <p>E.9.4.10: List exported goods associated with Arkansas</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| January | <p>Animal Classification</p> <p>LS.2.4.1: Classify <i>vertebrates</i> into major subgroups:</p> <ul style="list-style-type: none"> • Mammals • Birds • Fish • Amphibians • Reptiles <p>LS.2.4.2: Classify some <i>invertebrates</i> according to their Structure:</p> <ul style="list-style-type: none"> • Mollusks • Segmented worms • Arthropods | 1. Why do scientists classify things? | <p>Animal Classification</p> <ul style="list-style-type: none"> • Scientists classify animals according to the characteristics they share, for example: Cold-blooded or warm-blooded Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbones or internal skeletons) • Different classes of vertebrates Fish: aquatic animals, breathe through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body Amphibians: live part of their lives in water and part on land, have gills when young, later develop lungs, cold-blooded, usually have moist skin Reptiles: hatch from eggs, cold-blooded, have dry, thick, scaly skin |

| | | | <p>Birds: warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs, most baby birds must be fed by parents and cared for until they can survive on their own (though some, like baby chickens and quail, can search for food a few hours after hatching)</p> <p>Mammals: warm-blooded, have hair on their bodies, parents care for the young, females produce milk for their babies, breathe through lungs, most are terrestrial (live on land) though some are aquatic</p> |
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| Month | Topic/Standards | Essential Questions | Content |
| February | <p>Constitutional Government</p> <p>H.6.4.4: Name the major causes of the American Revolutionary War:</p> <ul style="list-style-type: none"> • Taxation • Distance • Lack of communication <p>H.6.4.5: Identify George Washington as the lead general in the Revolutionary War</p> <p>C.4.4.1: Compare and contrast the purpose and function of government at the local, state, and federal levels</p> <p>C.4.4.2: Compare responsibilities of local, state, and federal government officials</p> <p>C.4.4.3: Identify the three branches of government:</p> <ul style="list-style-type: none"> • Executive • Legislative • Judicial | <p>1. Why is independence important to you?</p> | <p>Constitutional Government</p> <p>Overview of American Revolution aligned to state standards</p> <p>Main Ideas Behind the Declaration of Independence</p> <ul style="list-style-type: none"> • The proposition that “All men are created equal” • The responsibility of government to protect the “unalienable rights” of the people • Natural rights: “Life, liberty, and the pursuit of happiness” • The “right of the people ... to institute new government” <p>Making a New Government: From the Declaration to the Constitution</p> <ul style="list-style-type: none"> • Definition of “republican” government: republican = government |

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| | <p>C.4.4.4: Describe how United States citizens apply fundamental principles of <i>democracy</i></p> <p>C.4.4.5: Recognize that there are different forms of government throughout the world</p> <p>C.5.4.1: Identify and explain the role of the Founding Fathers in writing the founding documents:</p> <ul style="list-style-type: none"> • Benjamin Franklin • John Hancock • Thomas Jefferson • James Madison • George Washington <p>C.5.4.2: Identify and explain the purpose of the founding documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • Articles of Confederation • United States Constitution <p>C.5.4.3: Examine the meaning of the Pledge of Allegiance</p> <p>C.5.4.4: Examine characteristics needed for active citizenship</p> <p>C.5.4.5: Analyze components of the election process:</p> <ul style="list-style-type: none"> • Candidacy • Primary • General <p>C.5.4.6: Demonstrate the proper flag etiquette for the American flag</p> <p>H.6.4.1: Discuss the meaning of the state motto of Arkansas</p> <p>H.6.4.2: Examine the history of the</p> | | <p>by elected representatives of the people</p> <ul style="list-style-type: none"> • Articles of Confederation: weak central government • “Founding Fathers”: James Madison as “Father of the Constitution” • Constitutional Convention <p>Arguments between small and large states</p> <p>The divisive issue of slavery, “three-fifths” compromise</p> <p>The Constitution of the United States</p> <ul style="list-style-type: none"> • Preamble to the Constitution: “We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.” • The separation and sharing of powers in American government: three branches of government <p>Legislative branch: Congress = House of Representatives and Senate, makes laws</p> <p>Executive branch: headed by the president, carries out laws</p> <p>Judicial branch: a court system headed by the Supreme Court (itself headed by the Chief Justice), deals with those who break laws and with disagreements about laws</p> <ul style="list-style-type: none"> • Checks and balances, limits on government power, veto |
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| | State Seal of Arkansas and its components | | <ul style="list-style-type: none"> • The Bill of Rights: first ten amendments to the Constitution, including: Freedom of religion, speech, and the press (First Amendment) Protection against “unreasonable searches and seizures” The right to “due process of law” The right to trial by jury Protection against “cruel and unusual punishments” <p>Levels and Functions of Government (National, State, Local)</p> <ul style="list-style-type: none"> • Identify current government officials, including President and vice-president of the U.S. State governor • State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land), like the national government, each state government has its legislative, executive, and judicial branches • Local governments: purposes, functions, and officials • How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.) • How people can participate in government |
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| Month | Topic/Standards | Essential Questions | Content |
| March | Electricity PS.7.4.2: Classify electrical <i>conductors</i> and electrical <i>insulators</i> PS.7.4.3: Construct simple circuits | 1. How are electricity and magnetism connected? | Electricity <ul style="list-style-type: none"> • Electricity as the flow of electrons • Static electricity • Electric current |

| | <p>from circuit diagrams</p> <p>PS.6.4.1: Investigate the relationship between force and direction</p> <p>PS.6.4.2: Investigate the relationship between <i>force</i> and <i>mass</i></p> | | <ul style="list-style-type: none"> • Electric circuits, and experiments with simple circuits (battery, wire, light bulb, filament, switch, fuse) • Closed circuit, open circuit, short circuit • Conductors and insulators • Electromagnets: how they work and common uses • Using electricity safely |
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| Month | Topic/Standards | Essential Questions | Content |
| April | <p>Chemistry</p> <p>PS.5.4.1: Demonstrate multiple ways to classify objects</p> <p>PS.5.4.2: Demonstrate <i>chemical changes</i> in <i>matter</i></p> <p>PS.5.4.3: Compare and contrast gases to solids and liquids</p> | 1. How can matter be changed? | <p>Chemistry</p> <p>Properties of Matter</p> <ul style="list-style-type: none"> • Mass: the amount of matter in an object, similar to weight • Volume: the amount of space a thing fills • Density: how much matter is packed into the space an object fills • Vacuum: the absence of matter <p>Gases, Solids, and Liquids</p> <ul style="list-style-type: none"> • Names and common examples of three states of matter: solid (for example, wood, rocks) liquid (for example, water) gas (for example, air, steam) • Water as an example of changing states of matter of a single substance |
| Month | Topic/Standards | Essential Questions | Content |
| May | <p>FOSS Environments</p> <p>ESS.8.4.1: Locate natural divisions of Arkansas:</p> <ul style="list-style-type: none"> • Ozark Plateau • Ouachita Mountains • Crowley’s Ridge • Mississippi Alluvial Plain (Delta) • Coastal Plain • Arkansas River Valley | <p>1. How do changes in the earth surface affect the places we live?</p> <p>2. Why is it important for animals to adapt to their environment?</p> | <p>FOSS Environments</p> <p>Investigation I- Terrestrial Environments</p> <p>Students set up terrariums, observe them for 2 weeks, and describe the living and nonliving components (biotic and abiotic factors) that contribute to the terrarium environment.</p> |

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| | <p>ESS.9.4.1: Analyze changes to Earth's surface:</p> <ul style="list-style-type: none"> • <i>Erosion</i> • <i>Glaciation</i> • <i>Weathering</i> • <i>Earthquakes</i> • Volcanic activity <p>LS.4.4.1: Recognize <i>environmental adaptations</i> of plants and animals</p> <p>LS.4.4.2: Illustrate the interdependence of organisms in an <i>ecosystem</i></p> <p>ESS.8.4.2: Analyze the impact of using <i>natural resources</i></p> <p>ESS.8.4.3: Differentiate between renewable and non-renewable resources</p> <p>ESS.8.4.4: Evaluate the impact of water pollution</p> <p>ESS.8.4.5: Evaluate the impact of Arkansas' <i>natural resources</i> on the economy, including but not limited to</p> <ul style="list-style-type: none"> • Farming • Timber • Tourism • Hunting • Fishing <p>ESS.8.4.6: Evaluate human use of Arkansas' <i>natural resources</i> on the <i>environment</i>, including but not limited to</p> <ul style="list-style-type: none"> • Mining • Clear cutting • Dredging | | <p>FOSS Environments Investigation II- Isopods and Beetles</p> <p>Students investigate how isopods and beetles respond to environmental factors such as water and light. They study how plants depend on animals for survival (pollination and seed dispersal) and how animals depend on plants for food and shelter.</p> |
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| Month | Topic/Standards | Essential Questions | Content |
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| June | <p>FOSS Environments ESS.8.4.1: Locate natural divisions of Arkansas:</p> <ul style="list-style-type: none"> • Ozark Plateau • Ouachita Mountains • Crowley’s Ridge • Mississippi Alluvial Plain (Delta) • Coastal Plain • Arkansas River Valley <p>ESS.9.4.1: Analyze changes to Earth’s surface:</p> <ul style="list-style-type: none"> • <i>Erosion</i> • <i>Glaciation</i> • <i>Weathering</i> • <i>Earthquakes</i> • Volcanic activity <p>LS.4.4.1: Recognize <i>environmental adaptations</i> of plants and animals LS.4.4.2: Illustrate the interdependence of organisms in an <i>ecosystem</i> ESS.8.4.2: Analyze the impact of using <i>natural resources</i> ESS.8.4.3: Differentiate between renewable and non-renewable resources ESS.8.4.4: Evaluate the impact of water pollution ESS.8.4.5: Evaluate the impact of Arkansas’ <i>natural resources</i> on the economy, including but not limited to</p> <ul style="list-style-type: none"> • Farming • Timber • Tourism • Hunting | <ol style="list-style-type: none"> 1. How do changes in the earth surface affect the places we live? 2. Why is it important for animals to adapt to their environment? | <p>FOSS Environments Investigation III- Aquatic Environments Students set up freshwater aquariums with fish and plants. They monitor the environmental factors in the systems and look for feeding interactions. They learn about the role of producers, consumers, and decomposers in food chains and webs.</p> |

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| | <ul style="list-style-type: none"> • Fishing <p>ESS.8.4.6: Evaluate human use of Arkansas' <i>natural resources</i> on the <i>environment</i>, including but not limited to</p> <ul style="list-style-type: none"> • Mining • Clear cutting • Dredging | | |
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Geography Standards

- G.2.4.1: Research elements of *culture* in a community, state, or nation
- G.2.4.2: Describe the *cultural* characteristics of diverse populations in the United States
- G.3.4.1: Examine different types of transportation and communication links between communities in Arkansas
- G.3.4.2: Discuss the reasons for human settlement patterns
- G.3.4.3: Explain how communities share ideas and information with each other
- G.3.4.4: Explain how people are influenced by, adapt to, and alter the environment
- G.3.4.5: Describe the social impact of extreme natural events on human and physical environments
- G.3.4.6: Research ways in which the school and community can improve the physical environment by practicing conservation

Natural Science Standards

- NS.1.4.1: Communicate observations orally, in writing, and in graphic organizers:
- T-charts
 - Pictographs
 - Venn diagrams
 - Bar graphs
 - Frequency tables
 - Line graphs
- NS.1.4.2: Refine questions that guide scientific inquiry
- NS.1.4.3: Conduct *scientific investigations* individually and in teams:
- *Lab activities*
 - *Field studies*

- NS.1.4.5: Communicate the designs, procedures, and results of *scientific investigations* (e.g., age-appropriate graphs, charts, and writings)
- NS.1.4.6: Estimate and measure length, *mass*, *temperature*, capacity/volume, and elapsed time using International System of Units (SI)
- NS.1.4.7: Collect and interpret measurable *empirical evidence* in teams and as individuals
- NS.1.4.8: Develop a *hypothesis* based on prior knowledge and observations
- NS.1.4.9: Identify *variables* that affect investigations
- NS.1.4.10: Identify patterns and trends in data
- NS.1.4.11: Generate conclusions based on evidence
- NS.1.4.12: Evaluate the quality and feasibility of an idea or project
- NS.1.4.13: Use simple equipment, age appropriate tools, technology, and mathematics in *scientific investigations*
- NS.1.4.14: Apply lab safety rules as they relate to specific science *lab activities*

LRPA 5th Grade Global Studies Curriculum Map

| NOTE: Some History, Geography and Civics standards will be covered throughout the Global Studies sequence (see end of document) | | | |
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| Month | Topic/Standards | Essential Questions | Content |
| August | <p>World Geography</p> <p>G.1.5.6: Distinguish between geography terms that describe or indicate region, place, or location</p> <p>G.1.5.7: Recognize the various types of maps used by</p> <p>G.1.5.8: Demonstrate an understanding of the following:</p> <ul style="list-style-type: none"> • <i>Latitude</i> • <i>Longitude</i> • Parallels • Meridians • Degrees • Grid systems • Coordinates • Tropic of Cancer • Tropic of Capricorn • Equator • Prime Meridian <p>G.1.5.9: Compare and contrast major landforms characterized as physical features of Earth</p> | <p>1. What story do maps and globes tell?</p> | <p>World Geography</p> <p>Spatial Sense</p> <ul style="list-style-type: none"> • Read maps and globes using longitude and latitude, coordinates, degrees. • Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature • Climate zones: Arctic, Tropic, Temperate • Time zones (review from Grade 4): Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line) • Arctic Circle (imaginary lines and boundaries) and Antarctic Circle • From a round globe to a flat map: Mercator projection, conic and plane projections <p>Great Lakes of the World</p> <ul style="list-style-type: none"> • Eurasia: Caspian Sea • Asia: Aral Sea • Africa: Victoria, Tanganyika, Chad • North America: Superior, Huron, Michigan • South America: Maracaibo, Titicaca |

LRPA 5th Grade Global Studies Curriculum Map

| Month | Topic/Standards | Essential Questions | Content |
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| September | <p>Meso-American Civilizations H.6.5.27: Identify and explain major pre-Colombian civilizations in Central and South America (i.e., Maya, Inca, Aztec)</p> | <p>1. How have civilizations changed over time?</p> | <p>Meso-American Civilizations</p> <p>Geography</p> <ul style="list-style-type: none"> • Identify and locate Central America and South America on maps and globes. <p>Largest countries in South America: Brazil and Argentina</p> <ul style="list-style-type: none"> • Amazon River • Andes Mountains <p>Maya, Inca, and Aztec Civilizations</p> <ul style="list-style-type: none"> • The Mayas <p>Ancient Mayas lived in what is now southern Mexico and parts of Central America; their descendants still live there today.</p> <p>Accomplishments as architects and artisans: pyramids and temples</p> <p>Development of a system of hieroglyphic writing</p> <p>Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of concept of zero</p> <ul style="list-style-type: none"> • The Aztecs <p>A warrior culture, at its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico.</p> <p>The island city of Tenochtitlan: aqueducts, massive temples, etc.</p> <p>Moctezuma (also spelled Montezuma)</p> <p>Ruler-priests; practice of human sacrifice</p> <ul style="list-style-type: none"> • The Inca |

LRPA 5th Grade Global Studies Curriculum Map

| | | | <p>Ruled an empire stretching along the Pacific coast of South America</p> <p>Built great cities (Machu Picchu, Cuzco) high in the Andes, Connected by a system of roads</p> <p>Spanish Conquerors</p> <ul style="list-style-type: none"> • Conquistadors: Cortés and Pizzaro <p>Advantage of Spanish weapons (guns, cannons)</p> <p>Diseases devastate native peoples</p> |
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| Month | Topic/Standards | Essential Questions | Content |
| October | <p>European Exploration</p> <p>G.3.5.1: Recognize factors that influence migration</p> <p>G.3.5.2: Define <i>push-pull factors</i></p> <p>H.6.5.3: Identify the contributions of significant individuals and explorers during the period of early European exploration of the Americas</p> <p>H.6.5.4: Identify areas of the New World colonized by Spain, Great Britain, and France</p> <p>H.6.5.9: Describe the impact that European explorers had on the American Indian tribes</p> <p>H.6.5.10: Analyze the benefits and conflicts arising from the interaction between colonial settlers and American Indians</p> <p>H.6.5.22: Explain the religious, political, and economic reasons for movement of people and goods from Europe to the Americas</p> <ul style="list-style-type: none"> • <i>Columbian Exchange</i> | <p>1. What reasons did explorers set out into the unknown?</p> | <p>European Exploration, Trade, and the Clash of Cultures</p> <p>Background</p> <ul style="list-style-type: none"> • Beginning in the 1400s Europeans set forth in a great wave of exploration and trade. • European motivations Muslims controlled many trade routes. Profit through trade in goods such as gold, silver, silks, sugar, and spices Spread of Christianity: missionaries, Bartolomé de las Casas speaks out against enslavement and mistreatment of native peoples • Geography of the spice trade The Moluccas, also called the “Spice Islands”: part of present-day Indonesia Locate: the region known as Indochina, the Malay Peninsula, the Philippines Definition of “archipelago” “Ring of Fire”: earthquakes and volcanic activity |

LRPA 5th Grade Global Studies Curriculum Map

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| | <ul style="list-style-type: none"> • <i>Triangular Trade</i> H.6.5.23: Examine the impact of early exploration and settlement patterns of the Spanish, British, and French in North America H.6.5.33: Identify Arkansas Post as the first European settlement in Arkansas and explain its geographic significance H.6.5.34: Locate and describe the differences between the three regions into which the English settled: <ul style="list-style-type: none"> • New England • Mid-Atlantic • South | | <p>Trade, and Colonization</p> <ul style="list-style-type: none"> • Portugal Prince Henry the Navigator, exploration of the West African coast Bartolomeu Dias rounds the Cape of Good Hope Vasco da Gama: spice trade with India, exploration of East Africa Portuguese conquer East African Swahili city-states Cabral claims Brazil • Spain Two worlds meet: Christopher Columbus and the Tainos Treaty of Tordesillas between Portugal and Spain Magellan crosses the Pacific, one of his ships returns to Spain, making the first round-the-world voyage Balboa reaches the Pacific • England and France Search for Northwest Passage (review from grade 3) Colonies in North America and West Indies Trading posts in India • Holland (The Netherlands) The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies The Dutch in South Africa, Cape Town The Dutch in North America: New Netherland (review from grade 3), later lost to England <p>Trade and Slavery</p> <ul style="list-style-type: none"> • The sugar trade African slaves on Portuguese sugar plantations on islands off West African coast, such as Sao Tomé Sugar plantations on Caribbean islands West Indies: Cuba, Puerto Rico, Bahamas, Dominican |
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LRPA 5th Grade Global Studies Curriculum Map

| | | | Republic, Haiti, Jamaica • Transatlantic slave trade: the “triangular trade” from Europe to Africa to colonies in the Caribbean and the Americas The “Slave Coast” in West Africa The Middle Passage |
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| Month | Topic/Standards | Essential Questions | Content |
| November | US Geography G.1.5.1: Classify locations as <i>absolute</i> or <i>relative</i> G.1.5.2: Identify and describe the region of the United States in which Arkansas is located G.1.5.3: Distinguish between the major regions of the United States and evaluate their interdependence G.1.5.4: Locate the major bodies of water that are related to the United States: • Atlantic Ocean • Caribbean Sea • Great Lakes • Gulf of Mexico • Pacific Ocean G.1.5.6: Distinguish between geography terms that describe or indicate region, place, or location | 1. What do we mean by region? | U. S. Geography • Locate: Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico • The Gulf Stream, how it affects climate • Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest |
| Month | Topic/Standards | Essential Questions | Content |
| December | American Revolution H.6.5.13: Explain how conflict between the English government and the English colonies led to the outbreak of the American | 1. Are revolutions inevitable? | American Revolution |

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| | <p>Revolution:</p> <ul style="list-style-type: none"> • Stamp Act • Sugar Act • Boston Tea Party • Intolerable Acts • Boston Massacre <p>H.6.5.14: Identify the contributions of significant people leading to the American Revolution:</p> <ul style="list-style-type: none"> • King George III • George Washington • Benjamin Franklin • Thomas Jefferson • Patrick Henry • Thomas Paine <p>H.6.5.15: Explain the political viewpoints of <i>Patriots</i> and <i>Loyalists</i> during the Revolutionary period</p> <p>H.6.5.16: Identify the importance of key battles of the Revolutionary War:</p> <ul style="list-style-type: none"> • Lexington and Concord • Bunker Hill • Saratoga • Yorktown <p>H.6.5.30: Evaluate contributions of women during the Revolutionary period</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| January | <p>Westward Expansion</p> <p>G.3.5.1: Recognize factors that influence migration</p> <p>G.3.5.2: Define <i>push-pull factors</i></p> <p>H.6.5.24: Explain how westward expansion contributed to the growth of the United States</p> <p>H.6.5.25: Trace the Lewis and Clark</p> | <p>1. In what ways can change/progress/growth be both positive and negative?</p> | <p>Westward Expansion</p> <p>Westward Expansion Before the Civil War</p> <ul style="list-style-type: none"> • Early exploration of the west Daniel Boone, Cumberland Gap, Wilderness Trail Lewis and Clark, Sacagawea “Mountain men,” fur trade Zebulon Pike, Pike’s Peak |

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| | <p>expedition and discuss its impact on the new nation</p> | | <ul style="list-style-type: none"> • Pioneers Getting there in wagon trains, flatboats, steamboats Many pioneers set out from St. Louis (Where the Missouri and Land routes: Santa Fe Trail and Oregon Trail Mormons (Latter-day Saints) settle in Utah, Brigham Young, Great Salt Lake Gold Rush, '49ers • Geography Erie Canal connecting the Hudson River and Lake Erie Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande Appalachian and Rocky Mountains Great Plains stretching from Canada to Mexico Continental Divide and the flow of rivers: east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean Westward Expansion After the Civil War • Homestead Act (1862), many thousands of Americans and immigrants start farms in the West • “Go west, young man” (Horace Greeley’s advice) • Railroads, Transcontinental Railroad links east and west, immigrant labor • Cowboys, cattle drives • The “wild west,” reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill • “Buffalo Soldiers,” African American troops in the West • U. S. purchases Alaska from Russia, |
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LRPA 5th Grade Global Studies Curriculum Map

| Month | Topic/Standards | Essential Questions | Content |
|----------|--|--|---|
| February | <p>The Civil War</p> <p>H.6.5.1: Discuss the purpose of political cartoons</p> <p>H.6.5.6: Identify important people and events during Arkansas' Territorial period</p> <p>H.6.5.7: Analyze the impact of the American Industrial Revolution:</p> <ul style="list-style-type: none"> • Cotton gin • Reaper • Steam engine <p>H.6.5.8: Identify and explain the significance of the following people:</p> <ul style="list-style-type: none"> • Fredrick Douglas • Harriet Tubman • John Brown • Abraham Lincoln • Ulysses S. Grant • Robert E. Lee • Sojourner Truth • Dorothea Dix <p>H.6.5.12: Describe the impact of slavery in the Americas</p> <p>H.6.5.19: Identify and describe the events and ideas leading to the Civil War</p> <p>H.6.5.20: Discuss the reasons for the</p> | <p>1. How did the Civil War have both benefits and cost for the United States?</p> | <p>“Seward’s folly”</p> <ul style="list-style-type: none"> • 1890: the closing of the American frontier (as acknowledged in the U. S. Census), the symbolic significance of the frontier <p>The Civil War</p> <p>Toward the Civil War</p> <ul style="list-style-type: none"> • Abolitionists: William Lloyd Garrison and <i>The Liberator</i>, Frederick Douglass • Slave life and rebellions • Industrial North versus agricultural South • Mason-Dixon Line • Controversy over whether to allow slavery in territories and new states <p>Missouri Compromise of 1820 Dred Scott decision allows slavery in the territories</p> <ul style="list-style-type: none"> • Importance of Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i> • John Brown, Harper’s Ferry • Lincoln: “A house divided against itself cannot stand.” Lincoln-Douglas debates Lincoln elected president, Southern states secede <p>The Civil War</p> <ul style="list-style-type: none"> • Fort Sumter • Confederacy, Jefferson Davis • Yankees and Rebels, Blue and Gray • First Battle of Bull Run • Robert E. Lee and Ulysses S. Grant |

LRPA 5th Grade Global Studies Curriculum Map

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| | <p>secession of southern states from the Union</p> <p>H.6.5.21: Identify and locate significant Civil War sites of the Union and Confederacy:</p> <ul style="list-style-type: none"> • Washington, Arkansas • Pea Ridge • Prairie Grove • Bull Run/Manassas • Antietam/Sharpsburg • Gettysburg <p>H.6.5.31: Investigate the roles of African Americans, American Indians, and women during the Civil War</p> <p>H.6.5.32: Identify the role of the following Arkansans in the Civil War:</p> <ul style="list-style-type: none"> • Isaac Murphy • David O. Dodd • Albert Pike • Earl Van Dorn • Thomas Hindman • James Blunt • Harris Flanagan | | <ul style="list-style-type: none"> • General Stonewall Jackson • Ironclad ships, battle of the USS <i>Monitor</i> and the CSS <i>Virginia</i> (formerly the USS <i>Merrimack</i>) • Battle of Antietam Creek • The Emancipation Proclamation • Gettysburg and the Gettysburg Address • African-American troops, Massachusetts Regiment led by Colonel Shaw • Sherman’s march to the sea, burning of Atlanta • Lincoln re-elected, concluding words of the Second Inaugural Address (“With malice toward none, with charity for all. . . .”) • Richmond (Confederate capital) falls to Union forces • Surrender at Appomattox • Assassination of Lincoln by John Wilkes Booth <p>Reconstruction</p> <ul style="list-style-type: none"> • The South in ruins • Struggle for control of the South, Radical Republicans vs. Andrew Johnson, impeachment • Carpetbaggers and scalawags • Freedmen’s Bureau, “40 acres and a mule” • 13th, 14th, and 15th Amendments to the Constitution • Black Codes, the Ku Klux Klan and “vigilante justice” • End of Reconstruction, Compromise of 1877, all federal troops removed from the South |
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LRPA 5th Grade Global Studies Curriculum Map

| Month | Topic/Standards | Essential Questions | Content |
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| March | <p>Native Americans</p> <p>H.6.5.26: Describe the causes and effects of the Indian Removal Act of 1830</p> <p>H.6.5.28: Identify the major pre-Columbia settlements:</p> <ul style="list-style-type: none"> • Cliff dwellers • Mound builders • Peoples of the Southwest • Peoples of the Pacific Northwest • Peoples of the Great Plains • Peoples of the Eastern Woodlands <p>H.6.5.29: Locate and describe the three main American Indian cultures in Arkansas during the exploration period:</p> <ul style="list-style-type: none"> • Quapaw Indians • Caddo Indians • Osage Indians | <p>1. Why should we be interested in other cultures?</p> | <p>Native Americans</p> <p>Culture and Life</p> <ul style="list-style-type: none"> • Great Basin and Plateau (for example, Shoshone, Ute, Nez Perce) • Northern and Southern Plains (for example, Arapaho, Cheyenne, Lakota [Sioux], Shoshone, Blackfoot, Crow) <p>Extermination of buffalo (review from grade 2)</p> <ul style="list-style-type: none"> • Pacific Northwest (for example, Chinook, Kwakiutl, Yakima) <p>American Government Policies</p> <ul style="list-style-type: none"> • Bureau of Indian Affairs • Forced removal to reservations • Attempts to break down tribal life, assimilation policies, Carlisle School <p>Conflicts</p> <ul style="list-style-type: none"> • Sand Creek Massacre • Little Big Horn: Crazy Horse, Sitting Bull, Custer's Last Stand • Wounded Knee <p>Ghost Dance</p> |
| Month | Topic/Standards | Essential Questions | Content |
| April | <p>Civics and Government</p> <p>C.4.5.1: Recognize that the Arkansas and the United States governments are composed of three branches:</p> <p>Executive Legislative Judicial</p> <p>C.4.5.2: Identify the system of checks</p> | <p>1. What are the roles and responsibilities of government?</p> | <p>Civics and Government</p> <p>Teacher created unit from the state standards</p> |

LRPA 5th Grade Global Studies Curriculum Map

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| | <p>and balances in government C.4.5.3: Identify the roles and responsibilities of the executive branch C.4.5.4: Identify and describe the roles of the legislative branch C.4.5.5: Identify and describe the roles of the judicial branch C.4.5.8: Discuss the succession of leadership at the state level C.4.5.9: Discuss the two-party system C.5.5.1: Identify the founding documents that helped to establish laws for the United States C.5.5.2: Identify the purpose of the Declaration of Independence C.5.5.8: Identify the requirements for becoming a citizen of the United States C.5.5.9: Identify the rights and responsibilities of United States citizenship C.5.5.10: Discuss the importance of the rights of United States citizens set forth in the Bill of Rights C.5.5.11: Identify the proper procedure for voting in the United States and in Arkansas C.5.5.12: Discuss ways citizens participate in government at the state and local level C.5.5.13: Identify the Bill of Rights in the United States Constitution C.5.5.14: Identify the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments C.5.5.15: Identify various</p> | | |
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LRPA 5th Grade Global Studies Curriculum Map

| | <p>organizations from U.S. History through which citizen's rights were affected</p> <p>C.5.5.3: Identify the significance of the following individuals in establishing the government of the United States: John Adams Benjamin Franklin Alexander Hamilton Thomas Jefferson John Marshall James Madison George Washington</p> <p>C.5.5.4: Identify the significance of the Articles of Confederation</p> <p>C.5.5.5: Discuss how the ineffectiveness of the Articles of Confederation led to the creation of the United States</p> <p>C.4.5.6: Identify the forms of government</p> <p>C.4.5.7: Identify elected state and federal government officials</p> <p>C.5.5.6: Research national symbols and explain their significance using primary and secondary sources</p> <p>C.5.5.7: Identify significant examples of patriotic music from various periods of United States history</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| May | <p>Economics</p> <p>E.9.5.1: Describe the characteristics of money:</p> <ul style="list-style-type: none"> • <i>Portability</i> • <i>Divisibility</i> • <i>Durability</i> | <p>1. Why is money important to our society?</p> | <p>Economics</p> <p>Teacher created unit from state standards</p> |

LRPA 5th Grade Global Studies Curriculum Map

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| | <ul style="list-style-type: none"> • <i>Uniformity</i> <p>E.9.5.2: Examine the reasons for using a financial institution for saving money:</p> <ul style="list-style-type: none"> • Interest (rate of return) • Safety <p>E.9.5.3: Identify methods people use to save and spend money</p> <p>E.9.5.4: Discuss the purpose of selling stocks to capitalized companies</p> <p>E.9.5.5: Identify the meaning of economic <i>inflation</i></p> <p>E.9.5.6: Identify <i>Gross Domestic Product (GDP)</i></p> <p>E.9.5.7: Identify the role of the <i>Federal Reserve</i> in the economy</p> <p>E.9.5.10: Identify how changes in <i>supply and demand</i> affect prices</p> <p>E.9.5.11: Identify methods used to reduce or eliminate competition</p> <p>E.9.5.12: Identify the various marketing techniques:</p> <ul style="list-style-type: none"> • Advertising • Mail order catalog • Increasing demand for goods and services <p>E.7.5.1: Identify the basic economic wants and needs of all people</p> <p>E.7.5.2: Recognize that choices have both present and future consequences</p> <p>E.7.5.3: Identify the causes of <i>scarcity</i> and why <i>scarcity</i> of resources makes it necessary to make choices</p> <p>E.7.5.4: Discuss the meaning of <i>opportunity costs</i></p> <p>E.7.5.5: Identify why federal, state, and local governments have</p> | | |
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LRPA 5th Grade Global Studies Curriculum Map

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| | <p>To make choices because of <i>limited resources</i></p> <p>E.7.5.6: Examine the economic decisions that every society must make:</p> <ul style="list-style-type: none"> • What is to be produced and in what quantities • How will it be produced • Who will receive what is produced <p>E.7.5.7: Identify examples of <i>traditional, market, and command economies</i></p> <p>E.7.5.8: Discuss the meaning of <i>trade-offs</i></p> <p>E.7.5.9: Identify the characteristics of a <i>free enterprise system</i></p> <p>E.8.5.1: Research the role that <i>entrepreneurs</i> have played in the development of the economy of Arkansas</p> <p>E.8.5.2: Discuss the impact additional capital goods (e.g., tools and machines) have on <i>productivity</i></p> <p>E.8.5.3: Identify the four basic categories of earned income that are received from the four <i>factors of production</i>:</p> <ul style="list-style-type: none"> • <i>Wages</i> and salaries • Rent • Interest • Profit <p>E.8.5.4: Examine the need for <i>natural resources</i> in determining settlement patterns</p> <p>E.9.5.8: Identify the costs/benefits associated with the development of global trade</p> | | |
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LRPA 5th Grade Global Studies Curriculum Map

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| | E.9.5.9: Identify various types of currency in the global economy | | |
| Month | Topic/Standards | Essential Questions | Content |
| June | Additional Geography standards can be covered during this month if not covered throughout the year | | |

Geography Standards

- G.1.5.5: Identify a variety of charts and graphs used to display data on a variety of topics such as climate or population
- G.2.5.1: Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Arkansas and the United States
- G.2.5.2: Understand the contributions of people of various racial, ethnic, and religious groups in Arkansas and the United States
- G.2.5.3: Recognize examples of *cultural diffusion*, *cultural exchange*, and *assimilation*
- G.3.5.3: Identify various forms of technology and methods of transferring ideas and information
- G.3.5.4: Recognize the concepts of *interstate*, *intrastate*, *infrastructure*, and *globalization*
- G.3.5.5: Identify renewable and nonrenewable resources
- G.3.5.6: Identify ways people have modified the physical environment
- G.3.5.7: Discuss ways in which Arkansans adapted to and modified the environment

History Standards

- H.6.5.2: Read and interpret timelines using the terms:
- ca (circa)
 - Before Common Era/Common Era (BCE/CE)
 - Millennia
 - Millennium
 - Decade
 - Century
- H.6.5.5: Describe the role and impact of legislative bodies in the colonial government
- H.6.5.11: Evaluate the contributions of political and religious leaders in colonial America

Reading Express Correlated to the Common Core English Language Arts Standards

| Grade 5 Common Core English Language Arts Standards | Reading Express Level E |
|--|---|
| Reading: Literature | |
| Key Ideas and Details | |
| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Lesson 33: Inferences Lesson 38: Plot Lesson 39: Character Lesson 40: Setting Lesson 42: Mood Lesson 53: Fables Lesson 54: Tall Tales Lesson 55: Myths/Legends |
| 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | Lesson 30: Summarize Lesson 41: Theme Lesson 57: Autobiographies/Biographies Lesson 58: Drama |
| 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | Lesson 22: Compare and Contrast Lesson 38: Plot Lesson 39: Character Lesson 58: Drama |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | Lesson 4: Context Clues Lesson 44: Imagery and Sensory Details Lesson 45: Similes and Metaphors |
| 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | Lesson 38: Plot Lesson 58: Drama Lesson 59: Poetry |
| 6. Describe how a narrator's or speaker's point of view influences how events are described. | Lesson 27: Author's Purpose Lesson 43: Point of View |
| Integration of Knowledge and Ideas | |
| 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | Lesson 50: Realistic Fiction Lesson 51: Historical Fiction Lesson 52: Science Fiction Lesson 54: Tall Tales Lesson 55: Myths and Legends Lesson 59: Poetry |
| 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | Lesson 22: Compare and Contrast Lesson 41: Theme Lesson 50: Realistic Fiction Lesson 51: Historical Fiction Lesson 52: Science Fiction Lesson 53: Fables Lesson 54: Tall Tales Lesson 55: Myths and Legends Lesson 58: Drama Lesson 59: Poetry |
| Range of Reading and Complexity of Text | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. | Lesson 4: Context Clues Lesson 50: Realistic Fiction Lesson 51: Historical Fiction Lesson 52: Science Fiction Lesson 53: Fables Lesson 54: Tall Tales Lesson 55: Myths/Legends Lesson 58: Drama Lesson 59: Poetry |

| Reading: Informational Text | |
|--|---|
| Key Ideas and Details | |
| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Lesson 33: Inferences Lesson 34: Recalling Facts |
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Lesson 29: Main idea and Supporting Details Lesson 30: Summarize Lesson 34: Recalling Facts |
| 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Lesson 11: Charts Lesson 12: Graphs Lesson 13: Maps Lesson 14: Diagrams Lesson 15: Venn Diagram Lesson 16: Timeline Lesson 17: Illustrations/Photos/Captions Lesson 22: Compare/Contrast Lesson 34: Recalling Facts Lesson 38: Plot Lesson 39: Character Lesson 51: Historical Fiction Lesson 52: Science Fiction |
| Craft and Structure | |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . | Lesson 4: Context Clues Lesson 9: Dictionary Lesson 17: Illustrations/Photos/Captions Lesson 19: Glossary Lesson 21: Headings/Subheadings |
| 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | Lesson 11: Charts Lesson 12: Graphs Lesson 13: Maps Lesson 14: Diagrams Lesson 15: Venn Diagram Lesson 16: Timeline Lesson 17: Illustrations/Photos/Captions Lesson 22: Compare and Contrast Lesson 23: Cause and Effect Lesson 24: Chronological Order Lesson 25: Problem and Solution Lesson 28: Question and Answer Lesson 29: Main idea and Supporting Details Lesson 34: Recalling Facts Lesson 37: Connecting Text to Text/Self/World |
| 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | Lesson 22: Compare and Contrast Lesson 29: Main idea and Supporting Details Lesson 34: Recalling Facts Lesson 43: Point of View |

Reading Express Correlated to the Common Core English Language Arts Standards

| Integration of Knowledge and Ideas | |
|--|---|
| 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | Lesson 25: Problem and Solution Lesson 26: Question and Answer |
| 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | Lesson 27: Author's Purpose Lesson 29: Main Idea and Supporting Details Lesson 34: Recalling Facts Lesson 43: Point of View |
| 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | Lesson 22: Compare and Contrast Lesson 29: Main Idea and Supporting Details Lesson 30: Summarize Lesson 31: Conclusions Lesson 34: Recalling Facts Lesson 37: Connecting Text to Text/Self/World |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | Lesson 4: Context Clues Lesson 29: Main Idea and Supporting Details Lesson 30: Summarize Lesson 34: Recalling Facts Lesson 56: Nonfiction |
| Reading: Foundational Skills | |
| Phonics and Word Recognition | |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Lesson 1: Prefixes and Suffixes Lesson 2: Root Words Lesson 3: Word Origins Lesson 4: Context Clues Lesson 5: Synonyms and Antonyms Lesson 6: Homophones Lesson 7: Homographs |
| 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | Lesson 4: Context Clues Lesson 27: Author's Purpose Lesson 59: Poetry |

| Language | |
|--|---|
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Lesson 1: Prefixes and Suffixes Lesson 2: Root Words Lesson 3: Word Origins Lesson 4: Context Clues Lesson 9: Dictionary |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. | Lesson 1: Prefixes and Suffixes Lesson 2: Root Words Lesson 3: Word Origins Lesson 5: Synonyms and Antonyms Lesson 6: Homophones Lesson 7: Homographs Lesson 9: Dictionary Lesson 19: Glossary Lesson 21: Headings/Subheadings |
| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems. | Lesson 50: Realistic Fiction Lesson 51: Historical Fiction Lesson 52: Science Fiction Lesson 53: Fables Lesson 54: Tall Tales Lesson 55: Myths/Legends Lesson 56: Nonfiction Lesson 57: Autobiographies/Biographies Lesson 58: Drama Lesson 59: Poetry |

| Vocabulary Acquisition and Use | |
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| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | <p>Lesson 4: Context Clues Lesson 6: Homophones Lesson 7: Homographs Lesson 9: Dictionary Lesson 10: Thesaurus</p> |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>interpret figurative language, including similes and metaphors, in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p>Lesson 5: Synonyms and Antonyms Lesson 6: Homophones Lesson 7: Homographs Lesson 8: Connotations/Denotation Lesson 45: Similes and Metaphors</p> |
| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p> | <p>Lesson 1: Prefixes and Suffixes Lesson 2: Root Words Lesson 3: Word Origins Lesson 4: Context Clues Lesson 22: Compare and Contrast Lesson 23: Cause and Effect</p> |

Many Voices Literature
Themes: An Introduction to Literature

| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
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| Reading: Literature | |
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 36-42; 80; 84-94; 130-141; 186-199; 424-427; 250-253; 274-275; 288-299; 340-343; 376-383 TG: 41; 71; 75; 104; 123; 154; 158; 168; 186; 210; 232 |
| 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | SB: 8; 66; 80; 125; 220; 284; 364 TG: 30; 71; 61; 98; 144; 181; 223 |
| 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | SB: 54-64; 158-175; 288-288; 390-397 TG: 51; 116; 186; 239 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | SB: 70-77; 222; 286; 400-405; 422-441 TG: 31; 32; 35; 36; 39; 42; 49; 52; 53; 62; 67; 90; 99; 135; 144; 173; 182; 215; 224; 243; 249; 254 |
| 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | SB: 28, #3; 34, #4; 43, #2; 65, #3; 78, #2; et al. TG: 32; 36; 39; 49; 64 |
| 6. Explain how an author develops the point of view of the narrator or speaker in a text. | SB: 158-175; 386-387; 400-405; 422-441 TG: 116; 236; 243; 249 |
| Integration of Knowledge and Ideas | |
| 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | |
| 8. (Not applicable to literature) | |
| 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | TG: 57-58; 94-95; 139-140; 177-178; 219-220; 258-259 |

Many Voices Literature
Themes: An Introduction to Literature

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| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | SB: The reading levels of the fiction, poetry, and drama in the text range from grade 6 to 10. Scaffolding appears before every selection - see pages 13, 49, 149 as examples. TG: scaffolding on pages 20-24 |
| Reading: Informational Text | |
| Key Ideas and Details | |
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 98-101; 104-112; 186-199; 202-205; 208-218; 256-262; 288-299; 408-419 TG: 80; 84; 123; 128; 133; 161; 186; 246 |
| 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | SB: 102, #1; 206, #2; 219, #1; 263, #4; 338, #1; 420, #1, 3, & 4 TG: 77; 125; 130; 159; 184; 204; 244 |
| 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | SB: 98-101; 104-112; 202-205; 208-218; 256-262; 288-299; 334-337 TG: 80; 84; 128; 133; 161; 186; 206 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | SB: 97; 103; 142; 201; 207; 254; 276; 287; 332; 407 TG: 77; 81; 82; 85; 125; 129; 130; 134; 169; 172; 184; 187; 204; 207 |
| 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | SB: 102, #1-4; 113, #2 & 3; 148, #1-4; 206, #1 & 2, 263, #4; 283, #1; 300, #1 & 4; 338, #4 TG: 77; 82; 125; 130; 159; 184; 204; 244 |
| 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | SB: 102, #1; 206, #2; 219, #1; 263, #4; 338, #1; 420, #1, 3, & 4 TG: 77; 125; 130; 159; 184; 204; 244 |
| Integration of Knowledge and Ideas | |
| 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | |
| 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | |
| 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | SB: The reading levels of the nonfiction, selections in the text range from grade 6 to 10. Scaffolding appears before every selection - see pages 97, 143; & 210 as examples. TG: scaffolding on pages 20-24 |
| Writing | |
| Text Types and Purposes | |
| 1. Write arguments to support claims with clear reasons and relevant evidence. | TG: 274-275 |
| a. Introduce claim(s) and organize the reasons and evidence clearly. | TG: 274-275 |

Many Voices Literature
Themes: An Introduction to Literature

| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
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| b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | TG: 274-275 |
| c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | TG: 274-275 |
| d. Establish and maintain a formal style. | TG: 274-275 |
| e. Provide a concluding statement or section that follows from the argument presented. | TG: 274-275 |
| 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | TG: 64; 82; 260-264; 267-269 |
| a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | TG: 260-264; 267-269 |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | TG: 260-264; 267-269 |
| c. Use appropriate transitions to clarify the relationships among ideas and concepts. | |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | TG: 260-264; 267-269 |
| e. Establish and maintain a formal style. | TG: 260-264; 267-269 |
| f. Provide a concluding statement or section that follows from the information or explanation presented. | TG: 260-264; 267-269 |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | TG: 32; 36; 57; 72; 77; 82, et al. |
| a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | TG: 32; 36; 57; 72; 77; 82, et al. |
| b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | TG: 32; 36; 57; 72; 77; 82, et al. |
| c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | TG: 32; 36; 57; 72; 77; 82, et al. |
| e. Provide a conclusion that follows from the narrated experiences or events. | TG: 32; 36; 57; 72; 77; 82, et al. |

Many Voices Literature
Themes: An Introduction to Literature

| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
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| Production and Distribution of Writing | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | TG: 263-266; 269-271; 274-277 |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | TG: 263-266; 269-271; 274-277 |
| 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | |
| Research to Build and Present Knowledge | |
| 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | 58; 95; 140; 178; 220; 259 |
| 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | 58; 95; 140; 178; 220; 259 |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). | |
| Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | |

Many Voices Literature
Themes: An Introduction to Literature

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| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
| Range of Writing | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | TG: 32; 36; 57; 64; 72, 77; 82; 260-264; 267-269 |
| Speaking & Listening | |
| Comprehension and Collaboration | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. | SB: 43; 113; 200; 239; 300; 324; 344; 363, et al. TG: 58; 95; 140; 178; 220; 259 |
| a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | SB: 43; 113; 200; 239; 300; 324; 344; 363, et al. TG: 58; 95; 140; 178; 220; 259 |
| b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | |
| c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | |
| d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | TG: 78 |
| 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | TG: 78 |
| 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | TG: 78 |
| Presentation of Knowledge and Ideas | |
| 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | TG: 58; 95; 140; 178; 220; 259 |
| 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | TG: 58; 95; 140; 178; 220; 259 |
| Language | |
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | TG: 265-266; 270-271; 275-277 |
| a. Ensure that pronouns are in the proper case (subjective, objective, possessive). | |
| b. Use intensive pronouns (e.g., myself, ourselves). | |
| c. Recognize and correct inappropriate shifts in pronoun number and person.* | |
| d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* | |

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Many Voices Literature
Themes: An Introduction to Literature

| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
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| e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | TG: 265-266; 270-271; 275-277 |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | TG: 265-266; 270-271; 275-277 |
| a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* | TG: 265-266; 270-271; 275-277 |
| b. Spell correctly. | TG: 265-266; 270-271; 275-277 |
| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | TG: 265-266; 270-271; 275-277 |
| a. Vary sentence patterns for meaning, reader/listener interest, and style.* | |
| b. Maintain consistency in style and tone.* | |
| c. Vocabulary Acquisition and Use | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | SB: 286 |
| a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | SB: 222-224 |
| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | |
| c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | TG: 36; 38; 43; 45; 168; 203 |
| a. Interpret figures of speech (e.g., personification) in context. | TG: 43; 45 |
| b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). | |
| 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| Note | |

Many Voices Literature
Themes: An Introduction to Literature

| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
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| <p>Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> | |

Many Voices Literature
Snapshots: Literature for Young Adults

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| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
| Reading: Literature | |
| Key Ideas and Details | |
| 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 12-24; 26-30; 31-40; 93-99; 76-82; TG: 38; 43; 47; 89; |
| 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | SB: 62, #1, 5 & 6; 112, #1 & 5; 178, #1, 3, & 7; 244, #5 & 6; 292, #5; 346, #4, 5, 6 TG: 32; 56-57; 67; 96-97; 98; 106; 132-133; 142; 169-170; 179; 213; 203-204; 240-241 |
| 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | SB: 36-53; 73-75; 122-134; 309-315 TG: 51; 76; 116; 143; 224 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | TG: Examples from Units One and Two - all units follow this format: 33; 35; 39; 40; 43; 44; 48; 59; 68; 70; 73; 74; 77; 81; 86; 90; 91; 95; 99 |
| 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | SB: 53 |
| 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | SB: 26-30; 162-177 TG: 42; 130 |
| Integration of Knowledge and Ideas | |
| 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | |
| 8. (Not applicable to literature) | |
| 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | SB: The reading levels of the fiction, poetry, and drama in the text range from grades 6 to 10. Scaffolding: 9; 63, #9; 113, #9; 179, #9; 246, #9; 293, #9; 346, #9; 328-364 TG: Scaffolding: 20-26; 34; 69; 108; 144; 181; 215 |
| Reading: Informational Text | |
| Key Ideas and Details | |
| 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 31-34; 66-72; 73-75; 153-161; 231-234 TG: 47; 73; 76; 125; 163 |
| 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | SB: 62, #1, 5 & 6; 112, #1 & 5; 178, #1, 3, & 7; 244, #5 & 6; 292, #5; 346, #4, 5, 6 TG: 32; 56-57; 67; 96-97; 98; 106; 132-133; 142; 169-170; 179; 213; 203-204; 240-241 |
| 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | SB: 73-75; 153-161 TG: 76; 125 |

Many Voices Literature
Snapshots: Literature for Young Adults

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| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | TG: Examples from Units One and Two - all units follow this format: 33; 35; 39; 40; 43; 44; 48; 59; 68; 70; 73; 74; 77; 81; 86; 90; 91; 95; 99 |
| 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | SB:73-75; 231-234 TG: 76; 163 |
| 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | SB: 153-161 TG: 125 |
| Integration of Knowledge and Ideas | |
| 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | |
| 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | |
| 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | SB: The reading levels of the nonfiction selections in the text range from grades 6 to 10. Scaffolding: 9; 63, #9; 113, #9; 179, #9; 246, #9; 293, #9; 346, #9; 328-364 TG: Scaffolding: 20-26; 34; 69; 108; 144; 181; 215 |
| Writing | |
| Text Types and Purposes | |
| 1. Write arguments to support claims with clear reasons and relevant evidence. | TG: 262-274 |
| a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | TG: 262-274 |
| b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | TG: 262-274 |
| c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | |
| d. Establish and maintain a formal style. | TG: 267-265 |
| e. Provide a concluding statement or section that follows from and supports the argument presented. | TG: 267-265 |
| 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | TG: 249-256; 257-261 |

**Many Voices Literature
Snapshots: Literature for Young Adults**

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| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
| a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | TG: 249-256; 257-261 |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | TG: 249-256; 257-261; |
| c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | TG: 253-256; 257-261 |
| e. Establish and maintain a formal style. | TG: 253-256; 257-261 |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | TG: 253-256; 257-261 |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | TG: 40; 48; 63, 1-5; 94, The Way I See it; 82, The Way I See It; 103; Creative Writing; 118, The Way I See It; 123, The Way I See It; 127; The Way I See It; 133, Writing; 139, Creative Writing; 145, The Way I See It; 155, The Way I See it; 169: The Way I See It; 170, Writing; 176; Creative Writing; 198, The Way I See It; 210, Creative Writing; 216, The Way I See it; 221; The Way I See It; 226, The Way I See It; 231, The Way I See It; 247, Creative Writing |
| a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | TG: 40; 48; 63, 1-5; 94, The Way I See it; 882, The Way I See It; 103; Creative Writing; 118, The Way I See It; 123, The Way I See It; 127; The Way I See It; 133, Writing; 139, Creative Writing; 145, The Way I See It; 155, The Way I See It; 169: The Way I See It; 170, Writing; 176; Creative Writing; 198, The Way I See it; 210, Creative Writing; 216, The Way I See it; 221; The Way I See it; 226, The Way I See it; 231, The Way I See it; 247, Creative Writing |
| b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | TG: 40; 48; 63, 1-5; 94, The Way I See it; 882, The Way I See it; 103; Creative Writing; 118, The Way I See It; 123, The Way I See it; 127; The Way I See it; 133, Writing; 139, Creative Writing; 145, The Way I See it; 155, The Way I See it; 169: The Way I See It; 170, Writing; 176; Creative Writing; 198, The Way I See it; 210, Creative Writing; 216, The Way I See it; 221; The Way I See it; 226, The Way I See it; 231, The Way I See it; 247, Creative Writing |
| c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | |

Many Voices Literature
Snapshots: Literature for Young Adults

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| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | TG: 40; 48; 63, 1-5; 94, The Way I See It; 82, The Way I See It; 103; Creative Writing; 118, The Way I See It; 123, The Way I See It; 127; The Way I See It; 133, Writing; 139, Creative Writing; 145, The Way I See It; 155, The Way I See It; 169; The Way I See It; 170, Writing; 176; Creative Writing; 198, The Way I See It; 210, Creative Writing; 216, The Way I See It; 221; The Way I See It; 226, The Way I See It; 231, The Way I See It; 247, Creative Writing |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | TG: 40; 48; 63, 1-5; 94, The Way I See It; 82, The Way I See It; 103; Creative Writing; 118, The Way I See It; 123, The Way I See It; 127; The Way I See It; 133, Writing; 139, Creative Writing; 145, The Way I See It; 155, The Way I See It; 169; The Way I See It; 170, Writing; 176; Creative Writing; 198, The Way I See It; 210, Creative Writing; 216, The Way I See It; 221; The Way I See It; 226, The Way I See It; 231, The Way I See It; 247, Creative Writing |
| Production and Distribution of Writing | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | TG: 235-256; 259-261; 265-267 |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | TG: 235-256; 259-261; 265-267 |
| 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | |
| Research to Build and Present Knowledge | |
| 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | TG: 64; 104; 140, 177; 211; 248 |
| 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | TG: 64; 104; 140, 177; 211; 248 |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | TG: 64; 104; 140, 177; 211; 248 |
| Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). | |

Many Voices Literature
Snapshots: Literature for Young Adults

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| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
| Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). | |
| Range of Writing | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | See Text Types and Purposes and Research to Build, and Present Knowledge above. |
| Speaking & Listening | |
| Comprehension and Collaboration | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | SB: Discussing sections on pages 63, 113, 17, 245, 293, 347 TG: 57; 97; 133; 170; 204; 241 |
| a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | SB: Discussing sections on pages 63, 113, 17, 245, 293, 347 TG: 57; 97; 133; 170; 204; 241 |
| b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | |
| c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | SB: Discussing sections on pages 63, 113, 17, 245, 293, 347 TG: 57; 97; 133; 170; 204; 241 |
| d. Acknowledge new information expressed by others and, when warranted, modify their own views. | SB: Discussing sections on pages 63, 113; 179; 245; 293; 347 TG: 57; 97; 133; 170; 204; 241 |
| 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | TG: 275 |
| 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | TG: 275 |
| Presentation of Knowledge and Ideas | |
| 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | TG: 275 |
| 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | TG: 275 |

Many Voices Literature
Snapshots: Literature for Young Adults

| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
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| Language | |
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | TG: 235-256; 259-261; 265-267 |
| Explain the function of phrases and clauses in general and their function in specific sentences. | |
| Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | |
| Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | TG: 235-256; 259-261; 265-267 |
| a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). | |
| b. Spell correctly. | |
| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | TG: 235-256; 259-261; 265-267 |
| Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | TG: 235-256; 259-261; 265-267 |
| Vocabulary Acquisition and Use | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. | |
| a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | |
| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). | |
| c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | TG: 80; 94; 148 |
| a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | TG: 112; 153 |

Many Voices Literature
Snapshots: Literature for Young Adults

| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
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| b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | |
| 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |

Many Voices Literature
A Multicultural Reader: Collection One

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| Correlation to the Common Core State Standards for English Language Arts, Grade 8 | SB-Student Book TG-Teaching and Assessment Resources |
| Reading: Literature | |
| Key Ideas and Details | |
| 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 21-35; 49-59; 60-71; 76-77; 82-83; 118-125; 151-164; 212-213; 268-272; 273-275; 312-313; 320-324 TG: 43; 55; 59; 77; 83; 100; 132; 168; 209; 212; 247; 256 |
| 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | SB: 72-73; 126-127; 182-183; 248-249; 294-295; 330-331 TG: 43; 72; 114; 157; 194; 234 |
| 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | SB: 126, #4; 182, #1; 248, #3; 294, #3; 330, #2 & 4 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | SB: 36-37; 118-125; 145-150; 215-227 TG: 36; 46; 64; 74; 100; 105; 116; 129; 148; 159; 170; 185; 196; 226; 236; 266 |
| 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | SB: 146-150; 212-213 TG: 129; 168 |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. | SB: The reading levels of the fiction, poetry, and drama in the text range from grade 6 to 10. TG: scaffolding on pages 24-25; 20-30 |
| Reading: Informational Text | |
| Key Ideas and Details | |
| 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 38-45; 109-112; 113-117; 140-145; 177-181; 268-272; 286-293; 314-318 TG: 49; 92; 96; 125; 144; 209; 220; 250 |
| 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | SB: 72-73; 126-127; 182-183; 248-249; 294-295; 330-331 TG: 43; 72; 114; 157; 194; 234 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | SB: 109-112; 140-145; 177-181; 286-293; 327-329 TG: 36; 64; 74; 92; 105; 116; 125; 144; 148; 150; 220; 185; 194; 226; 236; 261; 266 |
| 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | SB: 38-45; 215-227 TG: 49; 173 |

Many Voices Literature
A Multicultural Reader: Collection One

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| Correlation to the Common Core State Standards for English Language Arts, Grade 8 | SB-Student Book TG-Teaching and Assessment Resources |
| Integration of Knowledge and Ideas | |
| 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | SB: 314-318; 327-329 TG: 250; 261 |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | SB: The reading levels of the nonfiction selections in the text range from grade 6 to 10. TG: scaffolding on pages 24-25; 20-30 |
| Writing | |
| Text Types and Purposes | |
| 1. Write arguments to support claims with clear reasons and relevant evidence. | TG: 283-285 |
| a. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | TG: 283-285 |
| b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | TG: 283-285 |
| d. Establish and maintain a formal style. | TG: 283-285 |
| e. Provide a concluding statement or section that follows from and supports the argument presented. | TG: 283-285 |
| 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | SB: 146 TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| e. Establish and maintain a formal style. | TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | SB: 73, Telling Your Own Story; 104; 127, Creative Craft, Telling Your Own Story; 183, Creative Craft, Telling Your Own Story; 249, Creative Craft, Telling Your Own Story; 295, Telling Your Own Story; 331, Creative Craft, Telling Your Own Story TG: 68; 109; 152; 189; 230; 270 |

Many Voices Literature
A Multicultural Reader: Collection One

| Correlation to the Common Core State Standards for English Language Arts, Grade 8 | SB-Student Book TG-Teaching and Assessment Resources |
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| a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | SB: 73, Telling Your Own Story; 127, Creative Craft, Telling Your Own Story; 183, Creative Craft, Telling Your Own Story; 249, Creative Craft, Telling Your Own Story; 295, Telling Your Own Story; 331, Creative Craft, Telling Your Own Story TG: 68; 109; 152; 189; 230; 270 |
| b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | SB: 73, Telling Your Own Story; 127, Creative Craft, Telling Your Own Story; 183, Creative Craft, Telling Your Own Story; 249, Creative Craft, Telling Your Own Story; 295, Telling Your Own Story; 331, Creative Craft, Telling Your Own Story TG: 68; 109; 152; 189; 230; 270 |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | SB: 73, Telling Your Own Story; 127, Creative Craft, Telling Your Own Story; 183, Creative Craft, Telling Your Own Story; 249, Creative Craft, Telling Your Own Story; 295, Telling Your Own Story; 331, Creative Craft, Telling Your Own Story TG: 68; 109; 152; 189; 230; 270 |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | SB: 73, Telling Your Own Story; 127, Creative Craft, Telling Your Own Story; 183, Creative Craft, Telling Your Own Story; 249, Creative Craft, Telling Your Own Story; 295, Telling Your Own Story; 331, Creative Craft, Telling Your Own Story TG: 68; 109; 152; 189; 230; 270 |
| Production and Distribution of Writing | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | TG: 274-277; 280-282; 285-287 |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | TG: 274-277; 280-282; 285-287 |
| Research to Build and Present Knowledge | |
| 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | TG: 69; 110; 153; 190; 231; 271; 290 |
| 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | TG: 69; 110; 153; 190; 231; 271; 290 |

Many Voices Literature
A Multicultural Reader: Collection One

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| Correlation to the Common Core State Standards for English Language Arts, Grade 8 | SB-Student Book TG-Teaching and Assessment Resources |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | TG: 69; 110; 153; 190; 231; 271; 290 |
| Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). | TG: 68; 109; 152; 189; 230; 270; 272-277 |
| Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). | TG: 68; 109; 152; 189; 230; 270; 272-277 |
| Range of Writing | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). | See Test Types and Purposes and Research to Build, numbers 1-3. and Present, Knowledge, numbers 7-9 above. |
| Speaking & Listening | |
| Comprehension and Collaboration | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | TG: Discussion and Activities on pages 61, 102, 145, 182, 223, 263 |
| a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | TG: Discussion and Activities on pages 61, 102, 145, 182, 223, 263 |
| b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | |
| c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. | TG: Discussion and Activities on pages 61, 102, 145, 182, 223, 263 |
| d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | TG: Discussion and Activities on pages 61, 102, 145, 182, 223, 263 |
| 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | SB: 314-318; 327-329 TG: 250; 261 |
| Presentation of Knowledge and Ideas | |
| 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | TG: 69; 110; 153; 190; 231; 271; 290; 292 |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | TG: 69; 110; 153; 190; 231; 271; 290; 292 |

Many Voices Literature
A Multicultural Reader: Collection One

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| Correlation to the Common Core State Standards for English Language Arts, Grade 8 | SB-Student Book TG-Teaching and Assessment Resources |
| Language | |
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | TG: 276-277; 281-282; 286-287 |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | TG: 276-277; 281-282; 286-287 |
| a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | TG: 276-277; 281-282; 286-287 |
| c. Spell correctly. | TG: 276-277; 281-282; 286-287 |
| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | TG: 276-277; 281-282; 286-287 |
| Vocabulary Acquisition and Use | |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | SB: 109-112; 262 TG: 92; 202 |
| a. Interpret figures of speech (e.g. verbal irony, puns) in context. | SB: 140-145 TG:124 |

LRPA 5th Grade
Natural World Curriculum Map

| NOTE: Scientific Inquiry standards will be taught throughout the year in all content | | | | |
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| NOTE: Due to being a state tested year, teachers will review additional standards from grades 3 and 4 within each content area. Review standards will be marked with a * | | | | |
| Month | Topic/State Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| August and September | <p>Living Systems LS.2.5.1 Compare the cell theory to the characteristics of a scientific theory</p> <p>LS.2.5.2 Examine cells on a microscopic level</p> <p>LS.2.5.3 Describe the similarities of basic cell functions in all organisms</p> <p>LS.2.5.4 Model and identify the parts of animal cells and plant cells:</p> <ul style="list-style-type: none"> • cell wall • cell membrane • nucleus • cytoplasm • chloroplast | <p>5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> | <p>FOSS Living Systems</p> <ul style="list-style-type: none"> • Learn that the basic unit of life is the cell. • Learn that all cells have basic needs — water, food, gas exchange, and waste disposal. • Learn how materials are transported to cells in multicellular organisms. • Learn the structures and functions of the circulatory, respiratory, digestive, and excretory systems in humans. • Learn that vascular plants have specialized tissues (xylem and phloem tubes) for the transport of water, minerals, and sugar to cells. • Discover that leaves play an important role in the transport of water to cells in vascular plants. • Learn that green plant cells make sugar from carbon dioxide and water in the presence of sunlight, and release oxygen. • Learn that plant and animal cells obtain energy by breaking down sugar into carbon dioxide and water (cellular respiration). • Classify leaves based on venation pattern. • Design, conduct, and analyze the results of experiments. • Write scientific reports. • Use metric tools and make and record quantitative observations in a scientific investigation. | <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • inherited • learned • species • larva • germinate • metamorphosis • pollinate • pupa • reproduction • stage • locomotion • systems • skeleton <p>Living Systems SLE's:</p> <p>4. Model and identify the parts of animal <i>cells</i> and plant <i>cells</i>:</p> <ul style="list-style-type: none"> • <i>cell</i> wall • <i>cell</i> membrane • <i>nucleus</i> • cytoplasm • chloroplast <p>5. Compare and contrast plant and animal <i>cells</i>.</p> <p>6. Conduct investigations to separate plant pigments from the <i>cell</i>.</p> <p>7. Identify the role of chlorophyll in the process of photosynthesis.</p> <p>8. Explain and illustrate photosynthesis.</p> |

LRPA 5th Grade
Natural World Curriculum Map

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| | <p>LS.2.5.5 Compare and contrast plant and animal cells</p> <p>LS.2.5.6 Conduct investigations to separate plant pigments from the cell</p> <p>LS.2.5.7 Identify the role of chlorophyll in the process of photosynthesis</p> <p>LS.2.5.8 Explain and illustrate photosynthesis</p> <p>LS.2.5.9 Explain cellular respiration</p> <p>LS.2.5.10 Conduct investigations demonstrating the process of cellular respiration</p> <p>LS.2.5.11 Investigate careers, scientists, and historical breakthroughs related</p> | | | |
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LRPA 5th Grade
Natural World Curriculum Map

| Month | Topic/State Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
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| October | <p>to cells</p> <p>Ecosystems LS.4.5.5 Examine the role of limiting factors on the carrying capacity of an ecosystem:</p> <ul style="list-style-type: none"> • food • space • water • shelter <p>LS.4.5.6 Describe and diagram the nitrogen cycle in ecosystems</p> <p>LS.4.5.7 Describe and diagram the carbon cycle in ecosystems</p> <p>LS.4.5.8 Describe and diagram the carbon dioxide-oxygen cycle in ecosystems</p> | <p>5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>5-ESS3-1. Obtain and combine information about ways individual</p> | <p>Ecosystems/Geology</p> <ul style="list-style-type: none"> • Interactions between organisms can be shown using simple food chains and food webs. • Animals eat plants or other animals for food. • Organisms interact with their environments. • Organisms interact with each other • Organisms can survive only in environments in which their needs are met. • Organisms interact in various ways including providing food and shelter to one another. • Some interactions are beneficial; others are detrimental to the organism. • Competition for food and other resources (e.g. water and shelter) are examples of interactions. | <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • predator /prey • decomposer • producer/consumer • parasite/host • ecosystem • habitat • photosynthesis • herbivore/carnivore • omnivore • ecology • adaptation • interdependence • endangered • energy • metamorphosis • hibernation • tsunami • fault • hurricanes • tornadoes • glacier • raw materials <p>Ecosystem SLE's Evaluate food webs under conditions of stress:</p> <ul style="list-style-type: none"> • overgrazing • overpopulation • natural disaster • introduction of non-native <i>species</i> • human impact/urban development <p>5. Examine the role of <i>limiting factors</i> on the <i>carrying capacity</i> of an</p> |

LRPA 5th Grade
Natural World Curriculum Map

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| | <p>LS.4.5.9 Conduct investigations demonstrating the role of the carbon dioxide-oxygen cycle in ecosystems</p> <p>LS.4.5.10 Analyze the concept of conservation of mass as related to the amount of matter in an ecosystem</p> <p>LS.4.5.11 Create ecosystems in which plants can exist without animals</p> <p>LS.4.5.12 Conduct investigations in which plants are encouraged to thrive</p> <p>LS.4.5.13 Construct, compare, and contrast environments in open and closed aquaria</p> <p>LS.4.5.14 Categorize organisms by the function they serve in ecosystems and food webs:</p> | <p>communities use science ideas to protect the Earth's resources and environment.</p> | | <p><i>ecosystem</i>:</p> <ul style="list-style-type: none"> • food • space • water • shelter <p>9. Conduct investigations demonstrating the role of the <i>carbon dioxide oxygen cycle</i> in <i>ecosystems</i>.</p> <p>12. Conduct investigations in which plants are encouraged to thrive.</p> <p>14. Categorize <i>organisms</i> by the function they serve in <i>ecosystems</i> and food webs:</p> <ul style="list-style-type: none"> • <i>predator/prey</i> • <i>parasitism</i> • <i>producer/consumer/decomposer</i> • <i>scavenger</i> • <i>herbivore/carnivore/omnivore</i> <p>17. Describe and illustrate various symbiotic relationships:</p> <ul style="list-style-type: none"> • <i>parasitism</i> • <i>mutualism</i> • <i>commensalism</i> <p>18. Investigate careers, scientists, and historical breakthroughs related to <i>populations</i> and <i>ecosystems</i>.</p> |
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LRPA 5th Grade
Natural World Curriculum Map

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| | <ul style="list-style-type: none"> • predator/prey • parasitism • producer/consumer/ decomposer • scavenger • herbivore/carnivore/ omnivore <p>LS.4.5.15 Conduct field studies identifying and categorizing organisms in a given area of an ecosystem</p> <p>LS.4.5.16 Evaluate positive and negative human effects on ecosystems</p> <p>LS.4.5.17 Describe and illustrate various symbiotic relationships:</p> <ul style="list-style-type: none"> • parasitism • mutualism • commensalism | | | |
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LRPA 5th Grade
Natural World Curriculum Map

| | LS.4.5.18 Investigate careers, scientists, and historical breakthroughs related to populations and ecosystems | | | |
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| Month | Topic/State Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| November and December | <p>Properties of Matter/Force and Motion</p> <p>PS.5.5.1 Identify the relationship of atoms to all matter</p> <p>PS.5.5.2 Conduct scientific investigations on physical properties of objects</p> <p>PS.5.5.3 Identify common examples of physical properties:</p> <ul style="list-style-type: none"> • length • mass • area • perimeter | | <p>Matter Building Blocks of Matter Unit (CK)</p> <p>FOSS Simple Machines Investigation 1 and Investigation III</p> | <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • gravity • height • orbit • repel • friction • gravity volume density • mass • weight • length • area • perimeter • texture • taste • odor • color • elasticity |

LRPA 5th Grade
Natural World Curriculum Map

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| | <ul style="list-style-type: none"> • texture • taste • odor • color • elasticity <p>PS.5.5.4 State characteristics of physical changes</p> <p>PS.5.5.5 Identify characteristics and common examples of physical changes</p> <p>PS.5.5.6 Explain how heat influences the states of matter of a substance:</p> <ul style="list-style-type: none"> • solid • liquid • gas • plasma <p>PS.5.5.7 Demonstrate the effect of changes in</p> | | | <p>Matter SLE's</p> <ol style="list-style-type: none"> 1. Identify the relationship of <i>atoms</i> to all <i>matter</i>. 2. Conduct <i>scientific investigations</i> on <i>physical properties</i> of objects. 5. Identify characteristics and common examples of physical changes. 7. Demonstrate the effect of changes in the <i>physical properties</i> of <i>matter</i>. 9. Conduct investigations demonstrating expansion and contraction. <p>Force and Motion SLE's</p> <ol style="list-style-type: none"> 1. Classify <i>simple machines</i>. 2. Conduct investigations using <ul style="list-style-type: none"> • levers (e.g., toothbrush) • pulleys • inclined planes-ramps, wedges, and screws • wheels and axles 5. Classify real world examples as <i>potential energy</i> or <i>kinetic energy</i> as applied to motion. |
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LRPA 5th Grade
Natural World Curriculum Map

| | <p>the physical properties of matter</p> <p>PS.5.5.8 Model the motion and position of molecules in solids, liquids, and gases in terms of kinetic energy</p> <p>PS.5.5.9 Conduct investigations demonstrating expansion and contraction</p> <p>PS.5.5.10 Investigate scientists, careers, and historical breakthroughs related to physical properties, physical changes, and states of matter</p> | | | |
|---------|---|----------------------------|---|---|
| Month | Topic/Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| January | <p>Earth Systems and Earth's History</p> <p>ESS.8.5.11 Investigate the formation of soil</p> <p>ESS.8.5.12 Conduct investigations on sedimentation</p> | | <p>Geology (review of 4th Grade CK)</p> <ul style="list-style-type: none"> • Fossils can be compared to one another and to living organisms according to their similarities and differences. • Some organisms that lived long ago are similar to existing organisms, but some are quite different. • Fossils indicate that most species that lived long ago are now extinct. • Living organisms can be compared to one another according to their | <p>Earth History SLC's</p> <p>3. Identify characteristics of minerals.</p> <p>5. Identify the following minerals:</p> <ul style="list-style-type: none"> • halite (salt) • feldspar • sulfur • quartz • diamonds • gypsum • calcite • talc |

LRPA 5th Grade
Natural World Curriculum Map

| | <p>ESS.8.5.13 Describe and illustrate the rock Cycle</p> <p>ESS.9.5.1 Explain and give examples of how physical evidence from fossils supports the theory that Earth has changed over time</p> <p>ESS.9.5.2 Analyze fossil record evidence about plants and animals that lived long ago</p> <p>ESS.9.5.3 Infer the nature of ancient environments based on fossil record evidence</p> | | <p>similarities and differences.</p> <ul style="list-style-type: none"> • Earth materials (e.g. rocks, minerals, soil) have various properties. • People use and transform Earth materials into useful objects. • Some Earth materials are easily available and other Earth materials are limited in quantity. • Some materials can be reused, recycled, or redesigned. • Some Earth materials have properties that make them useful in their present form or can be designed and modified to solve human problems and enhance quality of life. (building, fuels, transportation) | <ul style="list-style-type: none"> • hematite (iron) • precious metals (gold, silver) <p>7. Identify characteristics of sedimentary, igneous, and metamorphic rocks.</p> <p>8. Compare and contrast by investigation characteristics of the three basic types of rocks:</p> <ul style="list-style-type: none"> • sedimentary • igneous • metamorphic <p>10. Investigate careers, scientists, and historical breakthroughs related to minerals and rocks.</p> <p>13. Describe and illustrate the rock cycle</p> <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> • extinct • geology • paleontology • prehistoric • sedimentary |
|--------------------|---|---|--|---|
| Month | Topic/Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| February and March | <p>Space Science ESS.10.5.1 Compare the physical characteristics of the sun to other stars:</p> <ul style="list-style-type: none"> • size • color | 5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. | <p>Space Science 3rd and 6th Grade CK units</p> | <p>Space Science SLC's</p> <ol style="list-style-type: none"> 1. Compare the physical characteristics of the sun to other stars: <ul style="list-style-type: none"> • size • color • brightness 2. Demonstrate the order of planets and other space objects in our <i>solar system</i>. 3. Compare the properties of planets in our |

LRPA 5th Grade
Natural World Curriculum Map

| | | | | |
|--|---|--|--|--|
| | <ul style="list-style-type: none"> • brightness <p>ESS.10.5.2 Demonstrate the order of planets and other space objects in our solar system</p> <p>ESS.10.5.3 Compare the properties of planets in our solar system:</p> <ul style="list-style-type: none"> • size • shape • density • atmosphere • distance from the sun • orbital path • moons • surface • composition <p>ESS 10.5.4 Distinguish between mass and weight</p> | | | <p><i>solar system:</i></p> <ul style="list-style-type: none"> • size • shape • <i>density</i> • <i>atmosphere</i> • distance from the sun • orbital path • moons • surface • composition <p>4. Distinguish between <i>mass</i> and <i>weight</i>. 5. Compare the human body's <i>mass</i> to <i>weight</i> on Earth, the moon, and other planets in our <i>solar system</i>.</p> |
|--|---|--|--|--|

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| | | | | |
|-------|--|----------------------------|---------|-------------------------------|
| | <p>ESS.10.5.5 Compare the human body's mass to weight on Earth, the moon, and other planets in our solar system</p> <p>ESS.10.5.6 Investigate careers, scientists, and historical breakthroughs related to planets</p> | | | |
| Month | Topic/Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| April | | | | |
| Month | Topic/Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| May | | | | |

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Natural World Curriculum Map

| Month | Topic/Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
|-------|-----------------|----------------------------|---------|-------------------------------|
| June | | | | |

Characteristics and Processes of Science Standards

NS.1.5.1

Make accurate observations

NS.1.5.2

Identify and define components of experimental design used to produce empirical evidence:

- hypothesis
- replication
- sample size
- appropriate use of control
- use of standardized variables

NS.1.5.3

Calculate mean, median, mode, and range from scientific data using SI units

NS.1.5.4

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Interpret scientific data using

- data tables/charts
- bar graphs
- circle graphs
- line graphs
- stem and leaf plots
- Venn diagrams

NS.1.5.5

Communicate results and conclusions from scientific inquiry

NS.1.5.6

Develop and implement strategies for long-term, accurate data collection

SLE's

2. Identify and define components of *experimental design* used to produce *empirical evidence*:

- *hypothesis*
- replication
- sample size
- appropriate use of control
- use of standardized *variables*

3. Calculate mean, median, mode, and range from scientific data using *SI units*.

4. Interpret scientific data using

- data tables/charts
- bar graphs
- circle graphs

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- line graphs
 - *stem and leaf plots*
 - Venn diagrams
5. Communicate results and conclusions from scientific inquiry.
 8. Explain the role of observation in the development of a theory.

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|-----------------|--|--|
| 3 | Construct viable arguments and critique the reasoning of others. | <p><i>This standard is covered throughout the program; the following are examples.</i></p> <p><u>Instruction:</u> New Concept</p> <p>Lessons 24, 29, 36, 37, 42, 89</p> <p>Investigation(s)</p> <p>3 (see Investigate Further, page 191), 9</p> <p><u>Maintenance:</u> Problem Solving</p> <p>Lessons 7, 43, 51, 63, 66, 73, 74, 76, 83, 90, 100, 113</p> <p>Written Practice</p> <p>Lessons 22, 27, 34, 42, 43</p> <p>Performance Task(s)</p> <p>1, 5, 9</p> <p><i>This standard is covered throughout the program; the following are examples.</i></p> <p><u>Instruction:</u> New Concept</p> <p>Lessons 30, 35, 38, 39, 40, 41, 60, 64, 68, 84, 97, 107, 108</p> <p>Investigation(s)</p> <p>2, 3, 4, 5, 6, 7, 11</p> <p><u>Maintenance:</u> Problem Solving</p> <p>Lessons 40, 45, 49, 52, 55, 67, 91, 114, 115</p> |
| 4 | Model with mathematics. | |

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| 5 | Use appropriate tools strategically. | <i>This standard is covered throughout the program; the following are examples.</i> | |
| | | <u>Instruction:</u> New Concept | Lessons 27, 28, 43, 44, 55, 72, 98 |
| | | Investigation(s) | 3, 10 |
| | | <u>Maintenance:</u> Problem Solving | Lessons 65, 95, 104, 111 |
| | | Written Practice | Lessons 27, 49 |
| 6 | Attend to precision. | <i>This standard is covered throughout the program; the following are examples.</i> | |
| | | <u>Instruction:</u> New Concept | Lessons 11, 13, 22, 24, 49, 51, 72, 76, 81, 89, 96, |
| | | Investigation(s) | 5, 6, 7, 8 |
| | | <u>Maintenance:</u> Written Practice | Lessons 27, 44, 47, 53, 56, 61, 65, 66, 73, 74, 77, 85, 88, 109, 110 |
| | | Lessons 45, 46, 47 | |

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| Standard | Descriptor | Saxon Math Intermediate 5 Citations <i>Italic references indicate foundational.</i> |
|----------|--|---|
| 1 | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | <p style="text-align: center;"><u>Instruction:</u> New Concept Lessons 24, 48, 51, 52, 78</p> <p style="text-align: center;"><u>Maintenance:</u> Power Up Lessons 82, 83, 84, 85, 86, 87, 88, 89, 90</p> <p style="text-align: center;">Written Practice Lessons 24, 25, 27, 28, 29, 31, 33, 35, 37, 38, 40, 41, 42, 44, 47, 48, 49, 50, 51, 52, 53, 55, 57, 62, 63, 65, 66, 67, 68, 69, 70, 71, 72, 77, 79, 81, 85, 86, 90, 91, 93, 94, 95, 96, 97, 99, 102, 103, 104, 108, 109, 112, 113, 114, 119</p> |
| 2 | Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i> | <p style="text-align: center;">Learning Stations Lessons 24, 48</p> <p style="text-align: center;"><u>Instruction:</u> New Concept Lessons 13, 24, 49, 51</p> <p style="text-align: center;"><u>Maintenance:</u> Written Practice Lessons 13, 14, 15, 16, 17, 18, 24, 25, 51, 52, 53, 54, 56, 59</p> |
| 3 | Analyze patterns and relationships. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i> | <p style="text-align: center;"><u>Instruction:</u> Investigation(s) 4, 6, 8</p> <p style="text-align: center;"><u>Maintenance:</u> Written Practice Lessons 45, 47, 48, 49, 56, 76</p> |

Number and Operations in Base Ten 5.NBT
Understand the place value system.

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|-----------------|---|---|
| 1 | Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. | <p>Instruction: New Concept Lessons 3, 7, 52, 64, 106</p> <p>Maintenance: Written Practice Lessons 3, 7, 8, 24, 29, 52, 56, 66, 69, 80</p> <p>Learning Stations Lessons 3, 52, 64</p> |
| 2 | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. | <p>Instruction: New Concept Lessons 29, 64, 68, 78, 111, 118</p> <p>Maintenance: Written Practice Lessons 30, 34, 35, 46, 64, 78, 79, 80, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120</p> <p>Learning Stations Lessons 29, 64, 111</p> |
| 3 3a | Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. | <p>N/A</p> <p>Instruction: New Concept Lessons 64, 67, 68, 106</p> <p>Maintenance: Written Practice Lessons 64, 68, 74, 81, 82, 85, 102, 105, 109, 110, 111, 112</p> <p>Learning Stations Lesson 68</p> |

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|-----------------|--|--|
| 3b | Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. | Lessons 69, 70, 71, 106 Lessons 70, 71, 73, 74, 75, 76, 77, 79, 83, 102, 117 |
| 4 | Use place value understanding to round decimals to any place. | Lessons 69, 106 Lessons 62, 64, 104, 106 Lesson 105 Lessons 104, 105, 106, 107, 110 |
| 5 | Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm. | Lessons 17, 29, 51, 55, 56 Lessons 23, 25, 26, 27, 28, 45, 68, 118 Lessons 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 37, 40, 45, 46, 47, 48, 49, 51, 56, 57, 58, 59, 65, 70, 71, 74, 75, 79, 86, 91, 103, 116, Lessons 29, 51, 55, 56 |

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|---|---|--|
| 6 | Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | <p>Lessons 54, 92</p> <p>Instruction: New Concept</p> <p>Maintenance: Written Practice</p> <p>Lessons 54, 55, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 75, 79, 81, 82, 84, 86, 87, 89, 91, 94, 96, 98, 99, 101, 103, 114, 116, 119, 120</p> |
| 7 | Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | <p>Lessons 54, 92</p> <p>Learning Stations</p> <p>Instruction: New Concept</p> <p>Lessons 13, 17, 26, 29, 51, 54, 56, 73, 99, 102, 109, 110, 111, 117, 118, 119</p> <p>Maintenance: Written Practice</p> <p>Lessons 73, 75, 78, 80, 85, 99, 100, 101, 102, 103, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120</p> <p>Learning Stations</p> <p>Lessons 99, 102, 109, 110, 111, 117, 118, 119</p> |
| Number and Operations—Fractions 5.NF | Use equivalent fractions as a strategy to add and subtract fractions. | Lesson 116 |
| 1 | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i> | <p>Instruction: New Concept</p> <p>Maintenance: Written Practice</p> <p>Learning Stations</p> <p>Lessons 116, 117, 118, 119, 120</p> <p>Lesson 116</p> |

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|----------|--|--|
| 2 | Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i> | Lessons 23, 41, 43, 59, 60, 63, 75, 91, 39, 116 |
| 3 | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i> | Lessons 26, 28, 31, 32, 66, 67, 72, 86, 87, 94, 99, 101, 107, 110, 112, 113, 114, 116, 118 |
| 4 | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i> | Lessons 41, 42, 44, 46, 47, 49, 53, 57, 58, 59, 61, 62, 66, 67, 68 |
| 4a | | Lessons 40, 43, 58 |
| 4 | | Lessons 40, 43 |
| 4 | | Lessons 46, 76, 86 |
| 4 | | Lessons 48, 49, 50, 53, 54, 55, 56, 57, 58, 65, 76, 88, 89, 96, 104, 111, 115, 117, 118 |
| 4 | | Lesson 76 |

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| 4b | Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. | <u>Instruction:</u> New Concept Lessons 76 <u>Maintenance:</u> Written Practice Lessons 77, 115 Learning Stations Lesson 76 |
| 5 | Interpret multiplication as scaling (resizing), by: | N/A |
| 5a | Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. | <u>Instruction:</u> New Concept Lesson 86 |
| 5b | Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (nxa)/(nxb)$ to the effect of multiplying a/b by 1. | <u>Instruction:</u> New Concept Lessons 86, 120 <u>Maintenance:</u> Learning Stations Lesson 86 |
| 6 | Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. | <u>Instruction:</u> New Concept Lessons 76, 86, 120 <u>Maintenance:</u> Written Practice Lessons 78, 96, 111, 115, 117 Learning Stations Lesson 120 Performance Task(s) 4 |

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|----------|--|--|
| 7 | <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹</p> <p>[¹ Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.]</p> | N/A |
| 7a | Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i> | <p>Lessons 87, 95</p> <p>Lessons 87, 92, 93, 95, 96, 97</p> <p>Lessons 87, 95</p> |
| 7b | Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i> | <p>Learning Stations</p> <p>Lessons 87, 95</p> <p>Lessons 87, 96</p> <p>Lessons 90, 93, 96</p> |
| 7c | Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i> | <p>Lesson 87</p> <p>Lessons 92, 93, 94, 95</p> |

Measurement and Data 5.MD
 Convert like measurement units within a given measurement system.

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|-----------|--|--|
| 1 | Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. | <p>Instruction: New Concept Lessons 44, 46, 47, 65, 66, 74, 77, 85</p> <p>Maintenance:</p> <p>Power Up Lessons 76, 78, 91, , 99, 100, 106, 107, 110, 111, 112, 114, 117, 118</p> <p>Written Practice Lessons 44, 45, 46, 47, 50, 65, 67, 74, 75, 77, 85, 86, 89, 90, 97</p> <p>Learning Stations Lessons 47, 65, 66, 74, 77, 85</p> |
| 2 | Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i> | <p>Instruction: New Concept Lesson 74</p> <p>Investigation 5</p> <p>Maintenance: Written Practice Lessons 52</p> |
| 3 | Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. | <p>Instruction: New Concept Lesson 103</p> |
| 3a | A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. | <p>Maintenance: Written Practice Lessons 103, 104, 105, 106, 107, 108, 109, 113, 117, 119, 120</p> <p>Learning Stations Lesson 103</p> |

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| 3b | A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. | <p>Instruction: New Concept Lesson 103</p> <p>Maintenance: Written Practice Lessons 103, 104, 105, 106, 107, 108, 109, 113, 117, 119, 120</p> <p>Learning Stations Lesson 103</p> <p>Instruction: New Concept Lesson 103</p> <p>Maintenance: Problem Solving Lessons 77, 87, 98, 103, 108, 118</p> <p>Written Practice Lessons 103, 104, 105, 106, 107, 108, 109, 113, 117, 119, 120</p> <p>Performance Task(s) 11</p> |
| 4 | Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. | <p>Instruction: New Concept Lesson 103</p> <p>Maintenance: Problem Solving Lessons 77, 87, 98, 103, 108, 118</p> <p>Written Practice Lessons 103, 104, 105, 106, 107, 108, 109, 113, 117, 119, 120</p> <p>Performance Task(s) 11</p> |
| 5 | Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. | N/A |
| 5a | Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. | <p>Instruction: New Concept Lessons 103, 104</p> <p>Maintenance: Problem Solving Lessons 77, 87, 98, 103, 108, 118</p> <p>Learning Stations Lesson 103</p> <p>Performance Task(s) 11</p> |

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|--|--|--|
| 5b | Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. | Lessons 103, 104, 114 |
| | <u>Instruction:</u> New Concept | |
| | <u>Maintenance:</u> Problem Solving | Lessons 105, 108 |
| | <u>Written Practice</u> | Lessons 103, 104, 105, 106, 107, 108, 109, 113, 117, 119, 120 |
| | <u>Learning Stations</u> | Lesson 104 |
| 5c | Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. | Lessons 103, 104, 114 |
| | <u>Instruction:</u> New Concept | |
| | <u>Maintenance:</u> Problem Solving | Lesson 118 |
| Geometry 5.G | | |
| Graph points on the coordinate plane to solve real-world and mathematical problems. | | |
| 1 | Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). | 8 Lessons 101, 103, 104, 105, 107, 112 |
| | <u>Instruction:</u> Investigation | |
| | <u>Maintenance:</u> Written Practice | |

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| 2 | Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. | 8 Lessons 84, 101, 103, 104, 105, 107, 112 |
| 3 | Classify two-dimensional figures into categories based on their properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i> | <u>Instruction:</u> Investigation |
| | | <u>Maintenance:</u> Written Practice |
| 4 | Classify two-dimensional figures in a hierarchy based on properties. | <u>Instruction:</u> New Concept |
| | | <u>Maintenance:</u> Written Practice |
| | | Learning Stations |
| | | <u>Instruction:</u> New Concept |
| | | <u>Maintenance:</u> Power Up |
| | | Written Practice |
| | Learning Stations | Lessons 32, 36, 45 |

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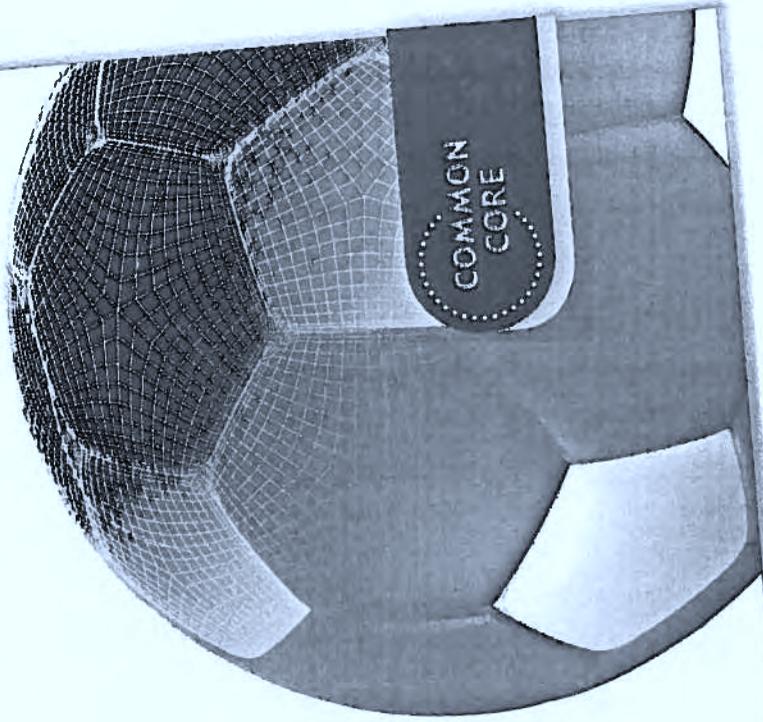
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Saxon Math Course 1
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SAXON MATH™

Course 1

Stephen
Hake



Revised April 2012

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| Domain | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|---|---|---|
| Standards for Mathematical Practice | <p>1. Make sense of problems and persevere in solving them.</p> | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION:</p> <p>New Concept: Lesson 11, pp. 58-61, Example 1-2; Lesson 13, pp. 68-70, Examples 1-3; Lesson 15, pp. 78-79; Lesson 22, pp. 117-119, Examples 1-4; Lesson 36, pp. 187-189; Lesson 50, pp. 259-261; Lesson 66, pp. 342-344; Lesson 68, pp. 349-351; Lesson 77, pp. 399-401; Lesson 105, pp. 548-550; Lesson 111, pp. 582-584</p> <p>Investigation(s): Investigation 9, pp. 470-473; Investigation 10, pp. 524-527</p> <p>MAINTENANCE:</p> <p>Power Up: Lesson 18, p. 93; Lesson 27, p. 141; Lesson 37, p. 191; Lesson 44, p. 231; Lesson 54, p. 280; Lesson 70, p. 358; Lesson 87, p. 452; Lesson 92, p. 479; Lesson 110, p. 573</p> <p>Problem Solving : Lesson 3, p. 18; Lesson 36, p. 187; Lesson 44, p. 231; Lesson 49, p. 254; Lesson 55, p. 285; Lesson 62, p. 324; Lesson 74, pp. 385; Lesson 83, p. 431; Lesson 105, p. 548</p> <p>Written Practice: Lesson 11 (#1, #4), Lesson 24 (#1, #2, #3), Lesson 38 (#2, #3, #28), Lesson 50 (#3, #5), Lesson 69 (#4, #7, #24), Lesson 78 (#4, #16), Lesson 94 (#18), Lesson 110 (#13)</p> <p>Performance Activity: 2</p> | <p>Problem solving is integrated into the <i>Saxon Math</i> program every day. Focusing on a four-step problem solving process, which guides students to understand, plan, solve and check, <i>Saxon Math</i> teaches students a consistent process for evaluating different problem solving situations and persevering in solving them. The four steps closely mirror the different aspects of this Standard for Mathematical Practice, encouraging students to understand the problem and make a plan before solving. Students also end by checking their solutions, providing opportunities to ask, “Does this make sense?” and re-direct if necessary.</p> <p>In <i>Course 1</i>, students begin the year by focusing on problem solving in the Problem-Solving Overview on page 1 of the Student Edition. They use the four-step problem solving process outlined in the overview on daily problem solving opportunities in the Power Up. These build in complexity throughout the year. There is also a problem solving discussion guide for the teacher to guide students to make sense of the problems and use efficient strategies to persevere in solving them. Additional problem solving opportunities occur in the cumulative written practice every day. There are additional Investigations and Performance Tasks for focused activities and applications of complex problems. Many of these are hands-on and explorative in nature. The Teacher’s Manual provides support with questioning prompts, math conversations, and checks for understanding. On page 117B in the Teacher’s Manual Volume 1, you will find one example of a modeled dialogue that highlights the understand, plan, solve and check process. These types of modeled dialogues are provided throughout the program to ensure teachers can support students as they become successful problem solvers.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|---------------------------------------|---|--|
| Standards for Mathematical Practice | 2. | Reason abstractly and quantitatively. | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION: New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 16, pp. 82-84, Examples 1-5; Lesson 18, pp. 93-96, Examples 1-4; Lesson 59, pp. 306-307, Examples 1-2; Lesson 77, pp. 399-401, Examples 1-2; Lesson 95, pp. 493-494, Examples 1-2; Lesson 103, pp. 538-540; Lesson 118, pp. 617-618</p> <p>Investigation: Investigation 10, pp. 524-527</p> <p>MAINTENANCE: Problem Solving: Lesson 13, p. 68; Lesson 36, p.187; Lesson 44, p. 231; Lesson 49, p. 254; Lesson 54, p. 280; Lesson 70, p. 358; Lesson 92, p. 479; Lesson 107, p. 557</p> <p>Written Practice: Lesson 3 (#17, #18, #21, #24), Lesson 5 (#5, #22, #24), Lesson 16 (#7, #8, #9), Lesson 25 (#2, #23), Lesson 36 (#18, #21, #22, #23, #24), Lesson 43 (#18), Lesson 77 (#4), Lesson 78 (#4), Lesson 118 (#30)</p> | <p>The goal of <i>Saxon Math</i> is to produce mathematically proficient students – including fluency with computational and conceptual understanding. The distributed nature of <i>Saxon Math</i> lends itself naturally to developing abstract and quantitative reasoning. Because students are exposed to different concepts at the same time through incremental instruction and mixed practice, review, and assessment, they learn the importance of making sense of quantities and their relationships and of carefully considering the units involved. Problems do not focus simply on one concept, but rather may involve multiple concepts just as they would in real-world situations. Therefore, it is essential that students are able to make connections, think about what the quantities actually mean in a specific context, and solve appropriately.</p> <p>For example, in the New Concepts portion of Lesson 4, students consider multiplication facts and how they could still be solved if one of the factors were unknown. This requires students to pause to consider how each number is being used and what it means in that particular context.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|--|--|--|
| Standards for Mathematical Practice | <p>3. Construct viable arguments and critique the reasoning of others.</p> | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION: New Concept: Lesson 16, pp. 82-84, Examples 1-5; Lesson 51, pp. 268-270, Examples 1-3; Lesson 64, pp. 333-334; Lesson 89, pp. 460-462, Examples 1-4; Lesson 93, pp. 484-485; Lesson 97, pp. 503-505; Lesson 109, pp. 566-569, Examples 1-3</p> <p>MAINTENANCE: Problem Solving: Lesson 3, p. 18; Lesson 5, p. 28; Lesson 7, p. 36; Lesson 15, p. 78; Lesson 18, p. 93; Lesson 26, p. 136; Lesson 28, p. 145; Lesson 34, p. 178; Lesson 43, p. 225; Lesson 56, p. 289; Lesson 64, p. 333; Lesson 72, p. 375; Lesson 83, p. 431; Lesson 99, p. 513; Lesson 103, p. 538; Lesson 110, p. 573; Lesson 117, p. 612</p> <p>Written Practice: Lesson 17 (#3, #4, #12, #13), Lesson 22 (#3, #8, #13, #22), Lesson 53 (#5, #12, #13), Lesson 59 (#6, #7, #24, #25), Lesson 62 (#7, #8, #9, #10, #11), Lesson 91 (#9), Lesson 93 (#15, #25)</p> <p>Performance Activity: 2, 8, 14</p> | <p><i>Saxon Math</i> is based on the belief that people learn by doing. Students learn mathematics not only by watching or listening to others, but by communicating and solving the problems themselves and with their classmates. <i>Saxon Math</i>'s incremental and distributed structure enables students to view the big picture of mathematics and therefore make viable arguments between and among all of the math strands. Additionally, Math Conversations in the Teacher's Manuals provide discussion questions that help students construct viable arguments and critique the reasoning of others in a constructive environment. For example, on page 11 of the Teacher's Manual Volume 1, several Math Conversations are provided. Teachers ask students questions like "Why was addition used to find the answer?" This gives students the opportunity to express their reasoning and respond to the reasoning of others.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|-------------------------|---|---|
| Standards for Mathematical Practice | 4. | Model with mathematics. | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION:</p> <p>New Concept: Lesson 1, pp. 8-10, Examples 1-6; Lesson 26, pp. 136-139, Examples 1-5; Lesson 83, pp. 431-433, Examples 1-3; Lesson 98, pp. 508-510; Examples 1-2; Lesson 117, pp. 612-614, Examples 1-2</p> <p>Investigation(s) Investigation 2, pp.109-111; Investigation 6, pp. 314-319; Investigation 11, pp. 578-581</p> <p>MAINTENANCE:</p> <p>Problem Solving: Lesson 10, p. 50; Lesson 17, p. 87; Lesson 24, p. 127; Lesson 30, p. 156; Lesson 34, p. 178; Lesson 39, p. 200; Lesson 70, p. 358; Lesson 78, p. 404; Lesson 98, p. 508; Lesson 117, p. 612</p> <p>Written Practice Lesson 28 (#9, #10, #16, #22, #24, #25, #27), Lesson 31 (#4, #5, #8, #17, #28, #29), Lesson 43 (#27, #29, #30), Lesson 52 (#19, #20, #25, #27, #30), Lesson 69 (#1, #17, #26, #30), Lesson 77 (#4, #5, #19, #20), Lesson 81 (#7, #8, #21, #22, #30), Lesson 90 (#4, #9, #10, #23, #30), Lesson 110 (#3, #4, #8, #23, #24, #30)</p> <p>Performance Activity: 6, 10</p> | <p>Students use many different types of models throughout <i>Saxon Math</i> to analyze mathematical relationships and solve problems. Models serve as visual aids to help make sense of situations so students truly understand the problem at hand and both how and why their solutions work.</p> <p>For example, in Lesson 26, students use fraction manipulatives to model fractions. This allows them to concretely see and experience the fractions and gain a better understanding of what they mean.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|--------------------------------------|---|--|
| Standards for Mathematical Practice | 5. | Use appropriate tools strategically. | <p>This standard is covered throughout the program; the following are examples.</p> <p><u>INSTRUCTION:</u> New Concept: Lesson 7, pp. 37-39, Examples 1-3; Lesson 10, pp. 50-52, Examples 2-3; Lesson 17, pp. 88-90, Examples 1-2; Lesson 27, pp. 141-143; Lesson 48, pp. 250-252; Lesson 61, pp. 320-321; Lesson 62, pp. 324-326</p> <p>Investigation(s): Investigation 3, pp. 161-163; Investigation 8, pp. 417-420</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 10, p. 50</p> <p>Written Practice: Lesson 7 (#24, #25, #30), Lesson 10 (#4, #30), Lesson 13 (#22), Lesson 17 (#11, #30), Lesson 19 (#8, #29), Lesson 22 (#25), Lesson 31 (#24), Lesson 46 (#28), Lesson 57 (#24, #25), Lesson 71 (#23, #24), Lesson 81 (#25), Lesson 107 (#29), Lesson 110 (#26)</p> <p>Performance Activity: 4</p> | <p><i>Saxon Math</i> provides and supports grade level appropriate tools for instruction and problem solving. This begins with concrete models at the primary levels and moves to more sophisticated tools like geometry software at the secondary levels. Saxon offers instruction and guidance for appropriate usage throughout the program.</p> <p>For example, in Lesson 7, students learn about lines, segments and rays and practice measuring with an inch ruler and a centimeter ruler, strategically selecting tools with appropriate units to measure different lengths.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Text of Objective | Saxon Math Course 1 Citations | Description |
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| Standards for Mathematical Practice | 6. Attend to precision. | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION: New Concept: Lesson 7, pp. 37-39, Examples 1-3; Lesson 8, pp. 42-44, Examples 1-2; Lesson 10, pp. 50-52, Examples 1-3; Lesson 28, pp. 145-148, Examples 1-2; Lesson 31, pp. 164-166, Examples 1-3; Lesson 32, pp. 169-171, Examples 1-4; Lesson 60, pp. 310-312, Examples 1-3; Lesson 69, pp. 353-355, Examples 1-2; Lesson 78, pp. 404-405, Examples 1-2; Lesson 81, pp. 421-423, Examples 1-4; Lesson 90, pp. 465-467, Examples 1-3; Lesson 102, pp. 533-535, Examples 1-2; Lesson 113, pp. 592-594, Examples 1-4; Lesson 120, pp. 626-627</p> <p>Investigation(s): Investigation 3, pp. 161-163; Investigation 11, pp. 578-581; Investigation 12, pp. 630-636</p> <p>MAINTENANCE: Written Practice: Lesson 8 (#4, #16, #25), Lesson 10 (#1, #3, #4), Lesson 11 (#1, #4, #5), Lesson 12 (#1, #2, #3, #5), Lesson 13 (#12, #18, #22), Lesson 15 (#8, #9, #22), Lesson 31 (#4, #5, #6), Lesson 36 (#8, #10), Lesson 45 (#23), Lesson 71 (#24, #30)</p> | <p>Saxon students are encouraged to attend to precision throughout the program, both directly in their student materials and indirectly through teacher tips in the Teacher's Manual.</p> <p>Additionally, because practice, review and assessment are mixed, it is especially important that students precisely identify units and symbols to accurately assess how to solve the problem correctly. Not all questions will cover the same concept, so students learn to look carefully at each situation and attend to precision in their answers.</p> <p>For example, in Lesson 7, students measure with both inches and centimeters and must attend to precision to apply the appropriate units to their solutions. Example 3 explicitly addresses this concept, pointing out how different units can be used to measure the same things but certain units are more appropriate than others.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|--|---|--|
| Standards for Mathematical Practice | 7. | <p>Look for and make use of structure.</p> | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION: New Concept: Lesson 5, pp. 29-30, Examples 1-3; Lesson 12, pp. 64-66, Examples 1-5; Lesson 21, pp. 112-114, Examples 1-3; Lesson 24, pp. 127-129, Examples 1-5; Lesson 25, pp. 132-134, Examples 1-5; Lesson 32, pp. 169-171, Examples 1-4; Lesson 34, pp. 178-180, Examples 1-2; Lesson 43, pp. 225-228, Examples 1-4; Lesson 44, pp. 231-233, Examples 1-3; Lesson 46, pp. 239-242, Examples 1-5; Lesson 52, pp. 272-273, Examples 1-2; Lesson 65, pp. 337-340, Examples 1-2; Lesson 67, pp. 346-347; Lesson 72, pp. 375-376; Lesson 84, pp. 437-438; Lesson 92, pp. 479-481, Examples 1-3; Lesson 113, pp. 592-594, Examples 1-4</p> <p>MAINTENANCE: Written Practice: Lesson 5 (#9, #10, #11, #12), Lesson 15 (#23), Lesson 46 (#4, #10, #12), Lesson 48 (#4, #5, #13), Lesson 52 (#4), Lesson 85 (#23), Lesson 90 (#27), Lesson 93 (#10, #26), Lesson 94 (#8, #14)</p> | <p><i>Saxon Math</i> emphasizes structure throughout the program, explicitly teaching number properties as well as how concepts connect. A strong focus on number properties also prepares students to utilize structure in problem-solving situations. Because the fundamentals of numbers and operations are highlighted in every lesson through mixed review, students develop a strong sense of mental math and comfort composing and decomposing numbers.</p> <p>For example, in the problem solving section of Lesson 12, students are asked to consider ways to calculate the sum of the first ten natural numbers. Going through the four-step problem solving process, they identify the need to make the problem simpler. Students then discover that adding certain pairs of numbers together uncovers a pattern that helps solve the problem. For example, 1 plus 10, 2 plus 9, 3 plus 8, and so on all equal 11. This allows students to see that adding the first ten natural numbers is the same thing as multiplying 11 times five, uncovering how structure can be used to make problem solving easier.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|---|---|--|
| Standards for Mathematical Practice | 8. | <p>Look for and express regularity in repeated reasoning.</p> | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION:</p> <p>New Concept: Lesson 10, pp. 50-52, Examples 1-3; Lesson 22, pp. 117-119, Examples 1-5; Lesson 25, pp. 132-134, Examples 1-5; Lesson 29, pp. 150-154, Examples 1-7; Lesson 33, pp. 174-175, Examples 1-2; Lesson 35, pp. 182-185, Examples 1-6; Lesson 42, pp. 222-223, Examples 1-2; Lesson 46, pp. 240-242, Examples 1-5; Lesson 55, pp. 285-287; Lesson 56, pp. 289-292, Examples 1-4; Lesson 57, pp. 295-296, Examples 1-2; Lesson 63, pp. 329-330; Lesson 74, pp. 385-387, Examples 1-4; Lesson 75, pp. 390-392, Examples 1-6; Lesson 76, pp. 395-396, Examples 1-2; Lesson 85, pp. 441-443, Examples 1-4; Lesson 94, pp. 488-490, Examples 1-4; Lesson 99, pp. 513-514; Lesson 112, pp. 587-589; Lesson 115, pp. 602-603; Lesson 116, pp. 606-608; Lesson 117, pp. 612-614, Examples 1-2</p> <p>MAINTENANCE:</p> <p>Problem Solving: Lesson 1, p. 7; Lesson 4, p. 23; Lesson 11, p. 58; Lesson 12, p. 63; Lesson 16, p. 82; Lesson 80, p. 413; Lesson 94, p. 488; Lesson 102, p. 533; Lesson 109, p. 566</p> <p>Written Practice: Lesson 10 (#1, #3, #4), Lesson 22 (#4, #5, #6), Lesson 23 (#2, #5, #6, #13), Lesson 31 (#1, #3, #8), Lesson 43 (#4, #5, #17), Lesson 48 (#2, #13, #14), Lesson 117 (#21, #25), Lesson 118 (#3, #11, #26)</p> | <p>Regularity and repeated reasoning are supported throughout <i>Saxon Math</i> program to ensure students understand their importance and how they can be used to solve problems. Repeated reasoning scenarios allow students to make better sense of number and operations.</p> <p>In <i>Course 1</i>, the daily Power Up provides practice and support with mental math, problem solving, and number sense. Students build strong generalization, problem solving strategies, and reasoning skills with this daily reinforcement. They are able to see patterns and connections between number concepts through an algebraic perspective, particularly with ratios, algebraic expressions, and proportions. Concepts are introduced through examples and explanation, connecting back to previous mastered concepts. This aids in students' ability to look for repeated reasoning and maintain an oversight of processes. This guides student's conceptual understanding and facilitates deep connections between all math strands. There are further Investigations and Performance Tasks giving students additional opportunities for seeing and communicating reasonableness of solutions.</p> <p>An example of expressing regularity in repeated reasoning can be found in Lesson 46. Students explore the idea that whenever they multiply by a power of ten, it corresponds to a shift in the decimal point. This repeated reasoning can be simplified into a rule that aids in problem solving.</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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|--|----------|---|--|
| 6.RP Ratios and Proportional Relationships | | Understand ratio concepts and use ratio reasoning to solve problems. | <p>In <i>Course 1</i>, students learn how to solve to a wide variety of ratio and rate problems. In the beginning of the book in Lesson 23 the students are introduced to the basics of a ratio or rate problem so that by Lesson 80 they are able to solve real world mathematical problems and can describe the relationship between the two quantities. As the year progresses students are able to find the missing values in tables, (Lesson 88) they can plot pairs of values on a coordinate plane, (Lesson 96) are able to work with Unit Multipliers (Lesson 114) and can solve problems to find the percent of a quantity as a rate (Lesson 119). Students are able to practice solving rate or ratio problems in the mental math portion of the power-up, the problem solving problems, the frequent practice sets, and are given cumulative assessments throughout the year to ensure mastery.</p> |
| | 6.RP.1 | Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. | <p><u>INSTRUCTION:</u> New Concept: Lesson 23, pp. 122-123, Examples 1-2</p> <p><u>MAINTENANCE:</u> Problem Solving: Lessons 36, 57, 87, 91, 118</p> <p>Written Practice: Lesson 23 (#26, #30); Lesson 24 (#9); Lesson 25 (#17); Lesson 28 (#28); Lesson 30 (#6); Lesson 31 (#22); Lesson 32 (#23); Lesson 35 (#30); Lesson 39 (#30); Lesson 44 (#23); Lesson 54 (#19, #23); Lesson 57 (#18); Lesson 61 (#19); Lesson 82 (#21); Lesson 84 (#1, #30); Lesson 90 (#26); Lesson 98 (#29); Lesson 103 (#5); Lesson 104 (#3); Lesson 109 (#3); 118 (#6)</p> |
| | 6.RP.2 | Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. ¹ Expectations for unit rates in this grade are limited to non-complex fractions. | <p><u>INSTRUCTION:</u> New Concept: Lesson 23, pp. 123-124, Examples 3-4</p> <p><u>MAINTENANCE:</u> Problem Solving: Lessons 78, 91</p> <p>Written Practice: Lesson 23 (#4); Lesson 24 (#18); Lesson 26 (#23); Lesson 28 (#13); Lesson 30 (#3); Lesson 32 (#3, #30); Lesson 98 (#29); Lesson 107 (#3)</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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| 6.RP Ratios and Proportional Relationships | 6.RP.3 | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. | |
| | 6.RP.3a | Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. | <p><u>INSTRUCTION:</u> New Concept: Lesson 80, p. 423, Example 4; Lesson 88, pp. 456-458, Examples 1-2; Lesson 96, pp. 497-501, Examples 1-3; Lesson 101, pp. 528-530, Example 1 Standards Success Activity: Activity 8</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 88 (#5); Lesson 89 (#4); Lesson 91 (#3); Lesson 93 (#1); Lesson 101 (#1); Lesson 103 (#6); Lesson 117 (#28)</p> |
| | 6.RP.3b | Solve unit rate problems including those involving unit pricing and constant speed. | <p><u>INSTRUCTION:</u> New Concept: Lesson 23, pp. 123-124, Examples 3-4</p> <p><u>MAINTENANCE:</u> Problem Solving: Lessons 57, 78, 91, 118 Written Practice: Lessons 23 (#4); Lesson 24 (#18); Lesson 26 (#23); Lesson 28 (#13); Lesson 30 (#3); Lesson 32 (#3, #30)</p> |
| | 6.RP.3c | Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. | <p><u>INSTRUCTION:</u> New Concept: Lesson 41, pp. 216-219, Examples 1-5; Lesson 119, pp. 621-623, Examples 1-2</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 41 (#1, #2, #4, #18, #19, #30); Lesson 43 (#1); Lesson 44 (#10); Lesson 71 (#14); Lesson 77 (#22, #23); Lesson 119 #10</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 6.RP Ratios and Proportional Relationships | 6.RP.3d | Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. | <p><u>INSTRUCTION:</u> New Concept: Lesson 114, pp. 597-599, Examples 1-2</p> <p><u>MAINTENANCE:</u> Power Up: Lessons 2, 8, 12, 16, 23, 41, 55, 63, 79, 97, 105 Written Practice: Lesson 114 (#6, #26); Lesson 116 (#15); Lesson 118 (#17); Lesson 120 (#17)</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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| 6.NS The Number System | | Apply and extend previous understandings of multiplication and division to divide fractions by fractions. | The groundwork that <i>Saxon Math</i> laid in earlier grade levels in multiplication, division, and working with fractions creates a straightforward transition for the students to be able to divide fractions by fractions. In <i>Course 1</i> , students are shown, using visual fraction models, how to divide using fractions and are able to interpret and compute quotients of fractions (Lesson 54). Throughout the school year, the students are able to practice word problems about dividing fractions by fractions in the written practice problems and the teacher can ensure mastery by the results of the cumulative assessments. |
| | 6.NS.1 | Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. | <p>INSTRUCTION: New Concept: Lesson 54, pp. 280-283, Examples 2-3</p> <p>MAINTENANCE: Written Practice: Lesson 54 (#22), Lesson 55 (#24), Lesson 56 (#28), Lesson 57 (#57), Lesson 58 (#19), Lesson 59 (#10), Lesson 60 (#8), Lesson 62 (#1), Lesson 69 (#2), Lesson 72 (#27)</p> |
| | | Compute fluently with multi-digit numbers and find common factors and multiples. | Learning how to find the Greatest Common Factor and Least Common Multiple is a tool that students will need for Algebra. Lesson 20 teaches the students how to find the greatest common factor of any two numbers and how to use the distributive property to express the sum of two whole numbers with a common factor with a sum of two whole numbers without a common factor. In Lesson 30, students are taught how to find the least common multiple of any two numbers. <i>Saxon Math</i> uses the standard algorithms to teach students addition, subtraction, multiplication, and division. In <i>Course 1</i> , students are immersed in working with multi-digit decimal problems for each operation and are giving ample practice problems in both power-up and written practice to ensure mastery. This standard is repeatedly practiced in the practice set and assessed in the cumulative assessment throughout the year to ensure a deep level of mathematical understanding. |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 6.NS The Number System | 6.NS.2 | Fluently divide multi-digit numbers using the standard algorithm. | <p>INSTRUCTION: New Concept: Lesson 2, pp. 14-16, Examples 2-3</p> <p>MAINTENANCE: Power Up: Lesson 31, p. 164; Lesson 32, p. 169; Lesson 33, p. 174; Lesson 35, p. 182; Lesson 36, p. 187; Lesson 37, p. 191; Lesson 39, p. 200; Lesson 40, p. 205; Lesson 41, p. 216; Lesson 42, p. 221; Lesson 46, p. 239; Lesson 49, p. 254; Lesson 50, p. 259; Lesson 53, p. 276; Lesson 55, p. 285</p> <p>Written Practice: Lesson 2 (#1, #8, #30), Lesson 3 (#1, #4, #5, #7), Lesson 4 (#1, #2, #6, #17), Lesson 9 (#1, #3, #13), Lesson 12 (#21, #22, #24), Lesson 16 (#12, #13, #17), Lesson 18 (#8, #9, #10), Lesson 20 (#10, #13, #14), Lesson 22 (11, #12), Lesson 30 (#20), Lesson 31 (#15, #16, #17), Lesson 33 (#12, #13), Lesson 37 (#13, #14)</p> |
| | 6.NS.3 | Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. | <p>INSTRUCTION: New Concept: Lesson 37, p. 192, Examples 1-2; Lesson 38, pp. 195-198, Examples 1-2; Lesson 39, pp. 200-202, Examples 1-3; Lesson 40, p. 205-208, Examples 1-3; Lesson 45, pp. 235-236, Examples 1-3; Lesson 46, pp. 240-242, Examples 2-5; Lesson 49, pp. 254-256, Examples 1-2; Lesson 53, pp. 276-277</p> <p>MAINTENANCE: Power Up: Lesson 15, p. 78; Lesson 19, p. 99; Lesson 23, p. 122; Lesson 26, p. 136; Lesson 32, p. 169; Lesson 36, p. 187; Lesson 40, p. 205; Lesson 44, p. 231; Lesson 47, p. 244; Lesson 52, p. 272; Lesson 61, p. 320; Lesson 71, p. 368; Lesson 72, p. 375; Lesson 75, p. 390; Lesson 82, p. 426; Lesson 98, p. 508; Lesson 99, p. 513; Lesson 100, p. 517; Lesson 101, p. 528; Lesson 102, p. 533; Lesson 103, p. 538; Lesson 105, p. 548</p> <p>Written Practice: Lesson 37 (#4, #5), Lesson 39 (#4, #5, #6, #7, #8, #9), Lesson 42 (#7), Lesson 45 (#4, #5, #6, #15, #17), Lesson 47 (#9, #10, #22, #23, #30), Lesson 49 (#1, #3, #6, #7, #8, #9, #10, #11), Lesson 51 (#2, #7, #9, #10, #15, #46), Lesson 53 (#8, #9, #10), Lesson 55 (#7, #8, #9, #10), Lesson 57 (#10, #15), Lesson 76 (#16, #17), Lesson 88 (#15, #16), Lesson 103 (#13), Lesson 115 (#15)</p> |

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Common Core State Standards for Mathematics, Grade 6

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|------------------------|----------|---|--|
| 6.NS The Number System | 6.NS.4 | Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. | <p><u>INSTRUCTION:</u> New Concept: Lesson 20, pp. 105-106, Examples 1-2; Lesson 30, pp. 156-157, Examples 1-2 Standards Success Activity: Activity 3</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 20 (#8), Lesson 21 (#13), Lesson 23 (#21), Lesson 24 (#21), Lesson 26 (#10, #15), Lesson 28 (#19), Lesson 30 (#5), Lesson 32 (#24), Lesson 36 (#20), Lesson 38 (#1, #14), Lesson 39 (#15), Lesson 42 (#12), Lesson 43 (#24)</p> |
| 6.NS The Number System | | Apply and extend previous understandings of numbers to the system of rational numbers. | <p>Students in <i>Course 1</i> extend their previous knowledge of the number line to include all rational numbers in particular negative integers. Additionally, Lesson 14 allows the students to rationalize and evaluate absolute values. In Investigation 7, students are able to locate points in all four quadrants of the coordinate plane and are able to analyze the placing of the coordinates. In Investigation 14, students are able to work with real-world mathematical problems to be able understand the value of learning how to solve problems using coordinate planes. Throughout the year, the series incorporates numerous times for the students to practice these standards in the power up and in the written practice. Furthermore, cumulative assessments are given to observe mastery.</p> |

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Common Core State Standards for Mathematics, Grade 6

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|---------|--|---|
| 6.NS.5 | Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. | <p>INSTRUCTION: New Concept: Lesson 14, pp. 73-75, Example 2; Lesson 100, pp. 517-21, Examples 3-5; Lesson 104, pp. 543-545</p> <p>MAINTENANCE: Written Practice: Lesson 14 (#29), Lesson 15 (#7, #9, #30), Lesson 19 (#3), Lesson 22 (#22), Lesson 29 (#15, #23), Lesson 43 (#16), Lesson 48 (#21), Lesson 57 (#25), Lesson 62 (#22), Lesson 63 (#2), Lesson 71 (#2), Lesson 72 (#3), Lesson 85 (#2), Lesson 87 (#24), Lesson 94 (#25), Lesson 101 (#7, #8, #58), Lesson 105 (#5, #25)</p> |
| 6.NS.6 | Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. | |
| 6.NS.6a | Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. | <p>INSTRUCTION: New Concept: Lesson 14, pp. 73-75, Example 2; Lesson 100, pp. 517-21, Examples 3-5; Lesson 104, pp. 543-545</p> <p>MAINTENANCE: Written Practice: Lesson 14 (#29), Lesson 15 (#7, #9, #30), Lesson 100 (#4, #5, #6), Lesson 101 (#7, #8, #58), Lesson 105 (#5, #25), Lesson 114 (#20)</p> |

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Common Core State Standards for Mathematics, Grade 6

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|------------------------|----------|--|---|
| 6.NS The Number System | 6.NS.6b | Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. | <p><u>INSTRUCTION:</u> Investigation: Investigation 7, pp. 363-367 Standards Success Activity: Activity 12</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 71 (#15, #16), Lesson 73 (#26, #27), Lesson 77 (#27), Lesson 84 (#29), Lesson 88 (#25), Lesson 91 (#28, #29), Lesson 110 (#27), Lesson 114 (#27)</p> |
| | 6.NS.6c | Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. | <p><u>INSTRUCTION:</u> New Concept: Lesson 14, pp. 14-75, Examples 2-3; Lesson 100, pp. 517-521, Examples 1-4 Investigation: Investigation 7, pp. 363-367</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 14 (#4, #5, #6, #12, #29), Lesson 15 (#6), Lesson 34 (#23), Lesson 35 (#25), Lesson 43 (#16), Lesson 46 (#23), Lesson 62 (#22), Lesson 71 (#15, #16), Lesson 73 (#26, #27), Lesson 77 (#27), Lesson 78 (#27), Lesson 87 (#24, #30), Lesson 90 (#30), Lesson 98 (#21), Lesson 100 (#4), Lesson 102 (#29), Lesson 118 (#28)</p> |
| | 6.NS.7 | Understand ordering and absolute value of rational numbers. | |

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Common Core State Standards for Mathematics, Grade 6

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|------------------------|----------|--|---|
| 6.NS The Number System | 6.NS.7a | Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. | <p>INSTRUCTION: New Concept: Lesson 9, pp. 46-48, Examples 1-3; Lesson 14, pp. 73-75, Examples 1-3, 4-5</p> <p>MAINTENANCE: Written Practice: Lesson 9 (#8, #9, #10, #26, #28), Lesson 10 (#7), Lesson 12 (#8), Lesson 14 (#4, #5, #8, #12, #25), Lesson 19 (#3, #20), Lesson 21 (#10), Lesson 23 (#20)</p> |
| | 6.NS.7b | Write, interpret, and explain statements of order for rational numbers in real-world contexts. | <p>INSTRUCTION: New Concept: Lesson 9, pp. 46-48; Lesson 14, pp. 73-75</p> <p>MAINTENANCE: Written Practice: Lesson 9 (#26, #30), Lesson 15 (#6, #9), Lesson 20 (#5), Lesson 22 (#7)</p> |
| | 6.NS.7c | Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. | <p>INSTRUCTION: Standards Success Activity: Activity 2</p> |
| | 6.NS.7d | Distinguish comparisons of absolute value from statements about order. | <p>INSTRUCTION: Standards Success Activity: Activity 2</p> |

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Common Core State Standards for Mathematics, Grade 6

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|------------------------|----------|---|--|
| 6.NS The Number System | 6.NS.8 | Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. | <p><u>INSTRUCTION:</u> Investigation: <i>Investigation 11, pp. 578-581</i> Standards Success Activity: Activity 6</p> |

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|--------------------------------|----------|--|--|
| 6.EE Expressions and Equations | | Apply and extend previous understandings of arithmetic to algebraic expressions. | Students in <i>Course 1</i> are able to write and evaluate numerical expressions involving exponents. In Lesson 92 the students are able to use exponents in expanded notation and are able to fully understand the order of operations by having problems with exponents in them. Throughout <i>Saxon Math</i> , students are able to practice working with exponents in mental math and in written practice. The teacher can ensure mastery of the concept in the cumulative assessments offered throughout the series. |
| | 6.EE.1 | Write and evaluate numerical expressions involving whole-number exponents. | <p><u>INSTRUCTION:</u> New Concept: Lesson 73, pp. 380-382, Examples 1-3; Lesson 92, pp. 479-481, Examples 1-3</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 73 (#8, #13, #24, #28), Lesson 74 (#8), Lesson 75 (#26), Lesson 79 (#8, #23), Lesson 82 (#24), Lesson 84 (#19), Lesson 92 (#6), Lesson 93 (#8, #9, #10, #20), Lesson 94 (#8, #28), Lesson 104 (#17, #20), Lesson 113 (#16)</p> |
| | 6.EE.2 | Write, read, and evaluate expressions in which letters stand for numbers. | <p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 11, pp. 58-61, Examples 1-2; Lesson 15, pp. 78-79</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 3 (#17, #18, #19, #20, #21), Lesson 4 (#7, #8, #9, #10, #11), Lesson 5 (#5, #22, #23, #24, #25), Lesson 8 (#18, #21, #22, #23, #24), Lesson 9 (#20, #21, #22, #23, #29), Lesson 11 (#7, #8, #9, #10, #14), Lesson 12 (#6, #11, #12, #22, #23), Lesson 13 (#20, #27, #28, #29, #30), Lesson 14 (#17, #19), Lesson 15 (#4, #17, #18, #19, #20), Lesson 19 (#16, #17, #), Lesson 21 (#18, #19), Lesson 27 (#3, #7), Lesson 28 (#3, #3)</p> |

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Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|----------|---|--|
| 6.EE Expressions and Equations | 6.EE.2b | Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. | <p><u>INSTRUCTION:</u> New Concept: Lesson 2, pp. 12-16, Example 2; Lesson 3, pp. 18-20, Example 2; Lesson 12, pp. 12-13, Example 5; Lesson 19, pp. 99-102, Examples 1-2; Lesson 87, pp. 452-453, Examples 1-3 Standards Success Activity: Activity 10A</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 2 (#1, #3, #5, #24), Lesson 3 (#1, #27, #30), Lesson 11 (#2, #21), Lesson 14 (#1), Lesson 17 (#1), Lesson 19 (#9, #10, #18), Lesson 37 (#28), Lesson 42 (#28)</p> |
| | 6.EE.2c | Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). | <p><u>INSTRUCTION:</u> New Concept: Lesson 13, pp. 68-70, Examples 1-3. Lesson 47, pp. 246-247. Lesson 82, pp. 426-429, Examples 1-3; Lesson 91, pp. 474-476 Standards Success Activity: Activity 9, Activity 10B</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 84 (#26); Lesson 86 (#29), Lesson 87 (#19); Lesson 88 (#6); Lesson 99 (#5) Performance Activity: 16</p> |

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Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|----------|---|---|
| 6.EE Expressions and Equations | 6.EE.3 | Apply the properties of operations to generate equivalent expressions. | <p>INSTRUCTION: New Concept: Lesson 1, pp. 7-10, Example 5; Lesson 2, pp. 12-16, Example 4; Lesson 5, pp. 29-30 Standards Success Activity : Activity 10A</p> <p>MAINTENANCE: Problem Solving: Lesson 114, p. 597; Lesson 116, p. 606 Written Practice: Lesson 2 (#21, #22, #23, #26), Lesson 3 (#25, #26, #28), Lesson 6 (#27, #28, #29), Lesson 7 (#23, #26), Lesson 8 (#14, #15), Lesson 11 (#26, #29), Lesson 13 (#23, #26), Lesson 19 (#18)</p> |
| | 6.EE.4 | Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). Reason about and solve one-variable equations and inequalities. | <p>INSTRUCTION: Standards Success Activity: Activity 10A</p> <p>Throughout <i>Course 1</i>, students are able to work with solving equations using the order of operations. Students are able to name all parts of an equation using mathematical terms, (sum, difference, product, and quotient) and are able to evaluate variables in mathematical expressions. Starting in Lesson 3, students are able to solve simple one step equations with one variable in the question. In Lesson 9 students are able to write, solve and graph inequalities and in Lesson 15 the student can solve real world mathematical problems that have one variable in the problem. With Saxon's cumulative review each day the students are able to practice past concepts learned throughout the year and teachers can easily monitor student progress with Power Up, cumulative review and cumulative tests included in the program, again ensuring that students develop a high level of mathematical understanding.</p> |

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Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|---|--|
| 6.EE Expressions and Equations | Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. | <p>INSTRUCTION: New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 106, p. , Examples Standards Success Activity: Activity 1</p> <p>MAINTENANCE: Power Up: Lesson 87, p. 452; Lesson 92, p. 479; Lesson 93, p. 484; Lesson 94, p. 488; Lesson 95, p. 493 Problem Solving : Lesson 114, p. 597; Lesson 116, p. 606; Lesson 118, p. 617; Lesson 119, p. 621 Written Practice Lesson 3 (#17, #18, #19, #20, #21), Lesson 4 (#7, #8, #9, #10, #11), Lesson 5 (#5, #17, #22, #23, #24), Lesson 6 (#18, #19, #20, #21, #22), Lesson 7 (#14, #20, #21, #22, #27), Lesson 9 (#20, #21, #22, #24, #29), Lesson 11 (#7, #8, #9, #10, #14), Lesson 12 (#6, #11, #12, #22, #23), Lesson 13 (#20, #27, #28, #29, #30), Lesson 14 (#17, #19), Lesson 16 (#57, #28, #29), Lesson 17 (#12, #13, #14, #15), Lesson 18 (#15, #16, #17), Lesson 20 (#16, #17, #18, #19, #20), Lesson 21 (#18, #19), Lesson 24 (#24, #25, #26, #27), Lesson 29 (#16, #17, #18), Lesson 33 (#20), Lesson 41 (#21, #22, #24), Lesson 97 (#22)</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|----------|--|---|
| 6.EE Expressions and Equations | 6.EE.6 | Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. | <p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 11, pp. 58-61, Examples 1-2; Lesson 15, pp. 78-79; Lesson 88, p. 456-458, Examples 1-2</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 87, p. 452; Lesson 92, p. 479; Lesson 93, p. 484; Lesson 94, p. 488; Lesson 95, p. 493 Problem Solving: Lesson 114, p. 597; Lesson 116, p. 606; Lesson 118, p. 617; Lesson 119, p. 621 Written Practice: Lesson 3 (#17, #18, #19, #20, #21), Lesson 5 (#5, #4, #22, #23, #24), Lesson 9 (#20, #21, #22, #23, #29), Lesson 12 (#6, #11, #12, #22, #26), Lesson 16 (#21, #27, #28, #29), Lesson 18 (#15, #16, #17), Lesson 22 (#8, #9), Lesson 29 (#16, #17, #18), Lesson 37 (#3, #7), Lesson 41 (#5, #6, #21, #22, #24), Lesson 74 (#20), Lesson 87 (#1)</p> |
| | 6.EE.7 | Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. | <p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 18-21, Example 2; Lesson 4, pp. 24-26, Examples 1-2; Lesson 15, pp. 78-79; Lesson 87, pp. 452-453, Examples 1-3; Lesson 106, pp. 553-554, Examples 1-2</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 114, p. 597; Lesson 116, p. 606; Lesson 118, p. 617; Lesson 119, p. 621 Written Practice: Lesson 87 (#4, #5, #7), Lesson 88 (#3, #7, #8), Lesson 89 (#87, #21), Lesson 90 (#8), Lesson 91 (#20), Lesson 96 (#22, #23), Lesson 98 (#11)</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|----------|--|--|
| 6.EE Expressions and Equations | 6.EE.8 | Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. | <p><u>INSTRUCTION:</u> Standards Success Activity: Activity 1</p> <p><u>ASSESSMENT:</u> Standards Success Extension Test: Extension Test 1</p> |
| | | Represent and analyze quantitative relationships between dependent and independent variables. | Students in <i>Course 1</i> are able write and examine an equation with two variables to represent a relationship between the dependent and independent variables (Lesson 96). They are able to create tables such as function boxes and are able to describe the relationship between the quantities. Throughout the cumulative practice, review, and tests the students are able to master this concept to be ready to move on to seventh grade. |
| | 6.EE.9 | Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. | <p><u>INSTRUCTION:</u> New Concept: Lesson 96, pp. 497-501, Examples 1-3 Standards Success Activity: Activity 9</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 96 (#12), Lesson 97 (#3), Lesson 99 (#30), Lesson 102 (#25), Lesson 105 (#28), Lesson 109 (#16), Lesson 114 (#30), Lesson 118 (#23), Lesson 119 (#22) Performance Activity 20</p> |

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Common Core State Standards for Mathematics, Grade 6

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|--------------|----------|---|--|
| | | Solve real-world and mathematical problems involving area, surface area, and volume. | <p>In <i>Course 1</i> students are able to apply the techniques taught on area, surface area, and volume to solve real world mathematical problems. In Investigation 6, students learn how to break apart polygons and three dimensional shapes to be able to find the area and surface area. In Investigation 7, students are able to plot polygons on coordinate planes and work towards construction of scale drawings for seventh grade. Throughout the school year the students are able to discuss, develop and justify formulas used to find the area and volume of shapes by completing the written practices, extension activities, and investigations. The teacher can ensure mastery by having the students complete the cumulative and benchmark assessments</p> |
| 6.G Geometry | 6.G.1 | Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. | <p><u>INSTRUCTION:</u> New Concept: Lesson 71, pp. 368-372, Example 2; Lesson 79, pp. 408-410, Examples 1-2; Lesson 107, pp. 557-558 Standards Success Activity: Activity 11</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 32, p. 169; Lesson 33, p. 174; Lesson 45 p. 235 Problem Solving: Lesson 41, p. 216; Lesson 69, p. 353 Written Practice Lesson 79 (#7), Lesson 80 (#4, #5), Lesson 81 (#7), Lesson 83 (#23), Lesson 84 (#5, #6, #9), Lesson 89 (#9, #10), Lesson 90 (#9), Lesson 94 (#23), Lesson 100 (#22), Lesson 106 (#27), Lesson 113 (#17, #24), Lesson 115 (#18, #27), Lesson 116 (#1, #18), Lesson 118 (#18), Lesson 119 (#17)</p> |

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Common Core State Standards for Mathematics, Grade 6

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|--------------|----------|--|---|
| | 6.G.2 | Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. | <p><u>INSTRUCTION:</u> New Concept: Lesson 82, pp. 426-429, Examples 1-2 Standards Success Activity: Activity 7</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 82 (#27), Lesson 84 (#26), Lesson 85 (#26), Lesson 86 (#5), Lesson 87 (#18), Lesson 88 (#6), Lesson 91 (#23), Lesson 93 (#4), Lesson 98 (#14)</p> |
| 6.G Geometry | 6.G.3 | Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. | <p><u>INSTRUCTION:</u> Investigation: Investigation 7, pp. 363-367</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 75 (#27), Lesson 76 (#27), Lesson 77 (#27), Lesson 82 (#26), Lesson 88</p> |
| | 6.G.4 | Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. | <p><u>INSTRUCTION:</u> Investigation(s): Investigation 6, pp. 314-319; Investigation 12, pp. 630-636</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 70, p. 358 Written Practice: Lesson 64 (#21, #22), Lesson 74 (#15, #27, #28)</p> |

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Common Core State Standards for Mathematics, Grade 6

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|---------------------------------|----------|--|--|
| 6.SP Statistics and Probability | | Develop understanding of statistical variability. | In Investigation 1 of Course 1, students study the process of data collection. Through this investigation students are able to answer a statistical question and are able to describe the distribution by its center, spread and overall shape. In Investigation 5, students are able to recognize the difference between the measure of center and measure of variability. Statistical variation questions are continuously practiced and reviewed throughout the year and appear both on the practice sets and cumulative tests to ensure deep and long-lasting understanding. |
| | 6.SP.1 | Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. | <p><u>INSTRUCTION:</u> Investigation(s): Investigation 4, pp. 211-215; Investigation 5, pp. 264-267 Standards Success Activity: Activity 4A</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 89 (#23, #24, #25)</p> <p><u>INSTRUCTION:</u> Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215; Investigation 5, pp. 264-267 Standards Success Activity: Activity 5B</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 16 (#30), Lesson 24 (#30), Lesson 56 (#17, #23, #24)</p> |
| | 6.SP.2 | Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. | |

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Common Core State Standards for Mathematics, Grade 6

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| 6.SP Statistics and Probability | 6.SP.3 | Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. | <p><u>INSTRUCTION:</u> Investigation: Investigation 5, pp. 264-267 Standards Success Activity: Activity 5A</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 26, p. 136; Lesson 30, p. 156; Lesson 39, p. 200; Lesson 50, p. 259; Lesson 72, p. 375; Lesson 73, p. 380; Lesson 74, p. 385; Lesson 75, p. 390; Lesson 77, p. 399; Lesson 78, p. 404; Lesson 116, p. 606; Lesson 117, p. 612; Lesson 118, p. 617; Lesson 119, p. 621; Lesson 120, p. 626 Written Practice: Lesson 51 (#30), Lesson 53 (#4), Lesson 59 (#23), Lesson 76 (#18), Lesson 90 (#1), Lesson 99 (#18), Lesson 106 (#28), Lesson 113 (#27, #28), Lesson 115 (#21), Lesson 118 (#7), Lesson 120 (#7)</p> |
| | 6.SP.4 | Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. | <p>Students in <i>Course 1</i> are able to collect, organize, display and interpret numerical data sets (Investigation 4). Furthermore, throughout the cumulative practice in the investigations, extension activities, and written practices the students are able to identify clusters, peaks, gaps and symmetry in the data sets while considering the context in which the data was collected. Teachers can easily monitor student progress by using the cumulative and extension tests included in the program to ensure that students develop a high level of mathematical understanding.</p> <p><u>INSTRUCTION:</u> Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215; Investigation 5, pp. 264-267 Standards Success Activity: Activity 4B</p> |

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| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|---|---|
| 6.SP Statistics and Probability | 6.SP.5 | Summarize numerical data sets in relation to their context, such as by: | |
| | 6.SP.5a | Reporting the number of observations. | <p><u>INSTRUCTION:</u> Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 16 (#30), Lesson 24 (#30), Lesson 56 (#24)</p> |
| | 6.SP.5b | Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. | <p><u>INSTRUCTION:</u> New Concept: Lesson 58, pp. 299-303, Examples 1-5 Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215 Standards Success Activity: Activity 5B</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 61, p. 320; Lesson 82, p. 426; Lesson 83, p. 431; Lesson 84, p. 436; Lesson 115, p. 602 Problem Solving: Lesson 12, p. 63; Lesson 93, p. 484 Written Practice: Lesson 58 (#22), Lesson 60 (#25), Lesson 65 (#7), Lesson 74 (#4), Lesson 82 (#21), Lesson 92 (#1), Lesson 95 (#30), Lesson 97 (#30), Lesson 100 (#9), Lesson 103 (#8, #24), Lesson 109 (#6, #12), Lesson 119 (#27)</p> |

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| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|---|---|
| 6.SP Statistics and Probability | 6.SP.5c | Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. | <p><u>INSTRUCTION:</u> Investigation: Investigation 5, pp. 264-267 Standards Success Activity: Activity 4A, Activity 5A, Activity 5B</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 73, p. 380; Lesson 74, p. 385; Lesson 75, p. 390; Lesson 77, p. 399; Lesson 78, p. 404; Lesson 116, p. 606; Lesson 117, p. 612; Lesson 118, p. 617; Lesson 119, p. 621; Lesson 120, p. 626 Written Practice: Lesson 51 (#30), Lesson 53 (#4), Lesson 59 (#23), Lesson 80 (#1, #24, #25), Lesson 99 (#18), Lesson 106 (#28), Lesson 113 (#27, #28), Lesson 120 (#7)</p> |
| | 6.SP.5d | Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. | <p><u>INSTRUCTION:</u> Investigation: Investigation 5, pp. 264-267 Standards Success Activity: Activity 5A, Activity 5B</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 73, p. 380; Lesson 74, p. 385; Lesson 75, p. 390; Lesson 77, p. 399; Lesson 78, p. 404; Lesson 116, p. 606; Lesson 117, p. 612; Lesson 118, p. 617; Lesson 119, p. 621; Lesson 120, p. 626 Written Practice: Lesson 56 (#23), Lesson 62 (#30), Lesson 80 (#1, #24, #25), Lesson 89 (#23, #24, #25), Lesson 94 (#27), Lesson 102 (#1), Lesson 107 (#26, #27), Lesson 114 (#28), Lesson 117 (#24), Lesson 119 (#30)</p> |

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Correlation to the Common Core State Standards

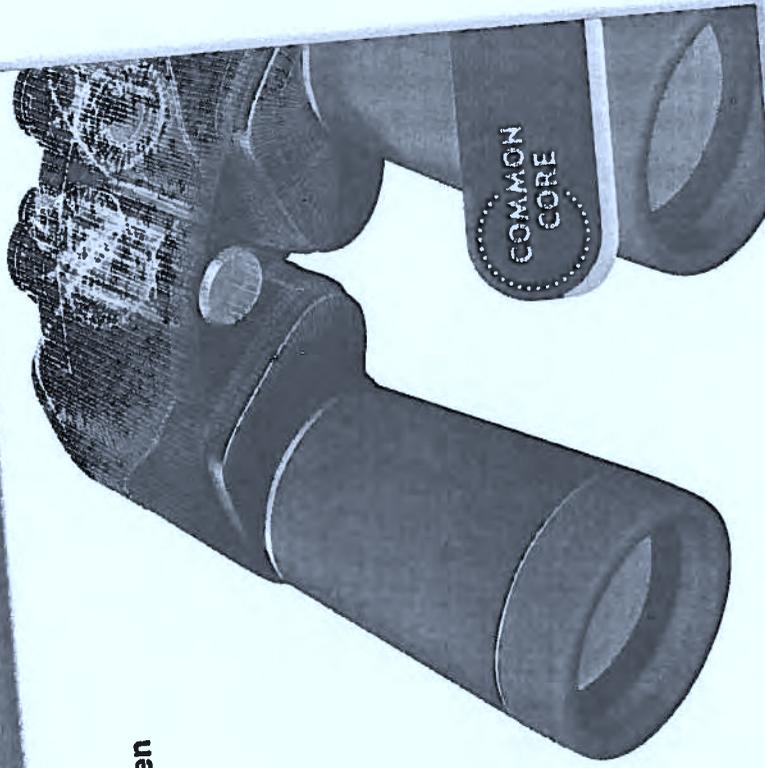
Saxon Math Course 2
© 2012 Grade 7

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SAXON MATH[™]

Course 2

Stephen
Hake



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Common Core State Standards for Mathematics, Grade 7 correlated to
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| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|--|---|---|
| Standards for Mathematical Practice | 1. | <p>Make sense of problems and persevere in solving them.</p> | <p><u>INSTRUCTION:</u> New Concept: Lesson 1, pp. 7-10; Lesson 11, pp. 75-79; Lesson 14, pp. 93-98; Lesson 22, pp. 157-159; Lesson 28, pp. 194-197; Lesson 41, pp. 296-299; Lesson 50, pp. 352-355; Lesson 52, pp. 369-372; Lesson 55, pp. 386-389; Lesson 81, pp. 562-565; Lesson 106, pp. 739-741 Investigation: Investigation 4, pp. 293-295; Investigation 8, pp. 558-561; Investigation 11, pp. 773-777</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 1, p. 6; Lesson 14, p. 93; Lesson 20, p. 134; Lesson 28, p. 194; Lesson 30, p. 208; Lesson 34, p. 241; Lesson 45, p. 323; Lesson 56, p. 393; Lesson 68, p. 480; Lesson 74, p. 518; Lesson 81, p. 562; Lesson 100, p. 693; Lesson 109, p. 759; Lesson 117, p. 817 Written Practice: Lesson 3, pp. 24-25 (#1, #2, #15); Lesson 14, pp. 98-99 (#1, #2, #5); Lesson 17, pp. 118-119 (#2, #13, #20); Lesson 24, pp. 172-174 (#3, #5); Lesson 31, pp. 225-227 (#1, #2, #16); Lesson 54, pp. 382-385 (#9, #16, #24); Lesson 71, pp. 504-506 (#2, #3, #20); Lesson 87, pp. 600-603 (#2, #17, #18); Lesson 96, pp. 664-667 (#1, #3); Lesson 107, pp. 751-753 (#3, #16, #24); Lesson 115, pp. 806-808 (#1, #9, #12); Lesson 120, pp. 841-843 (#1, #11)</p> <p>Standards Success Activity: Activity 7, pp. 13-14, Activity 9, pp. 17-18, Activity 10, pp. 19-20, Activity 11, pp. 21-22, Activity 12, pp. 23-24, Activity 17, pp. 33-34, Activity 26, pp. 51-52</p> | <p>Developing enthusiastic, independent, and proficient problem solvers is the focus of the <i>Saxon Math</i> series. To reinforce this commitment from day one, <i>Course 2</i> opens with a “Problem-Solving Overview” on pages 1 - 5. Working from Polya’s classic four-step problem solving process, and beginning with ten general strategies, students are guided to understand the information that has been provided and the question being asked, to plan accordingly, to use their plan to solve the problem while remaining open to re-direction, and to check their solution for reasonableness and possible extensions.</p> <p>The process and strategies outlined in the overview are discussed daily in the Problem Solving portion of the daily Power Up, and practiced daily in the integrated Written Practice, where students are not only expected to solve, but to also formulate problems. All problems build in complexity throughout the year, and to support good questioning, teacher materials include a “Problem Solving Discussion Guide” for each Power-Up, and “Math Conversation” prompts for each Lesson and Written Practice.</p> <p>Saxon’s pedagogy of daily integrating and gently evolving domains simultaneously naturally promotes perseverance. Students are provided both the time to master and the material to maintain skill sets. This avoids the current phenomenon of students learning enough to get by on the next test but forgetting those skills shortly thereafter, forcing them to be reviewed again the following year.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|---------------------------------------|--|---|
| Standards for Mathematical Practice | 2. | Reason abstractly and quantitatively. | <p>INSTRUCTION: New Concept: Lesson 3, pp. 21-23; Lesson 12, pp. 83-85; Lesson 14, pp. 93-98; Lesson 79, pp. 545-546; Lesson 96, pp. 660-663; Lesson 100, pp. 693-696 Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Problem Solving: Lesson 2, p. 13; Lesson 5, p. 34; Lesson 6, p. 40; Lesson 15, p. 100; Lesson 34, p. 241; Lesson 38, p. 273; Lesson 45, p. 323; Lesson 56, p. 393; Lesson 64, p. 453; Lesson 66, p. 466; Lesson 79, p. 545; Lesson 90, p. 618 Written Practice: Lesson 3, pp. 24-25 (#2, #7, #9); Lesson 4, pp. 32-33 (#7, #9, #10); Lesson 13, pp. 90-92 (#1, #3, #7); Lesson 14, pp. 98-99 (#2, #5, #30); Lesson 16, pp. 111-113 (#1, #4, #14); Lesson 90, pp. 621-623; Lesson 96, pp. 664-667 (#14, #27); Lesson 100, pp. 696-698 (#2, #11, #18); Lesson 101, pp. 707-709 (#7, #10, #28); Lesson 102, pp. 714-716 (#1, #18, #24)</p> <p>Standards Success Activity: Activity 16, pp. 31-32, Activity 17, pp. 33-34, Activity 22, pp. 43-44, Activity 23, pp. 45-46, Activity 26, pp. 51-52, Activity 27, pp. 53-54</p> | <p>The foundation of the <i>Saxon Math</i> series is mathematically proficient students, as measured by computational fluency, effective modeling of conceptual understanding, and meaningful application of concepts. Daily Written Practice does not focus simplistically on one standard at a time, but involves multiple domains just as real-world situations require. Examples and Practice Problems in the student text are marked with blue icons signifying to students the need to coherently “Generalize,” “Represent,” “Formulate,” and “Model” their work. Students develop habits of fluency and flexibility in both contextualizing (generating models of their understanding) and decontextualizing (simplifying a problem into symbolic form).</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|--|---|--|
| Standards for Mathematical Practice | 3. | Construct viable arguments and critique the reasoning of others. | <p>INSTRUCTION: New Concept: Lesson 12, pp. 83-85; Lesson 16, pp. 107-111; Lesson 29, pp. 200-204; Lesson 94, pp. 648-650 Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Problem Solving: Lesson 3, p. 20; Lesson 15, p. 100; Lesson 20, p. 134; Lesson 35, p. 247; Lesson 43, p. 309; Lesson 57, p. 400; Lesson 64, p. 453; Lesson 75, p. 523; Lesson 82, p. 569; Lesson 95, p. 653; Lesson 103, p. 717; Lesson 113, p. 791</p> <p>Written Practice: Lesson 12, pp. 85-87 (#3, #4, #5); Lesson 19, pp. 131-133 (#4, #7, #29); Lesson 22, pp. 161-161 (#27); Lesson 29, pp. 204-207 (#1, #8, #9); Lesson 30, pp. 213-215 (#3, #6, #8); Lesson 33, pp. 239-240 (#4, #28, #29); Lesson 35, pp. 251-254 (#28); Lesson 70, pp. 493-495 (#19); Lesson 94, pp. 650-652 (#30); Lesson 95, pp. 656-659 (#17)</p> <p>Standards Success Activity: Activity 3, pp. 5-6, Activity 4, pp. 7-8, Activity 14, pp. 27-28, Activity 19, pp. 37-38, Activity 24, pp. 47-48</p> | <p>Mathematically proficient students are able to communicate their personal thinking, ask useful questions, and clarify or improve upon the arguments of others. The opening “Power Up” activities of each lesson provided throughout the <i>Saxon Math</i> series are designed to foster discussion within the classroom and amongst classmates as to individual perspectives and preferences, strategies, and techniques of problem solving. Students hear and respond to novel approaches to solve problems, and teachers guide the discussion to ensure that student answers are based on solid mathematical reasoning.</p> <p>Examples, Practice Problems, and “Thinking Skill” prompts in the margins of the student text are marked with blue icons signifying to students the need to “Discuss,” “Explain,” “Justify,” and “Verify” their solutions.</p> <p>Teacher Manuals provide daily “Error Alert” and “Error and Misconceptions Analysis” prompts to emphasize opportunities for evaluative discussion of student thinking.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|------------------------|---|---|
| Standards for Mathematical Practice | 4. | Model with mathematics | <p>INSTRUCTION: New Concept: Lesson 7, pp. 46-50; Lesson 9, pp. 60-61, Examples 2-3; Lesson 22, pp. 157-159; Lesson 25, pp. 175-179; Lesson 98, pp. 677-682, Examples 1-2, 4-5; Lesson 102, pp. 710-713, Examples 1-2, 5 Investigation: Investigation 1, pp. 72-74; Investigation 2, pp. 143-148; Investigation 4, pp. 293-295; Investigation 11, pp. 773-777</p> <p>MAINTENANCE: Problem Solving: Lesson 14, p. 93; Lesson 28, p. 194; Lesson 30, p. 208; Lesson 34, p. 241; Lesson 40, p. 285; Lesson 50, p. 352; Lesson 54, p. 380; Lesson 90, p. 618 Written Practice: Lesson 24, pp. 172-174 (#4, #6, #12); Lesson 26, pp. 185-187 (#8, #10, #30); Lesson 36, pp. 261-263 (#5, #16); Lesson 56, pp. 397-399 (#23, #29); Lesson 62, pp. 444-446 (#6); Lesson 71, pp. 504-506 (#18); Lesson 77, pp. 537-539; Lesson 83, pp. 577-579 (#9); Lesson 87, pp. 600-603; Lesson 100, pp. 696-698 (#13, #14, #25); Lesson 118, pp. 828-830 (#5, #10) Standards Success Activity: Activity 15, pp. 29-30, Activity 18, pp. 35-36, Activity 22, pp. 43-44, Activity 23, pp. 45-46</p> | <p><i>Saxon Math</i> is based on the belief that people learn by doing, and the ultimate “doing” is applying mathematical concepts to everyday life situations. The <i>Saxon Math</i> series seeks to produce mathematically proficient students who can then use the quantitative skills they have honed to create solutions, and apply quantitative methods to practical challenges. Examples and Practice Problems in the student text are marked with blue icons signifying to students the need to “Represent,” “Formulate,” and “Model” their work. Visual support throughout the program ensures that students are able to represent mathematical situations using charts, tables, and other graphic organizers to guide their understanding of increasingly complex problems.</p> <p>One key example in <i>Course 2</i> involves the ratio box. First introduced in Lesson 53, this problem-solving tool serves as an important middle step that allows students to model a concrete mathematical problem before making the leap to an abstract proportional relationship. It is first used for straightforward ratio word problems but gradually builds towards more complicated problem-solving situations, including (but not limited to) percent of change, scale models, and successive discounts.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
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| Standards for Mathematical Practice | 5. | Use appropriate tools strategically. | <p>INSTRUCTION: New Concept: Lesson 17, pp. 115-118; Lesson 34, pp. 241-244; Lesson 37, pp. 264-270; Lesson 43, pp. 309-313; Lesson 51, pp. 363-366; Lesson 52, pp. 369-372; Lesson 57, pp. 400-403; Lesson 65, pp. 459-462; Lesson 112, pp. 784-787 Investigation: Investigation 2, pp. 143-148; Investigation 3, pp. 216-220; Investigation 7, pp. 496-501; Investigation 10, pp. 699-703</p> <p>MAINTENANCE: Problem Solving: Lesson 2, p. 13; Lesson 24, p. 169; Lesson 30, p. 208; Lesson 34, p. 241; Lesson 50, p. 352; Lesson 80, p. 550 Written Practice: Lesson 17, pp. 118-119 (#6, #10); Lesson 18, pp. 124-127 (#25, #26); Lesson 19, pp. 131-133 (#13); Lesson 22, pp. 160-161 (#28); Lesson 25, pp. 179-181 (#2, #4, #15); Lesson 32, pp. 232-234 (#29, #30); Lesson 36, pp. 261-263 (#6, #13, #30); Lesson 37, pp. 270-272 (#7, #15, #29)</p> <p>Standards Success Activity: Activity 5, pp. 9-10, Activity 8, pp. 15-16, Activity 18, pp. 35-36, Activity 25, pp. 49-50, Activity 28, pp. 55-56</p> | <p>Saxon Math requests and requires the use of grade level appropriate tools for instruction and problem solving. This begins with concrete models at the primary level, regularly includes representational tools such as graphs, charts, tables and diagrams, and moves to more sophisticated tools like geometry software at the secondary level. Saxon offers instruction and guidance for appropriate use of tools throughout the program, and has compiled a complete manipulative set for grades 6–8. Icons in the margins of the textbook indicate to students appropriate places for use of scientific calculators, and graphing calculator icons indicate related/extension activities available on-line.</p> <p>Alongside the standard use of tools, “Alternate Approach with Manipulatives” notes in the Teacher Manual and the “Adaptation Teaching Guide” provide additional techniques for working with at-risk students via standard manipulatives, reference guides, and adaptation prompts. Students learn how these tools and resources can support them in solving problems without over-relying on them or letting them impede their ability to solve problems independently.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|----------------------|--|---|
| Standards for Mathematical Practice | 6. | Attend to precision. | <p>INSTRUCTION: New Concept: Lesson 8, pp. 54-58; Lesson 15, pp. 100-104; Lesson 17, pp. 115-118; Lesson 20, pp. 134-139; Lesson 32, pp. 228-231; Lesson 34, pp. 241-244; Lesson 35, pp. 247-251 Investigation: Investigation 2, pp. 143-148; Investigation 3, pp. 216-220; Investigation 10, pp. 699-703; Investigation 11, pp. 773-777</p> <p>MAINTENANCE: Problem Solving: Lesson 69, p. 485; Lesson 79, p. 545; Lesson 80, p. 550; Lesson 82, p. 569 Written Practice: Lesson 15, pp. 105-106 (#3, #5, #8); Lesson 16, p. 112 (#5, #6, #9); Lesson 21, pp. 154-156 (#3, #4, #25); Lesson 22, pp. 160-161 (#7, #11, #28); Lesson 32, pp. 233-234 (#15, #29, #30); Lesson 34, pp. 245-246 (#12, #14, #27); Lesson 35, pp. 252-253 (#9, #11, #14); Lesson 37, pp. 270-272 (#3, #16, #28); Lesson 66, pp. 468-471 (#3, #18, #30); Lesson 86, pp. 595-597 (#15, #20)</p> <p>Standards Success Activity: Activity 2, pp. 3-4, Activity 3, pp. 5-6</p> | <p>To ensure students calculate accurately and efficiently, and then maintain that proficiency, 30 fully integrated and evolving Written Practice problems have been designed to daily guarantee students' minds do not go on autopilot, which is the brain's natural tendency when presented with too many of the same thing in a single sitting. Conscientious effort has been made by author Stephen Hake to guarantee that if, for example, a proportional reasoning problem is to be posed daily, that it be presented from different perspectives so as to very naturally require and instill attention to detail. Students may simply define the process on one day, represent the problem symbolically the next day, formulate their own problem, or generate a solution – but for different components each time. Each practice and assessment question is referenced to its lesson of initial instruction to encourage students to reference rather than guess when in doubt.</p> <p>Automaticity of basic skill sets is promoted with a 2-3 minute timed practice set that opens the Power-Up portion of each lesson.</p> <p>Parallel to the student textbook, the “Student Adaptation Workbook” provides additional starting points, hints/tips for progressing, and reminders to label to encourage and reinforce precision with special needs and at-risk students.</p> |

Common Core State Standards for Mathematics, Grade 7 correlated to
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| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|-------------------------------------|---|---|
| Standards for Mathematical Practice | 7. | Look for and make use of structure. | <p>INSTRUCTION: New Concept: Lesson 2, pp. 14-18; Lesson 9, pp. 60-63; Lesson 15, pp. 100-104; Lesson 19, pp. 128-131; Lesson 41, pp. 296-299; Lesson 52, pp. 369-372; Lesson 81, pp. 562-565; Lesson 85, pp. 586-589; Lesson 101, pp. 704-707; Lesson 106, pp. 739-741; Lesson 108, pp. 754-755 Investigation: Investigation 11, pp. 773-777</p> <p>MAINTENANCE: Written Practice Lesson 3, p. 24 (#3, #5, #6); Lesson 7, pp. 51-52 (#2, #23, #24); Lesson 14, p. 99 (#8, #21, #22); Lesson 19, pp. 131-133 (#4, #8, #30); Lesson 27, pp. 191-193 (#9, #6, #16); Lesson 41, pp. 299-301 (#9, #14, #29); Lesson 42, pp. 305-308 (#8, #19, #21); Lesson 59, pp. 417-419 (#14, #28); Lesson 60, pp. 423-426 (#21, #22); Lesson 81, pp. 565-568 (#10, #16, #26); Lesson 85, pp. 585-591 (#17, #28); Lesson 101, pp. 707-709 (#5, #11, #13); Lesson 107, pp. 751-753 (#11, #16, #30)</p> <p>Standards Success Activity: Activity 20, pp. 39-40, Activity 21, pp. 41-42, Activity 27, pp. 53-54</p> | <p><i>Saxon Math</i> builds solid structure throughout the program first by explicitly teaching number properties and how concepts connect, and then by encouraging students to use both problem solving strategies and their skill fluency to notice possible patterns and apply basic structures to new or unique challenges. Saxon’s program gradually evolves from these particulars to the deeper structures inherent in the discipline.</p> <p>The integrated Written Practice takes this one step further by forcing students to develop flexibility in their mathematical understanding. Rather than presenting 20 identical problems with slightly different numeration side-by-side, <i>Saxon Math</i> asks students to practice a myriad of concepts from different strands on a daily basis, ensuring that their use of structure is not simply a function of the problem type.</p> <p>Author Stephen Hake is careful to phrase examples and practice problems of a single concept in a variety of ways to assure flexibility of student thinking exists within the fluency. “What is NOT?” is a frequent form of questioning, and blue icons identify “Connect,” “Classify,” and “Analyze” questions within the Written Practice that require students to step back, get an overview of the problem at hand, and shift their perspective if necessary.</p> |

Common Core State Standards for Mathematics, Grade 7 correlated to
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| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|--|---|--|
| Standards for Mathematical Practice | 8. | Look for and express regularity in repeated reasoning. | <p><u>INSTRUCTION:</u> New Concept: Lesson 4, pp. 29-31; Lesson 6, pp. 40-43; Lesson 24, pp. 169-172; Lesson 27, pp. 188-191; Lesson 115, pp. 804-806 Investigation: Investigation 8, pp. 558-561, Investigation 11, pp. 773-777</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 1, p. 6; Lesson 12, p. 82; Lesson 16, p. 107; Lesson 21, p. 149; Lesson 42, p. 302 Written Practice: Lesson 4, pp. 32-33 (#4, #5, #17); Lesson 5, pp. 38-39 (#2, #6, #28); Lesson 8, pp. 58-59 (#1, #4, #26); Lesson 25, pp. 179-181 (#9, #13, #30); Lesson 26, pp. 185-187 (#9, #14, #21); Lesson 28, pp. 197-199 (#7, #8, #15); Lesson 31, pp. 225-227 (#21, #29); Lesson 117, pp. 821-824 (#2, #13, #19); Lesson 119, pp. 834-836 (#8)</p> | <p>Distributing the instruction of key concepts over the course of the school year allows Saxon curriculum to daily visit the ever increasing “big picture,” while attending to finer and finer detail. The development of regularity and repeated reasoning in Saxon students happens over the entire year rather than “cramming” repeated exposures to skills and concepts into a massed practice set or a three-week chapter or unit. This is a much more natural progression of skills, allowing students to discover these patterns and develop a deeper mathematical understanding at their own pace.</p> <p>“Shortcuts” are not introduced or utilized in Saxon until students exemplify proficiency with all subskills of the skill set. For instance, in Lesson 16 of <i>Course 2</i> students revisit function tables, and in Investigation 3 the coordinate plane. They proceed to plotting (Lesson 56) and graphing (Investigation 9) functions, solve and transform literal equations (Lesson 106), and define slope (Lesson 107), but not until Lesson 116 is the “aha” – the shortcut - of using the slope-intercept method of graphing linear equations utilized. Frequently in Saxon, the shortcut has already been discovered and utilized by students themselves by the time it is formally introduced.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---|----------|--|---|
| 7. RP Ratios and Proportional Relationships | | Analyze proportional relationships and use them to solve real-world and mathematical problems. | <p><i>Course 2</i> extends students' understanding of ratio to that of proportionality. Students will distinguish proportional from other relationships, represent their work with numbers, words, pictures and equations, relate unit rates of measure to the steepness of the slope of a line, and apply proportional reasoning to solve problems involving percents and scale factors. Knowledge and use of proportional relationships for 7th grade is expanded upon in <i>Course 2</i> at the following points:</p> <ul style="list-style-type: none"> Lesson 14 Problems About Parts of a Whole Lesson 22 Problems About a Fraction of a Group Lesson 36 Ratio Lesson 39 Proportions Lesson 46 Rates Lesson 50 Unit Multipliers Lesson 53 Ratio Word Problems Lesson 54 Rate Word Problems Lesson 55 Rate Problems with Multiple Steps Lesson 60 Fractional Part and the Percent of a Number, Parts 1 Lesson 66 Ratio Problems Involving Totals Lesson 71 Finding the Whole Group When a Fraction is Known Lesson 72 Implied Ratios Lesson 74 Fractional Parts of a Number, Part 2 Lesson 76 Complex Fractions Lesson 77 Percent of a Number, Part 2 Lesson 81 Using Proportions to Solve Percent Problems Lesson 88 Multiple Unit Multipliers Investigation 9 Graphing Functions Lesson 92 Percent of Change Lesson 97 Similar Triangles; Indirect Measurement Lesson 98 Scale Factor Lesson 101 Translating Expressions into Equations Lesson 107 Slope Lesson 110 Successive Discounts Investigation 11 Scale Factor in Surface Area and Volume |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---|----------|--|---|
| 7. RP Ratios and Proportional Relationships | 7.RP.1 | Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. | <p>INSTRUCTION: New Concept: Lesson 46, pp. 329-333; Lesson 53, pp. 375-376 Investigation: Investigation 11, pp. 773-777</p> <p>MAINTENANCE: Problem Solving: Lesson 57, p. 400; Lesson 67, p. 472; Lesson 102, p. 710 Written Practice: Lesson 46, p. 333 (#1, #2, #11); Lesson 48, pp. 344-345 (#1, #5, #15); Lesson 49, pp. 349 (#3); Lesson 50, pp. 356 (#3, #4); Lesson 51, pp. 366 (#4); Lesson 52, pp. 372 (#4, #5); Lesson 55, pp. 390 (#2, #3, #10); Lesson 57, pp. 404 (#11); Lesson 61, pp. 437 (#1, #4); Lesson 62, pp. 444 (#3); Lesson 65, pp. 462 (#1); Lesson 68, pp. 482 (#4, #5, #6); Lesson 70, pp. 493 (#1, #4); Lesson 74, pp. 520 (#2); Lesson 75, pp. 526 (#2); Lesson 76, pp. 531 (#1); Lesson 79, pp. 547 (#2); Lesson 86, pp. 595 (#1, #5); Lesson 91, pp. 633 (#3); Lesson 92, pp. 639 (#3); Lesson 93, pp. 645 (#1); Lesson 98, pp. 683 (#7); Lesson 103, pp. 721 (#3, #4); Lesson 106, pp. 742 (#1, #3); Lesson 112, pp. 788 (#4); Lesson 113, pp. 796 (#4); Lesson 114, pp. 801 (#1, #4)</p> <p>Standards Success Activity: Activity 13, pp. 25-26</p> |
| | 7.RP.2 | Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. | <p>INSTRUCTION: New Concept: Lesson 98, pp. 677-682 Investigation: Investigation 9, pp. 624-630</p> <p>MAINTENANCE: Written Practice: Lesson 91, pp. 634 (#19); Lesson 109, pp. 763 (#11)</p> <p>Standards Success Activity: Activity 19, pp. 37-38</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---|----------|---|---|
| 7. RP Ratios and Proportional Relationships | 7.RP.2.b | Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. | <p>INSTRUCTION: New Concept: Lesson 46, pp. 329-333 Investigation: Investigation 9, pp. 624-630</p> <p>MAINTENANCE: Problem Solving: Lesson 57, p. 400; Lesson 67, p. 472; Lesson 102, p. 710 Written Practice: Lesson 46, p. 333 (#1, #2, #11); Lesson 48, pp. 344-345 (#1, #5, #15); Lesson 49, p. 349 (#3); Lesson 50, p. 356 (#3, #4); Lesson 51, p. 366 (#4); Lesson 52, p. 372 (#4, #5); Lesson 55, p. 390 (#3); Lesson 57, p. 404 (#11); Lesson 61, p. 437 (#1, #4); Lesson 62, p. 444 (#3); Lesson 65, p. 462 (#1); Lesson 68, p. 482 (#4, #5); Lesson 70, p. 493 (#4); Lesson 74, p. 520 (#2); Lesson 75, p. 526 (#2); Lesson 76, p. 531 (#1); Lesson 79, p. 547 (#2); Lesson 86, p. 595 (#1, #5); Lesson 91, p. 633 (#3, #12); Lesson 92, p. 639 (#3); Lesson 93, p. 645 (#1)</p> |
| 7. RP Ratios and Proportional Relationships | 7.RP.2.c | Represent proportional relationships by equations. | <p>Standards Success Activity: Activity 25, pp. 49-50</p> <p>INSTRUCTION: New Concept: Lesson 28, pp. 194-197; Lesson 39, pp. 280-282; Lesson 46, pp. 329-333; Lesson 55, pp. 386-389; Lesson 72, pp. 507-509</p> <p>MAINTENANCE: Problem Solving: Lesson 102, p. 710 Written Practice: Lesson 39, p. 284 (#15, #16, #17); Lesson 40, p. 292 (#16, #17, #18); Lesson 41, p. 301 (#17, #18); Lesson 42, p. 307 (#15, #17); Lesson 43, p. 315 (#22); Lesson 44, p. 322 (#20, #21); Lesson 45, p. 328 (#17, #18); Lesson 46, p. 333 (#4); Lesson 48, p. 344 (#1, #5, #6); Lesson 51, p. 366 (#2, #4); Lesson 52, p. 372 (#4, #5); Lesson 55, p. 390 (#3); Lesson 57, p. 404 (#3, #11); Lesson 61, p. 437 (#1, #4); Lesson 62, p. 444 (#1, #3); Lesson 65, p. 462 (#1); Lesson 68, p. 482 (#4, #5); Lesson 70, p. 493 (#4); Lesson 74, p. 520 (#1, #2)</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---|----------|---|---|
| 7. RP Ratios and Proportional Relationships | 7.RP.2.d | Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. | <p><u>INSTRUCTION:</u> New Concept: Lesson 98, pp. 677-682 Investigation: Investigation 9, pp. 624-630</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 104, p. 729 (#22)</p> <p>Standards Success Activity: Activity 26, pp. 51-52</p> |
| | 7.RP.3 | Use proportional relationships to solve multistep ratio and percent problems. | <p><u>INSTRUCTION:</u> New Concept: Lesson 60, pp. 420-423; Lesson 92, pp. 636-639; Lesson 110, pp. 765-770</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 101, p. 704 Written Practice: Lesson 60, p. 424 (#9, #10); Lesson 74, p. 520 (#10, #11); Lesson 76, p. 532 (#7, #12, #13); Lesson 78, p. 543 (#21); Lesson 79, p. 548 (#15); Lesson 80, p. 557 (#15); Lesson 81, p. 567 (#13); Lesson 84, p. 584 (#15); Lesson 85, p. 590 (#14); Lesson 91, p. 633 (#6); Lesson 92, p. 639 (#6, #7); Lesson 93, p. 646 (#5, #15); Lesson 94, p. 650 (#7, #8); Lesson 95, p. 657 (#7, #8); Lesson 97, pp. 674-675 (#1, #7, #12); Lesson 98, p. 683 (#2, #4, #12); Lesson 99, p. 690 (#7, #10, #11); Lesson 104, p. 727 (#1)</p> |

| Domain | Standard | Text of Objective | <p><i>Saxon Math Course 2 Citations/Examples</i> <i>References in italics indicate foundational.</i></p> |
|------------------------|----------|---|--|
| 7.NS The Number System | | <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> | <p>Operations with fractions are revisited early in <i>Course 2</i>, and are then able to be utilized daily throughout the course. Operations with rational numbers for 7th grade is expanded upon in <i>Course 2</i> at the following points: Lesson 2 Properties of Operations Lesson 42 Repeating Decimals Lesson 43 Converting Fractions to Decimals Lesson 52 Order of Operation Lesson 59 Adding Integers on a Number Line Lesson 63 Symbols of Inclusion (including Absolute Value) Lesson 64 Adding Positive and Negative Numbers Lesson 68 Algebraic Addition Lesson 73 Multiplying and Dividing Positive and Negative Rational Numbers (whole, decimal, fraction) Lesson 76 Complex Fractions Lesson 86 Number Families (Classifying Rational Numbers) Lesson 118 Division by Zero</p> |
| | 7.NS.1 | <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> | |
| | 7.NS.1.a | <p>Describe situations in which opposite quantities combine to make 0.</p> | <p>INSTRUCTION: New Concept: Lesson 59, pp. 413-416; Lesson 68, pp. 480-482</p> <p>MAINTENANCE: Written Practice: Lesson 59, pp. 417-418 (#4, #7, #12); Lesson 60, pp. 424-425 (#8, #11, #13); Lesson 61, p. 439 (#19); Lesson 62, pp. 445-446 (#11, #29); Lesson 63, p. 450 (#5, #11); Lesson 68, p. 483 (#14); Lesson 71, p. 506 (#29); Lesson 73, p. 517 (#29); Lesson 74, p. 522 (#27)</p> <p>Standards Success Activity: Activity 6, pp. 11-12</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|------------------------|----------|---|---|
| 7.NS The Number System | 7.NS.1.b | Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. | <p>INSTRUCTION: New Concept: Lesson 59, pp. 413–416; Lesson 68, pp. 480–482</p> <p>MAINTENANCE: Written Practice: Lesson 59, pp. 417–418 (#4, #7, #12); Lesson 60, pp. 424–425 (#8, #11, #13); Lesson 61, p. 439 (#19); Lesson 62, pp. 445–446 (#11, #29); Lesson 63, p. 450 (#5, #11); Lesson 68, p. 483 (#14); Lesson 71, p. 506 (#29); Lesson 73, p. 517 (#29); Lesson 74, p. 522 (#27)</p> <p>Standards Success Activity: Activity 7, pp. 13–14</p> |
| | 7.NS.1.c | Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. | <p>INSTRUCTION: New Concept: Lesson 59, pp. 413–416; Lesson 64, pp. 453–456; Lesson 68, pp. 480–482</p> <p>MAINTENANCE: Written Practice: Lesson 64, p. 457 (#11, #12); Lesson 65, p. 463 (#13); Lesson 66, p. 469 (#14); Lesson 68, p. 483 (#14); Lesson 71, p. 506 (#29); Lesson 73, p. 517 (#29); Lesson 74, p. 522 (#27)</p> <p>Standards Success Activity: Activity 9, pp. 17–18</p> |
| | 7.NS.1.d | Apply properties of operations as strategies to add and subtract rational numbers. | <p>INSTRUCTION: New Concept: Lesson 59, pp. 413–416; Lesson 64, pp. 453–456; Lesson 68, pp. 480–482</p> <p>MAINTENANCE: Written Practice: Lesson 59, p. 417 (#4, #7); Lesson 60, p. 424 (#8, #11); Lesson 64, p. 457 (#11, #12); Lesson 67, p. 478 (#13, #16); Lesson 68, p. 483 (#14); Lesson 71, p. 506 (#29); Lesson 73, p. 517 (#29); Lesson 74, p. 522 (#27); Lesson 76, p. 533 (#29); Lesson 78, p. 544 (#26, #30)</p> |

| Domain | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 7.NS.2 | Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. | |
| 7.NS.2.a | Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. | <p>INSTRUCTION: New Concept: Lesson 73, pp. 513-515</p> <p>MAINTENANCE: Power Up: Lesson 81, p. 562; Lesson 85, p. 586; Lesson 88, p. 604; Lesson 93, p. 642; Lesson 97, p. 668; Lesson 101, p. 704; Lesson 106, p. 739; Lesson 107, p. 745; Lesson 109, p. 759 Written Practice: Lesson 73, pp. 515-516 (#9, #12); Lesson 74, p. 522 (#28); Lesson 75, p. 527 (#13); Lesson 76, p. 532 (#9); Lesson 77, p. 538 (#12); Lesson 78, p. 543 (#14); Lesson 79, p. 548 (#13); Lesson 80, p. 556 (#14); Lesson 81, p. 568 (#29); Lesson 82, p. 574 (#29); Lesson 83, p. 579 (#27); Lesson 84, p. 585 (#29)</p> <p>Standards Success Activity: Activity 10, pp. 19-20</p> |
| 7.NS.2.b | Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $(p/q) - (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. | <p>INSTRUCTION: New Concept: Lesson 1, pp. 6-10; Lesson 73, pp. 513-515; Lesson 86, pp. 592-595; Lesson 118, pp. 825-828</p> <p>MAINTENANCE: Written Practice: Lesson 2, p. 19 (#8, #9, #10); Lesson 3, p. 25 (#24, #25, #26); Lesson 4, p. 33 (#18, #19, #20); Lesson 5, p. 39 (#17, #18, #19); Lesson 6, p. 44 (#17, #18, #19); Lesson 8, p. 59 (#18, #19, #20); Lesson 9, p. 65 (#20, #21, #22); Lesson 11, p. 80 (#19, #20, #21); Lesson 13, p. 92 (#20, #24, #25); Lesson 14, p. 99 (#20, #23, #24); Lesson 16, p. 112 (#22, #25); Lesson 18, p. 126 (#20, #21, #22); Lesson 28, p. 198 (#25); Lesson 73, p. 515 (#9); Lesson 74, p. 522 (#28); Lesson 75, p. 527 (#13); Lesson 76, p. 532 (#9); Lesson 77, p. 538 (#12); Lesson 79, p. 548 (#13); Lesson 80, p. 556 (#14); Lesson 82, p. 574 (#29); Lesson 84, p. 585 (#29)</p> <p>Standards Success Activity: Activity 11, pp. 21-22</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|------------------------|----------|---|--|
| 7.NS The Number System | 7.NS.2 | Apply properties of operations as strategies to multiply and divide rational numbers. | <p><u>INSTRUCTION:</u> New Concept: Lesson 9, pp. 60-64; Lesson 22, pp. 157-159; Lesson 24, pp. 169-172; Lesson 25, pp. 175-179; Lesson 26, pp. 182-185; Lesson 35, pp. 247-251; Lesson 45, pp. 323-326; Lesson 73, pp. 513-515; Lesson 86, pp. 592-595</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 2, p. 13; Lesson 5, p. 34; Lesson 11, p. 75; Lesson 15, p. 100; Lesson 18, p. 120; Lesson 24, p. 169; Lesson 28, p. 194; Lesson 41, p. 296; Lesson 46, p. 329; Lesson 51, p. 363; Lesson 55, p. 386; Lesson 58, p. 406; Lesson 65, p. 459; Lesson 76, p. 529; Lesson 99, p. 686</p> <p>Problem Solving: Lesson 21, p. 149; Lesson 25, p. 175; Lesson 29, p. 200; Lesson 35, p. 247; Lesson 36, p. 255; Lesson 41, p. 296; Lesson 46, p. 329; Lesson 55, p. 386; Lesson 62, p. 440; Lesson 75, p. 523; Lesson 79, p. 545; Lesson 92, p. 636</p> <p>Written Practice: Lesson 13, p. 90; Lesson 15, p. 105; Lesson 17, p. 118; Lesson 19, p. 132 (#14, #25); Lesson 21, p. 154; Lesson 26, p. 185 (#6); Lesson 28, p. 198 (#9, #19, #22); Lesson 32, p. 233 (#22, #25, #26); Lesson 33, p. 240 (#21, #22, #25); Lesson 37, p. 272 (#19, #20, #21); Lesson 38, p. 279 (#18, #23, #25); Lesson 45, p. 328 (#18, #22, #23); Lesson 46, p. 334 (#20, #24); Lesson 49, p. 351 (#19, #23); Lesson 55, p. 392 (#25, #27); Lesson 57, p. 405 (#24, #28); Lesson 61, p. 439 (#25, #26); Lesson 62, p. 446 (#18, #27); Lesson 63, p. 450 (#10); Lesson 66, p. 468 (#3); Lesson 69, p. 489 (#29, #33); Lesson 70, p. 495 (#28, #29); Lesson 73, p. 515 (#3, #9); Lesson 74, p. 522 (#28); Lesson 75, p. 527 (#8, #13); Lesson 83, p. 579 (#27); Lesson 84, p. 585 (#29); Lesson 109, p. 762 (#1)</p> |
| | 7.NS.2.d | Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. | <p><u>INSTRUCTION:</u> New Concept: Lesson 43, pp. 310-316; Lesson 86, pp. 592-595</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 43, p. 314 (#9, #10); Lesson 44, p. 321 (#8, #9); Lesson 45, p. 327 (#9); Lesson 46, p. 333 (#8, #10); Lesson 51, p. 367 (#8); Lesson 80, p. 557 (#25); Lesson 100, p. 698 (#27, #28)</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|------------------------|----------|--|---|
| 7.NS The Number System | 7.NS.3 | Solve real-world and mathematical problems involving the four operations with rational numbers. ¹ | <p>INSTRUCTION: New Concept: Lesson 13, pp. 88-90; Lesson 22, pp. 157-159; Lesson 25, pp. 175-179; Lesson 26, pp. 182-185; Lesson 28, pp. 194-197; Lesson 44, pp. 317-320; Lesson 45, pp. 323-326</p> <p>MAINTENANCE: Power Up: Lesson 2, p. 13; Lesson 6, p. 40; Lesson 9, p. 60; Lesson 16, p. 107; Lesson 19, p. 128; Lesson 27, p. 188; Lesson 41, p. 296; Lesson 46, p. 329; Lesson 49, p. 347; Lesson 55, p. 386; Lesson 68, p. 480; Lesson 74, p. 518; Lesson 79, p. 545; Lesson 87, p. 598; Lesson 103, p. 717; Lesson 111, p. 778; Lesson 119, p. 832</p> <p>Problem Solving: Lesson 11, p. 75; Lesson 22, p. 157; Lesson 23, p. 163; Lesson 27, p. 188; Lesson 32, p. 228; Lesson 36, p. 255; Lesson 41, p. 296; Lesson 45, p. 323; Lesson 51, p. 363; Lesson 55, p. 386; Lesson 62, p. 440; Lesson 72, p. 507; Lesson 86, p. 592; Lesson 95, p. 653</p> <p>Written Practice: Lesson , pp. 90-91 (#4, #5); Lesson 15, p. 105 (#4); Lesson 16, p. 111 (#2); Lesson 17, p. 118 (#3); Lesson 18, p. 124 (#1); Lesson 19, p. 131 (#3); Lesson 20, p. 140 (#1); Lesson 21, p. 154 (#2); Lesson 24, p. 172 (#2); Lesson 26, p. 185 (#2, #5); Lesson 63, p. 450 (#7, #10); Lesson 64, p. 456 (#3, #6); Lesson 66, p. 468 (#2)</p> <p>Standards Success Activity: Activity 12, pp. 23-24</p> |

¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

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|--------------------------------|----------|--|---|
| 7.EE Expressions and Equations | | Use properties of operations to generate equivalent expressions. | <p>Beginning at Lesson 3 in <i>Course 2</i>, and addressed daily throughout, is the expectation that students will apply to their own experiences their understanding and interpretation of variables. Daily work with contextual and mathematical problems involving unknown values for 7th graders is expanded upon in <i>Course 2</i> at the following points:</p> <p>Lesson 3 Unknowns in Addition, Subtraction, Multiplication, Division Lesson 9 Addition, Subtraction, Multiplication of Fractions Lesson 11 Problems About Combining and Separating Lesson 12 Problems About Comparing and Elapsed Time Lesson 13 Problems About Equal Groups Lesson 14 Problems About Parts of a Group Lesson 22 Problems About Fractions of a Group Lesson 28 Two-step Word Problems Lesson 46 Rates Lesson 50 Unit Multipliers Lesson 53 Ratio Word Problems Lesson 54 Rate Word Problems Lesson 55 Average and Rate Problems with Multiple Steps Lesson 64 Algebraic Addition Lesson 66 Ratio Problems with Totals Lesson 68 Algebraic Addition Lesson 78 Graphing Inequalities Lesson 84 Algebraic Terms Lesson 93 Two-step Equations and Inequalities Lesson 96 Distributive Property with Algebraic Terms Lesson 101 Translate Expressions to Equations Lesson 115 Factoring Algebraic Expressions</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------------------------|----------|---|--|
| 7.EE Expressions and Equations | 7.EE.1 | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | <p>INSTRUCTION: New Concept: Lesson 84, pp. 580-583; Lesson 96, pp. 660-664; Lesson 115, pp. 804-806</p> <p>MAINTENANCE: Written Practice: Lesson 84, p. 583 (#2); Lesson 85, p. 591 (#29); Lesson 86, p. 597 (#29); Lesson 87, p. 603 (#30); Lesson 88, p. 608 (#13, #14); Lesson 89, p. 617 (#25); Lesson 90, p. 621 (#5); Lesson 93, p. 647 (#19); Lesson 96, p. 667 (#27); Lesson 97, p. 676 (#26, #27); Lesson 99, p. 692 (#30); Lesson 100, p. 697 (#11); Lesson 101, pp. 707-709 (#7, #28); Lesson 109, p. 764 (#27); Lesson 116, p. 816 (#27); Lesson 117, pp. 823-824 (#19, #26); Lesson 118, p. 831 (#19, #29); Lesson 119, pp. 835-836 (#8, #22); Lesson 120, p. 841 (#7)</p> <p>Standards Success Activity: Activity 22, pp. 43-44</p> |
| | 7.EE.2 | Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i> | <p>INSTRUCTION: New Concept: Lesson 101, pp. 704-706</p> <p>MAINTENANCE: Problem Solving: Lesson 56, p. 393; Lesson 81, p. 562 Written Practice: Lesson 101, pp. 708-709 (#13, #20); Lesson 102, p. 714 (#2, #8); Lesson 103, p. 722 (#17); Lesson 105, p. 736 (#13); Lesson 106, p. 744 (#26); Lesson 107, p. 751 (#11); Lesson 108, p. 756 (#11, #14); Lesson 109, p. 762 (#3); Lesson 111, p. 781 (#9, #10); Lesson 116, p. 814 (#10, #11); Lesson 117, p. 822 (#10); Lesson 118, p. 829 (#14)</p> <p>Standards Success Activity: Activity 27, pp. 53-54</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 7.EE Expressions and Equations | 7.EE.3 | Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. | <p><u>INSTRUCTION:</u> New Concept: Lesson 11, pp. 75-79</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 47, p. 336; Lesson 87, p. 598 Written Practice: Lesson 11, p. 79 (#1, #2); Lesson 12, pp. 85-86 (#1, #2); Lesson 13, p. 92 (#27); Lesson 14, p. 98 (#1); Lesson 17, p. 118 (#1); Lesson 19, p. 131 (#2); Lesson 20, p. 140 (#2); Lesson 22, p. 160 (#1, #3); Lesson 26, p. 185 (#1, #4); Lesson 27, p. 191 (#1); Lesson 33, p. 239 (#3); Lesson 34, p. 244 (#2, #3)</p> <p>Standards Success Activity: Activity 24, pp. 47-48</p> |

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| 7.EE Expressions and Equations | 7.EE.4 | Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. | |
| | 7.EE.4a | Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. | <p>INSTRUCTION: New Concept: Lesson 3, pp. 20-23; Lesson 11, pp. 75-78; Lesson 12, pp. 82-85; Lesson 13, pp. 88-90; Lesson 14, pp. 93-94; Lesson 92, pp. 636-639; Lesson 101, pp. 704-707</p> <p>MAINTENANCE: Problem Solving: Lesson 59, p. 413</p> <p>Written Practice: Lesson 3, p. 24 (#2, #4); Lesson 4, p. 32 (#2, #7); Lesson 5, p. 39 (#10, #11); Lesson 6, p. 43 (#10, #11); Lesson 7, p. 51 (#1, #12); Lesson 8, p. 59 (#11, #12); Lesson 9, pp. 64-65 (#11, #13); Lesson 11, p. 79 (#1, #2); Lesson 12, p. 86 (#1, #13); Lesson 13, pp. 90-91 (#1, #13); Lesson 14, p. 98 (#1, #2); Lesson 16, p. 111 (#1, #2); Lesson 101, pp. 708-709 (#13, #20); Lesson 102, p. 714 (#2, #8); Lesson 103, p. 722 (#17); Lesson 105, p. 736 (#8, #13); Lesson 106, p. 744 (#26); Lesson 107, p. 751 (#1, #11); Lesson 108, p. 756 (#7, #11); Lesson 109, p. 762 (#3, #5); Lesson 111, p. 781 (#9, #10); Lesson 116, p. 814 (#10, #11); Lesson 117, p. 822 (#10); Lesson 118, p. 829 (#14); Lesson 120, p. 841 (#2)</p> |
| | 7.EE.4b | Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. | <p>Standards Success Activity: Activity 20, pp. 39-40</p> <p>INSTRUCTION: New Concept: Lesson 78, pp. 540-544; Lesson 93, pp. 642-645</p> <p>MAINTENANCE: Written Practice: Lesson 78, p. 542 (#6); Lesson 79, p. 547 (#6); Lesson 80, p. 556 (#7); Lesson 81, p. 566 (#7); Lesson 82, p. 572 (#5); Lesson 83, p. 577 (#6); Lesson 85, p. 589 (#6); Lesson 90, p. 622 (#22); Lesson 93, p. 647 (#22, #25); Lesson 95, p. 658 (#22, #24); Lesson 98, p. 684 (#16); Lesson 102, p. 716 (#23); Lesson 119, p. 834 (#3)</p> <p>Standards Success Activity: Activity 21, pp. 41-42</p> |

| Domain | Standard | Text of Objective | <p><i>Saxon Math Course 2 Citations/Examples</i> <i>References in italics indicate foundational.</i></p> |
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| 7.G Geometry | 7.G.1 | <p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> | <p>Students begin working with two-dimensional figures in Lesson 7 in <i>Course 2</i> so as to allow for opportunities to practice on a daily basis throughout the course. Geometric concepts for 7th grade are built upon at the following points within <i>Course 2</i>:</p> <ul style="list-style-type: none"> Lesson 7 Lines, Angles and Planes Lesson 17 Measuring Angles with a Protractor Lesson 18 Polygons Investigation 2 Use Compass and Straightedge (Part 1) Lesson 37 Area of Triangles Lesson 40 Pairs of Angles Lesson 58 Symmetry Investigation 6 Classify Quadrilaterals Lesson 61 Area / Angles of a Parallelogram Lesson 62 Classify Triangles Lesson 65 Circumference and Pi Lesson 80 Transformations Lesson 89 Diagonals; Interior and Exterior Angles Lesson 97 Similar Triangles Lesson 98 Scale Factor Investigation 10 Using a Compass and Straightedge (Part 2) Lesson 102 Transversals Lesson 117 Copying Geometric Figures <p>INSTRUCTION: New Concept: Lesson 97, pp. 668-673; Lesson 98, pp. 677-682</p> <p>MAINTENANCE: Written Practice: Lesson 97, p. 676 (#21, #22); Lesson 98, p. 684 (#21, #22); Lesson 99, p. 692 (#21, #25); Lesson 103, p. 722 (#19); Lesson 104, p. 729 (#22); Lesson 105, p. 738 (#25, #27); Lesson 108, pp. 756-757 (#13, #22); Lesson 110, p. 771 (#13, #20); Lesson , p. 798 (#, #); Lesson , p. 808 (#, #); Lesson , p. 829</p> <p>Standards Success Activity: Activity 23, pp. 45-46</p> |
| | | <p>Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> | |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|----------|---|--|
| 7.G Geometry | 7.G.2 | Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. | <p><u>INSTRUCTION:</u> New Concept: Lesson 37, pp. 264-270; Lesson 62, pp. 441-444; Lesson 117, pp. 817-820 Investigation: Investigation 6, p. 427-431</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 19, p. 133; Lesson 37, p. 271 (#15); Lesson 62, p. 446 (#28); Lesson 63, p. 452 (#28); Lesson 65, p. 463 (#9); Lesson 66, p. 471 (#30); Lesson 68, p. 483 (#11); Lesson 69, p. 487 (#8); Lesson 71, p. 506 (#23); Lesson 119, p. 836 (#22)</p> <p>Standards Success Activity: Activity 28, pp. 55-56</p> |
| | 7.G.3 | Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. | <p><u>INSTRUCTION:</u> New Concept: Lesson 67, pp. 472-476</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 90, p. 618; Lesson 100, p. 693 Standards Success Activity: Activity 8, pp. 15-16</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|----------|--|---|
| 7.G Geometry | | Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. | <p>Students revisit and begin utilizing geometric concepts in context in Lesson 7 of Course 2. Applications of angles, area, surface area, and volume for 7th graders are expanded upon in Course 2 at the following points:</p> <ul style="list-style-type: none"> Lesson 7 Lines, Angles and Planes Lesson 17 Measuring Angles with a Protractor Lesson 18 Polygons Lesson 20 Area of a Rectangle Investigation 2 Use Compass and Straightedge Lesson 37 Area of Triangles Lesson 40 Pairs of Angles Lesson 58 Symmetry Investigation 6 Classify Quadrilaterals Lesson 61 Area of Parallelogram Lesson 62 Classify Triangles Lesson 65 Circumference and Pi Lesson 75 Area of Complex Shapes Lesson 80 Transformations Lesson 82 Area of Circles Lesson 89 Diagonals; Interior and Exterior Angles Lesson 95 Volume of Solids Lesson 97 Similar Triangles Lesson 98 Scale Factor Lesson 102 Transversals Lesson 105 Surface Area Investigation 11 Scale Factor in Surface Area and Volume Lesson 113 Volume of Pyramids, Cones and Spheres Lesson 114 Volume, Capacity and Mass in the Metric System |

| Domain | Standard | Text of Objective | <p style="text-align: center;">Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i></p> |
|--------------|----------|--|---|
| 7.G Geometry | 7.G.4 | Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. | <p>INSTRUCTION: New Concept: Lesson 65, pp. 459-462; Lesson 82, pp. 569-571</p> <p>MAINTENANCE: Power Up: Lesson 65, p. 459; Lesson 66, p. 466; Lesson 68, p. 480 Problem Solving: Lesson 89, p. 610 Written Practice: Lesson 65, p. 462 (#3); Lesson 66, p. 469 (#8); Lesson 67, p. 478 (#19); Lesson 69, p. 487 (#6, #10); Lesson 70, p. 493 (#9); Lesson 71, p. 505 (#10); Lesson 72, pp. 510-511 (#8, #19); Lesson 73, p. 516 (#14); Lesson 74, p. 521 (#13); Lesson 75, p. 527 (#15); Lesson 76, p. 532 (#10); Lesson 77, p. 539 (#19); Lesson 78, p. 542 (#5, #8); Lesson 79, p. 549 (#19); Lesson 82, p. 572 (#11); Lesson 83, p. 578 (#11); Lesson 84, p. 584 (#11); Lesson 87, p. 601 (#10); Lesson 89, p. 615 (#9); Lesson 90, p. 622 (#18); Lesson 91, p. 634 (#18); Lesson 94, p. 651 (#19); Lesson 96, p. 666 (#20); Lesson 100, p. 698 (#19); Lesson 102, p. 715 (#20); Lesson 104, p. 728 (#9)</p> |
| | 7.G.5 | Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. | <p>INSTRUCTION: New Concept: Lesson 40, pp. 285-290; Lesson 101, pp. 704-707</p> <p>MAINTENANCE: Written Practice: Lesson 42, p. 308 (#30); Lesson 44, p. 322 (#30); Lesson 47, p. 341 (#30); Lesson 49, p. 351 (#30); Lesson 101, p. 709 (#20); Lesson 102, p. 714 (#2, #8); Lesson 108, p. 756 (#11, #14); Lesson 116, p. 814 (#10, #23); Lesson 118, p. 829 (#14)</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|----------|--|--|
| 7.G Geometry | 7.G.6 | Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. | <p><u>INSTRUCTION:</u> New Concept: Lesson 20, pp. 136-140; Lesson 37, pp. 264-270; Lesson 61, pp. 432-437; Lesson 70, pp. 490-493; Lesson 75, pp. 523-526; Lesson 95, pp. 653-656; Lesson 105, pp. 731-735; Lesson 113, pp. 791-795; Lesson 114, pp. 799-801 Investigation: Investigation 3, p. 218; Investigation 11, pp. 773-777</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 49, p. 347; Lesson 50, p. 352; Lesson 69, p. 485; Lesson 79, p. 545; Lesson 82, p. 569; Lesson 99, p. 686 Written Practices: Lesson , p. 161 (#11, #20); Lesson 26, p. 186 (#19, #22); Lesson 27, p. 191 (#4, #6); Lesson 28, p. 197 (#6); Lesson 37, p. 270 (#7); Lesson 60, p. 425 (#17, #21); Lesson 62, p. 445 (#16, #17); Lesson 63, p. 452 (#29); Lesson 85, p. 590 (#11, #19); Lesson 87, p. 601 (#8, #11); Lesson 90, p. 622 (#17); Lesson 94, p. 651 (#18); Lesson 95, p. 658 (#15); Lesson 102, p. 715 (#19); Lesson 114, p. 803 (#20, #21); Lesson 115, p. 808 (#19, #20); Lesson 117, p. 821 (#8)</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|--|--|
| 7.SP Statistics and Probability | 7.SP.1 | <p>Use random sampling to draw inferences about a population.</p> <p>Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences</p> | <p>Concepts regarding sampling for 7th grade are built upon at the following points within <i>Course 2</i>: Lesson 36 Sample Space Investigation 4 Stem and Leaf Plots; Box and Whisker Plots Investigation 5 Create Graphs</p> <p>INSTRUCTION: Investigation: Investigation 4, pp. 293-295; Investigation 5, pp. 359-362</p> <p>MAINTENANCE: Written Practice: Lesson 41, p. 300 (#7, #8); Lesson 43, p. 314 (#6, #7); Lesson 50, p. 358 (#24); Lesson 54, p. 384 (#12, #18); Lesson 57, p. 404 (#12); Lesson 61, p. 438 (#13); Lesson 65, p. 464 (#21); Lesson 68, p. 483 (#7); Lesson 69, p. 486 (#1); Lesson 71, p. 506 (#18); Lesson 84, p. 583 (#3, #4); Lesson 86, p. 595 (#3); Lesson 90, p. 621 (#2); Lesson 95, p. 656 (#2); Lesson 97, p. 674 (#3); Lesson 101, p. 707 (#1); Lesson 103, p. 720 (#1, #2); Lesson 114, p. 801 (#6)</p> <p>This standard is further addressed in <i>Course 3</i>; opportunities to review can be found on pages 606-609</p> <p>Standards Success Activity: Activity 1, pp. 1-2</p> |
| | 7.SP.2 | <p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p> | <p>INSTRUCTION: Investigation: Investigation 5, pp. 359-362</p> <p>This standard is further addressed in <i>Course 3</i>; opportunities to review can be found on pages 606-609</p> <p>Standards Success Activity: Activity 2, pp. 2-3, Activity 3, pp. 5-6</p> |

Common Core State Standards for Mathematics, Grade 7 correlated to
Saxon Math Course 2 © 2012

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|--|---|
| 7.SP Statistics and Probability | 7.SP.3 | Draw informal comparative inferences about two populations. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. | Saxon Math Course 2 builds a foundation for advanced analytical statistics by practicing concepts of central tendency and having students create graphs to draw conclusions about a given population. These skills are introduced and reinforced at the following points: Investigation 4 Stem-and-Leaf Plots, Box-and-Whisker Plots Investigation 5 Creating Graphs Early Finishers Lesson 36 <u>INSTRUCTION:</u> Investigation: Investigation 5, pp. 359-362 <u>MAINTENANCE:</u> Written Practice: Lesson 57, p. 404 (#12, #); Lesson 114, p. 801 (#6) Standards Success Activity: Activity 5, pp. 9-10 |
| | 7.SP.4 | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. | <u>INSTRUCTION:</u> Investigation: Investigation 4, pp. 293-295 <u>MAINTENANCE:</u> Written Practice: Lesson 41, p. 300 (#7, #8); Lesson 43, p. 314 (#6, #7); Lesson 50, p. 358 (#24); Lesson 54, p. 384 (#18); Lesson 61, p. 438 (#13); Lesson 68, p. 483 (#7); Lesson 69, p. 486 (#1); Lesson 71, p. 506 (#18); Lesson 81, p. 566 (#3, #4); Lesson 84, p. 583 (#3, #4); Lesson 86, p. 595 (#3); Lesson 95, p. 656 (#2); Lesson 97, p. 674 (#3); Lesson 101, p. 707 (#1); Lesson 103, p. 720 (#1, #2); Lesson 112, p. 788 (#3) Standards Success Activity: Activity 4, pp. 7-8 |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|---|--|
| 7.SP Statistics and Probability | 7.SP.5 | Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. | <p>Saxon Math Course 2 introduces a variety of concepts related to both theoretical and experimental probability, including multiple opportunities for students to explore chance processes and draw conclusions based on these investigations. Students learn and practice the basics of probability models before diving into deeper applications and critical-thinking activities. The lessons focusing on probability include:</p> <p>Lesson 14 Simple Probability Lesson 36 Sample Spaces Investigation 8 Probability and Odds / Compound Events / Experimental Probability Lesson 94 Probability of Dependent Events</p> <p>INSTRUCTION: New Concept: Lesson 14, pp. 95-98; Lesson 36, pp. 257-258; Lesson 94, pp. 648-650 Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Written Practice: Lesson 38, p. 278 (#11); Lesson 39, p. 284 (#29); Lesson 42, p. 306 (#11); Lesson 44, p. 321 (#9); Lesson 60, p. 426 (#23); Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697 (#15); Lesson 114, p. 801 (#3)</p> |
| | 7.SP.6 | Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. | <p>INSTRUCTION: New Concept: Lesson 14, pp. 95-98; Lesson 36, pp. 257-258 Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Written Practice: Lesson 38, p. 278 (#11); Lesson 39, p. 284 (#29); Lesson 42, p. 306 (#11); Lesson 44, p. 321 (#9); Lesson 60, p. 426 (#23); Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697 (#15); Lesson 114, p. 801 (#3)</p> <p>Standards Success Activity: Activity 14, pp. 27-28</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|--|--|
| 7.SP Statistics and Probability | 7.SP.7 | Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. | Saxon students have numerous opportunities to build an understanding of basic probability and then expand that knowledge to real-world situations, including comparing theoretical probability to experimental results. Concepts regarding probability models for 7 th grade are built upon at the following points within <i>Course 2</i> : Lesson 14 Simple Probability Lesson 36 Sample Spaces Investigation 8 Probability and Odds; Compound Events; Experimental Probability Lesson 94 Probability of Dependent Events |
| | 7.SP.7.a | Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. | <u>INSTRUCTION:</u> New Concept: Lesson 36, pp. 255-260 Investigation: Investigation 8, pp. 558-561 <u>MAINTENANCE:</u> Written Practice: Lesson 38, p. 278 (#11); Lesson 39, p. 284; Lesson 42, p. 306 (#11); Lesson 44, p. 321; Lesson 60, p. 426 (#23); Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697 (#15); Lesson 114, p. 801 (#3) Standards Success Activity: Activity 15, pp. 29-30 |
| | 7.SP.7.b | Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. | <u>INSTRUCTION:</u> Investigation: Investigation 8, pp. 558-561 <u>MAINTENANCE:</u> Written Practice: Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697; Lesson 101, p. 709; Lesson 106, p. 742 (#2); Lesson 109, p. 763 (#12); Lesson 114, p. 801 (#3); Lesson 116, p. 813 (#1); Lesson 117, p. 822 (#13); Lesson , p. 829 |

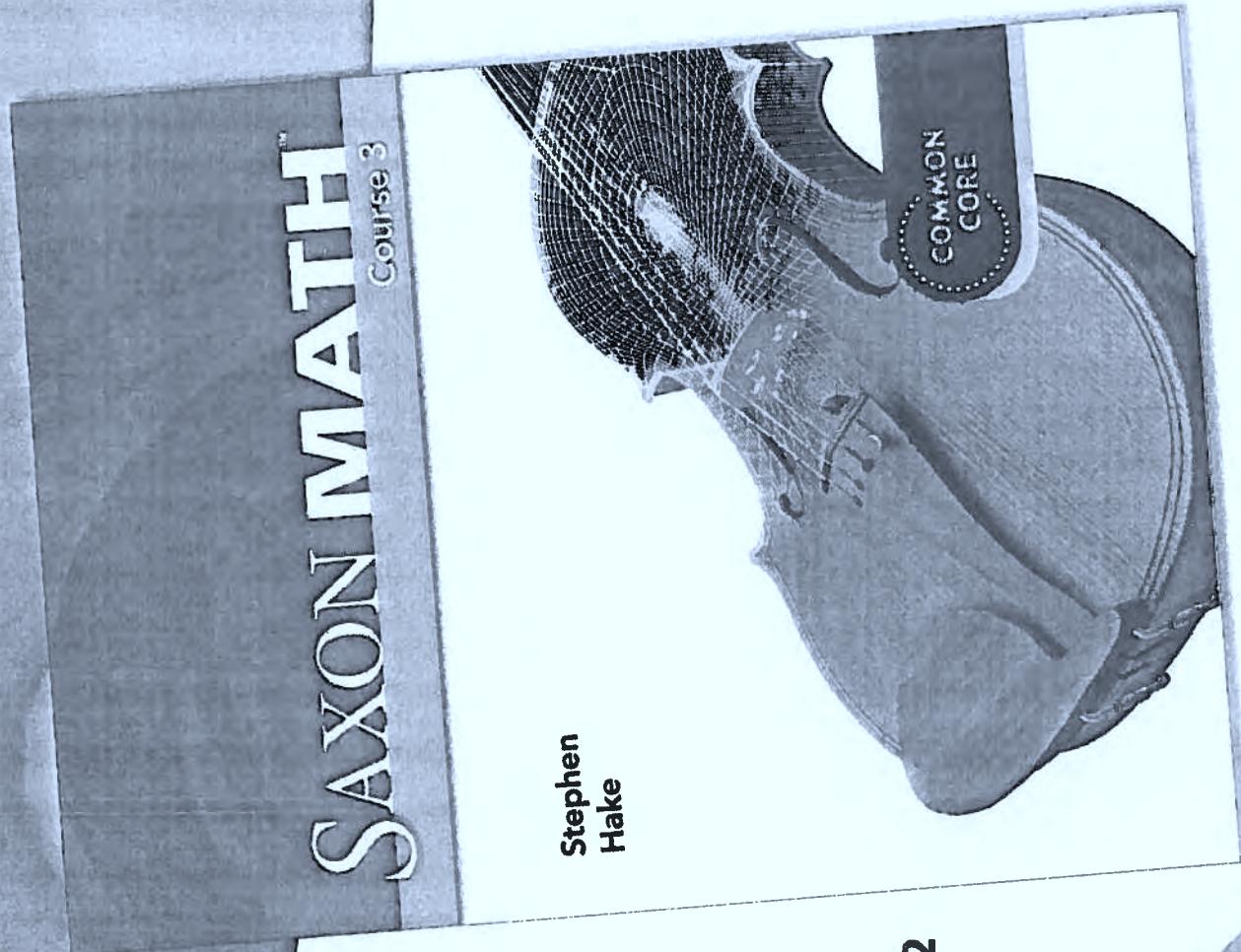
| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|---|---|
| 7.SP Statistics and Probability | 7.SP.8 | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. | |
| | 7.SP.8.a | Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. | <p>INSTRUCTION: Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Written Practice: Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697; Lesson 101, p. 709; Lesson 106, p. 742 (#2); Lesson 109, p. 763 (#12); Lesson 114, p. 801 (#3); Lesson 116, p. 813 (#1); Lesson 117, p. 822 (#13); Lesson, p. 829</p> <p>Standards Success Activity: Activity 17, pp. 33-34</p> |
| | 7.SP.8.b | Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. | <p>INSTRUCTION: Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Written Practice: Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697; Lesson 101, p. 709; Lesson 106, p. 742 (#2); Lesson 109, p. 763 (#12); Lesson 114, p. 801 (#3); Lesson 116, p. 813 (#1); Lesson 117, p. 822 (#13); Lesson, p. 829</p> <p>Standards Success Activity: Activity 16, pp. 31-32</p> |
| | 7.SP.8.c | Design and use a simulation to generate frequencies for compound events. | <p>INSTRUCTION: Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Written Practice: Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697; Lesson 101, p. 709; Lesson 106, p. 742 (#2); Lesson 109, p. 763 (#12); Lesson 114, p. 801 (#3); Lesson 116, p. 813 (#1); Lesson 117, p. 822 (#13); Lesson, p. 829</p> <p>Standards Success Activity: Activity 18, pp. 35-36</p> |



Correlation to the Common Core State Standards

Saxon Math Course 3
© 2012 Grade 8

Revised April 2012



| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
|-------------------------------------|----------|---|--|--|
| Standards for Mathematical Practice | 1. | Make sense of problems and persevere in solving them. | <p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 19-22; Lesson 4, pp. 27-28; Lesson 34, pp. 223-226; Lesson 87, pp. 580-582; Lesson 89, pp. 593-596; Lesson 105, pp. 697-699 Investigation: Investigation 2, pp. 132-138; Investigation 7, pp. 476-478; Lesson 10, pp. 670-674; Lesson 12, pp. 782-784</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 2, pp. 11-12; Lesson 8, pp. 47-48; Lesson 13, p. 85; Lesson 23, pp. 153-154; Lesson 40, p. 264; Lesson 56, p. 382; Lesson 73, p. 491; Lesson 85, p. 568; Lesson 98, p. 651 Problem Solving: Lesson 1, p. 6; Lesson 12, p. 78; Lesson 23, p. 153; Lesson 35, p. 229; Lesson 45, p. 308; Lesson 53, p. 360; Lesson 64, p. 435; Lesson 76, p. 507; Lesson 83, p. 557; Lesson 92, p. 617; Lesson 102, p. 681; Lesson 115, p. 754 Written Practice: Lesson 3, pp. 23-24(#1, #2, #3, #4, #5, #6, #7); Lesson 4, pp. 28-30(#1, #2, #3, #4, #5, #25); Lesson 5, pp. 33-35(#1, #2, #3, #4, #6, #9, #17); Lesson 6, pp. 38-40 (#1, #2, #3, #11); Lesson 7, pp. 45-46 (#4, #5, #7); Lesson 18, pp. 117-119 (#26, #27); Lesson 26, pp. 174-175; Lesson 37, pp. 248-249 (#11); Lesson 38, pp. 254-256 (#5-#8); Lesson 39, pp. 261-263 (#28); Lesson 40, pp. 268-270 (#4, #5, #27); Lesson 87, pp. 582-583 (#2, #7); Lesson 90, p. 603 (#1); Lesson 91, pp. 603-604 (#1, #16); Lesson 94, p. 631 (#3); Lesson 105, pp. 699-700 (#4, #12); Lesson 106, pp. 704-705 (#2, #5, #9); Lesson 108, pp. 715-716 (#7, #12, #13, #14)</p> <p>Standards Success Activity: Activity 16, pp. 31-32</p> | <p>Developing enthusiastic and proficient problem solvers is the focus of the <i>Saxon Math</i> series. To reinforce this commitment from day one, <i>Course 3</i> opens with a “Problem-Solving Overview” on pages 1 - 5. Working from Polya’s classic four-step problem solving process, and beginning with ten general strategies, students are reminded to understand the information that has been provided and the question being asked, to plan accordingly before beginning, to solve the problem while remaining open to re-direction, and to check their solution for reasonableness and possible extensions. Additional emphasis is placed at this level of problem solving on solving most efficiently, and the ability to effectively communicate in writing a process and results.</p> <p>The process and strategies outlined in the overview are discussed daily in the Problem Solving portion of the daily Power Up, and practiced daily in the integrated Written Practice, where students are not only expected to solve, but to also formulate problems. All problems build in complexity throughout the year, and to support good questioning, teacher materials include a “Problem Solving Discussion Guide” for each Power-Up, and “Math Conversation” prompts for each Lesson and Written Practice.</p> <p>Saxon’s pedagogy of daily integrating and gently evolving domains simultaneously naturally promotes perseverance. Students are provided both the time to master and the material to maintain skill sets. This avoids the current phenomenon of students learning enough to get by on the next test but forgetting those skills shortly thereafter, forcing them to be reviewed again the following year</p> |

Common Core State Standards for Mathematics, Grade 8 correlated to
Saxon Math Course 3 © 2012

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
|-------------------------------------|----------|---------------------------------------|--|---|
| Standards for Mathematical Practice | 2. | Reason abstractly and quantitatively. | <p>INSTRUCTION: New Concept: Lesson 3, pp. 19-23; Lesson 17, pp. 108-111; Lesson 59, pp. 401-403; Lesson 89, pp. 593-596 Investigation: Investigation 7, pp. 476-478; Investigation 9, pp. 606-609</p> <p>MAINTENANCE: Power Up: Lesson 20, p. 126; Lesson 21, p. 139; Lesson 25, p. 163; Lesson 29, p. 186; Lesson 33, p. 218; Lesson 44, p. 300; Lesson 61, p. 415; Lesson 66, p. 446; Lesson 75, p. 502; Lesson 90, p. 599 Problem Solving: Lesson 12, p. 78; Lesson 15, pp. 97-97; Lesson 17, p. 108; Lesson 25, p. 163; Lesson 37, p. 245; Lesson 45, p. 308; Lesson 54, p. 367; Lesson 61, p. 415; Lesson 72, p. 486; Lesson 79, p. 525; Lesson 94, p. 629; Lesson 99, p. 658; Lesson 109, p. 717; Lesson 118, p. 768 Written Practice: Lesson 17, pp. 111-113 (#27, #28); Lesson 18, pp. 117-119 (#26, #27); Lesson 21, pp. 144-145 (#6, #8, #11, #12, #20); Lesson 24, pp. 161-162 (#4, #5,); Lesson 26, pp. 174-175; Lesson 59, Lesson 89, p. 597 (#19); Lesson 93, p. 628 (#17)</p> <p>Standards Success Activity: Activity 6, pp. 11-12; Activity 14, pp. 27-28; Activity 20, pp. 39-40</p> | <p>The foundation of the <i>Saxon Math</i> series is mathematically proficient students, as measured by both computational fluency and in modeling conceptual understanding with numbers and variables in expressions, equations, and inequalities. Daily Written Practice does not focus simplistically on one standard at a time, but rather involves multiple domains just as real-world situations require. Examples and Practice Problems in the student text are marked with blue icons signifying to students the need to coherently “Generalize,” “Represent,” “Formulate,” and “Model” their work. Students develop habits of fluency and flexibility in both contextualizing (generating models of their understanding) and decontextualizing (simplifying a problem into symbolic form).</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
|-------------------------------------|----------|--|--|---|
| Standards for Mathematical Practice | 3. | Construct viable arguments and critique the reasoning of others. | <p>INSTRUCTION: New Concept: Lesson 3, pp. 19-23; Lesson 17, pp. 108-111</p> <p>MAINTENANCE: Problem Solving: Lesson 1, pp. 6-7; Lesson 15, pp. 97-98; Lesson 25, p. 163; Lesson 36, p. 237; Lesson 49, p. 330; Lesson 68, p. 457; Lesson 79, p. 525; Lesson 96, p. 640; Lesson 109, p. 717 Written Practice: Lesson 18, p. 119 (#26); Lesson 19, pp. 151 (#19); Lesson 21, p. 144 (#19); Lesson 22, p. 235 (#11); Lesson 26, p. 189 (#15); Lesson 29, p. 221 (#26); Lesson 35, p. 285 (#6)</p> <p>Standards Success Activity: Activity 5, pp. 9-10</p> | <p>Mathematically proficient students are able to communicate their personal thinking, to ask useful questions, and to clarify or improve upon the arguments of others. The opening “Power Up” activities of each lesson provided throughout the Saxon Math series are designed to foster discussion within the classroom and amongst classmates as to individual perspectives and preferences, strategies, and techniques of problem solving.</p> <p>Examples, Practice Problems, and “Thinking Skill” prompts in the margins of the student text are marked with blue icons signifying to students the need to “Discuss,” “Explain,” “Justify,” and “Verify” their solutions.</p> <p>Teacher Manuals provide daily “Error Alert” and “Error Analysis” prompts to emphasize opportunities for evaluative discussion of student thinking.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
|-------------------------------------|----------|------------------------|--|--|
| Standards for Mathematical Practice | 4. | Model with mathematics | <p><u>INSTRUCTION:</u> New Concept: Lesson 9, pp. 55-57; Lesson 10, pp. 60-65; Lesson 22, pp. 147-150; Lesson 26, pp. 169-174; Lesson 31, pp. 203-207; Lesson 33, pp. 218-220; Lesson 55, pp. 375-378; Lesson 68, pp. 457-458 (Ex.1); Lesson 75, pp. 502-504; Lesson 78, pp. 520-521 (Ex. 1, 2) Investigation: Investigation 1, pp. 68-71; Investigation 4, pp. 271-276; Investigation 5, pp. 342-345; Investigation 8, pp. 538-544</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 6, p. 36; Lesson 9, pp. 4-44; Lesson 11, pp. 72-72; Lesson 22, pp. 146-147; Lesson 26, p. 169; Lesson 34, p. 223; Lesson 59, p. 400; Lesson 74, p. 496; Lesson 84, p.563; Lesson 92, p. 617; Lesson 113, p. 742 Written Practice: Lesson 6, pp. 38-40 (#1-3.); Lesson 10, pp. 66-67 (#5-9, #22); Lesson 27, pp. 178-180 (# 7, #9); Lesson 34, pp. 227-228 (#3, #26, #27); Lesson 36, pp. 242-244 (#9, #11, #12, #15); Lesson 41, pp. 284-286 (#4, #30); Lesson 43, pp. 297-299 (#5, #30); Lesson 45, pp. 310-312 (#1, #3, #4); Lesson 64, p. 438 (#6); Lesson 66, p. 451 (#21); Lesson 108, p. 714 (#3)</p> <p>Standards Success Activity: Activity 15, pp. 29-30; Activity 19, pp. 37-38; Activity 23, pp. 45-46; Activity 28, pp. 55-56</p> | <p><i>Saxon Math</i> is based on the belief that people learn by doing, and the ultimate “doing” is applying mathematical concepts to everyday life situations. The <i>Saxon Math</i> series seeks to produce mathematically proficient students who can then use the quantitative skills they have honed to create solutions, and apply quantitative methods to practical challenges. Examples and Practice Problems in the student text are marked with blue icons signifying to students the need to “Represent,” “Formulate,” and “Model” their work. Activities in the Student Edition and active learning prompts in the margin of the Teacher’s Edition highlight opportunities for students to apply their mathematical understanding as they model real-world situations.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
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| Standards for Mathematical Practice | 5. | Use appropriate tools strategically. | <p>INSTRUCTION: New Concept: Lesson 16, pp. 103-105; Lesson 18, pp. 114-117; Lesson 28, pp. 181-183; Lesson 30, pp. 192-194; Lesson 38, pp. 251-254; Lesson 73, pp. 491-494, Lesson 87, pp. 580-582 Investigation: Investigation 2, pp. 132-138</p> <p>MAINTENANCE: Written Practice: Lesson 39, pp. 261-263 (#28); Lesson 43, pp. 297-299 (#5, #30); Lesson 76, pp. 512-513 (#10, #13, #24)</p> <p>Standards Success Activity: Activity 10, pp. 19-20</p> | <p>Saxon Math requests and requires the use of grade level appropriate tools for instruction and problem solving. This begins with concrete models at the primary level, regularly includes representational tools such as diagrams, graphs and tables, and moves to more sophisticated tools like geometry software at the secondary level. Saxon offers instruction and guidance for appropriate use of tools throughout the program, and has compiled a complete manipulative set for the middle school. Icons in the margins of the textbook indicate to students appropriate places for use of calculators, and formal instruction in the use of graphing calculators is part of Course 3. Graphing calculator icons in the textbook indicate additional related/extension activities available on-line.</p> <p>Alongside the standard use of tools, “Alternate Approach with Manipulatives” notes in the Teacher Manual and the “Adaptation Teaching Guide” provide additional techniques for working with at-risk students via standard manipulatives, reference guides, and adaptation prompts.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
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| Standards for Mathematical Practice | 6 | Attend to precision. | <p>INSTRUCTION: New Concept: Lesson 8, pp. 48 – 51; Lesson 18, pp. 114 – 117; Lesson 42, pp. 287-290; Lesson 43, pp. 294-297; Lesson 76, pp. 507-511, Lesson 86, pp. 574-578; Lesson 87, pp. 580-582; Lesson 91, pp. 610-613; Lesson 117, pp. 763-766</p> <p>MAINTENANCE: Power Up: Lesson 1, pp. 6-7; Lesson 4, pp. 26-27; Lesson 6, p. 36; Lesson 8, p. 47; Lesson 10, p. 60; Lesson 18, p. 114; Lesson 32, p. 210; Lesson 38, pp. 250-251; Lesson 42, p.287; Lesson 49, p. 330; Lesson 61, p. 415; Lesson 79, p. 525; Lesson 95, p. 634</p> <p>Problem Solving: Lesson 32, p. 210</p> <p>Written Practice: Lesson 8, pp. 51-53 (#1-4); Lesson 10, pp. 66-67 (#5-9, #19, #22); Lesson 12, pp. 83-84 (#6-8, #21, #23); Lesson 13, pp. 90-91 (#4, #6-14.); Lesson 22, pp. 150-152 (#8-11, #13); Lesson 26, pp. 174-175; Lesson 42, pp. 290-293 (#3); Lesson 43, pp. 297-299 (#5, #30); Lesson 45, pp. 310-312 (#1, #3, #4); Lesson 47, pp. 324-325; Lesson 77, p. 518 (#22); Lesson 78, p. 523 (#19, #20); Lesson 86, pp. 578-579 (#4, #25); Lesson 87, pp. 582-583 (#1, #2, #5, #7); Lesson 91, pp. 614 (#4, #6, #9, #15); Lesson 94, pp. 631, 633 (#3, #22)</p> <p>Standards Success Activity: Activity 8, pp. 15-16; Activity 9, pp. 17-18; Activity 13, pp. 25-26</p> | <p>To ensure students use appropriate terminology correctly, communicate precisely, calculate accurately and efficiently, and then maintain that proficiency, 30 fully integrated and evolving Written Practice problems have been designed to daily guarantee students' minds do not go on autopilot, which is the brain's natural tendency when presented with too many of the same thing in a single sitting. Conscientious effort has been made by author Stephen Hake to guarantee that if, for example, a function is to be posed daily, that it be presented from different perspectives so as to very naturally require and instill the practice of attention to detail. Students may simply define a function on one day, evaluate or compare functions the next day, and/or use a function to model a relationship between quantities the following day. Each practice and assessment question is referenced to its lesson of initial instruction to encourage students to reference rather than guess when in doubt.</p> <p>Automaticity of basic skill sets is promoted with a 2-3 minute timed practice set that opens the Power-Up portion of each lesson.</p> <p>Parallel to the student textbook, the "Student Adaptation Workbook" provides additional starting points, hints/tips for progressing, and reminders to label to encourage and reinforce precision with special needs and at-risk students.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
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| Standards for Mathematical Practice | 7. | Look for and make use of structure. | <p>INSTRUCTION: New Concept: Lesson 2, pp. 13-16; Lesson 3, pp. 19-23; Lesson 21, pp. 140-143; Lesson 73, pp. 491-494 Investigation: Investigation 2, pp. 132-138</p> <p>MAINTENANCE: Written Practice: Lesson 4, pp. 28-30 (#1-5, #25, #27); Lesson 5, pp. 33-35 (#1-4, #6, #9, 17); Lesson 7, pp. 45-46 (#4, #5, #7); Lesson 9, pp. 57-59 (#7, #26-29); Lesson 21, pp. 144-145 (#6, #8, #11, #12, #20); Lesson 23, pp. 156-158 (#12, #13, #20); Lesson 26, pp. 174-175; Lesson 73, p. 495 (#11, #24); Lesson 74, p. 501 (#13, #15)</p> <p>Standards Success Activity: Activity 11, pp. 21-22; Activity 24, pp. 47-48; Activity 27, pp. 53-54</p> | <p><i>Saxon Math</i> builds solid structure throughout the program first by explicitly teaching number properties and how concepts connect, and then by encouraging students to use both problem solving strategies and their skill fluency to notice possible patterns and apply basic structures to new or unique challenges.</p> <p>Author Stephen Hake is careful to phrase examples and practice problems of a single concept in a variety of ways to assure flexibility of student thinking exists within the fluency. "What is NOT?" is a frequent form of questioning, and blue icons identify "Connect," "Classify," and "Analyze" questions within the Written Practice that require students to step back, get an overview of the problem at hand, and shift their perspective if necessary.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
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| Standards for Mathematical Practice | 8. | Look for and express regularity in repeated reasoning. | <p>INSTRUCTION: New Concept: Lesson 15, pp. 98-101; Lesson 21, pp. 140-143; Lesson 61, pp. 415-418; Lesson 73, pp. 491-494; Lesson 97, pp. 646-648; Lesson 102, pp. 681-683 Investigation: Investigation 10, pp. 670-674</p> <p>MAINTENANCE: Problem Solving: Lesson 26, p. 169; Lesson 37, p. 245; Lesson 40, p. 264; Lesson 42, p. 287; Lesson 44, p. 300; Lesson 48, p. 326; Lesson 51, p. 346; Lesson 59, p. 400; Lesson 103, p. 686; Lesson 107, p. 707; Lesson 111, p. 731; Lesson 116, p. 758 Written Practice: Lesson 22, pp. 150-152 (#8-11); Lesson 23, pp. 156-158 (#12, #13, #20); Lesson 26, pp. 174-175; Lesson 29, pp. 189-191; Lesson 73, p. 495 (#11); Lesson 74, pp. 500-501 (#7, #13, #15); Lesson 76, p. 513 (#13, #14); Lesson 97, p. 650 (#12, #23); Lesson 98, p. 655 (#6, #18); Lesson 102, pp. 683-684 (#4, #15, #16, #19); Lesson 108, p. 715 (#10)</p> <p>Standards Success Activity: Activity 2, pp. 3-4</p> | <p>Distributing the instruction of concepts over the course of the year allows Saxon curriculum to visit the ever-increasing “big picture” on a daily basis while attending to finer and finer detail. Multiple opportunities are provided over the course of the school year for students to solve and model like problems to ensure they are developing connections, cohesiveness, and flexibility in their work within the grade level standard.</p> <p>“Shortcuts” are not introduced or utilized in Saxon until students exemplify proficiency with all subtasks of the skill set. For instance, in Investigation 1 of <i>Course 3</i> students revisit graphing points on the coordinate plane, and in Lesson 41 define functions, describe their rules, and identify their graphs. In Lesson 44 they define the slope of a line, and in Lesson 47 graph functions, but not until Lesson 56 is the “aha” – the shortcut - of using the slope-intercept method of graphing linear equations utilized. Frequently in Saxon, the shortcut has already been discovered and utilized by students themselves by the time it is formally introduced.</p> |

| Domain | Standard | Text of Objective | <p style="text-align: center;">Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i></p> |
|------------------------|----------|--|--|
| 8.NS The Number System | 8.NS.1 | <p>Know that there are numbers that are not rational, and approximate them by rational numbers.</p> <p>Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.</p> | <p>Rational and Irrational numbers are defined early in <i>Course 3</i>, and are then able to be utilized daily throughout the course. Knowledge and use of rational and irrational numbers for 8th graders is expanded upon in <i>Course 3</i> at the following points:</p> <ul style="list-style-type: none"> Lesson 10 Rational Numbers Lesson 12 Decimal Numbers Lesson 16 Irrational Numbers (Approximating Values and Position on a Number Line) Investigation 2 The Pythagorean Theorem Lesson 30 Repeating Decimal Numbers Lesson 63 Rational Numbers; Non-terminating Decimals Lesson 66 Special Right Triangles Lesson 84 Selecting Appropriate Rational Numbers <p>INSTRUCTION:</p> <p>New Concept: Lesson 12, pp. 78-82; Lesson 16, pp. 103-105, Lesson 30, pp. 192-194, Lesson 63, pp. 429-432</p> <p>Investigation: Investigation 2, pp. 132-138</p> <p>MAINTENANCE:</p> <p>Problem Solving: Lesson 89, p. 593</p> <p>Written Practice: Lesson 12, pp. 83-84 (#5-8, #21, #23); Lesson 16, pp. 105-107 (#28-30); Lesson 18, pp. 117-119 (#26, #27); Lesson 19, pp. 124-125; Lesson 20, pp. 139-131 (#14); Lesson 30, pp. 195-196 (#13); Lesson 31, pp. 209-209 (#14, #15, #18); Lesson 32, pp. 214-217 (#4, #5, #23, #24); Lesson 35, pp. 234-236 (#17, #28, #29); Lesson 39, pp. 261-263 (#28); Lesson 43, pp. 297-299 (#5, 30); Lesson 47, pp. 324-325; Lesson 50, pp. 338-341 (#4-9, #27); Lesson 56, pp. 386-388 (#5); Lesson 63, pp. 433 (#7, #8), Lesson 81, p. 548 (#16)</p> <p>Graphing Calculator Activities: Activity 3 (Lesson 13)</p> <p>Standards Success Activity: Activity 4, pp. 7-8</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.NS The Number System | 8.NS.2 | Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). | <p><u>INSTRUCTION:</u> New Concept: Lesson 16, pp. 103-105; Lesson 66, pp. 446-449</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 31, p. 202 Problem Solving: Lesson 18, p. 118 Written Practice Lesson 18 pp. 117-119 (#26, #27); Lesson 19, pp. 124-125; Lesson 20, pp. 129-131 (#14); Lesson 78, p. 523 (#15); Lesson 81, p. 548</p> <p>Standards Success Activity: Activity 2, pp. 3-4</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.EE Expressions and Equations | 8.EE.1 | <p>Work with radicals and integer exponents.</p> <p>Know and apply the properties of integer exponents to generate equivalent numerical expressions.</p> | <p>Students revisit and begin utilizing powers and roots to the <i>n</i>th degree in Lesson 15 of <i>Course 3</i>. Work with radicals and exponents for 8th graders is expanded upon in <i>Course 3</i> at the following points:</p> <ul style="list-style-type: none"> Lesson 15 Powers and Roots Lesson 16 Irrational Numbers Lesson 27 Laws of Exponents Lesson 28 Scientific Notation for Large Numbers (w/ notation for Graphing Calculator use) Lesson 36 Multiplying and Dividing Integers Lesson 46 Problems Using Scientific Notation Lesson 51 Negative Exponents; Scientific Notation for Small Numbers Lesson 57 Operations with Small Numbers in Scientific Notation Lesson 66 Special Right Triangles Lesson 74 Simplifying Square Roots Lesson 93 Equations with Exponents Lesson 96 Geometric Measures with Radicals <p>INSTRUCTION: New Concept: Lesson 15, pp. 97-101; Lesson 27, pp. 176-178; Lesson 51, pp. 346-351; Lesson 57, pp. 389-391 Investigation: Investigation 2, pp. 132-138</p> <p>MAINTENANCE: Power Up: Lesson 16, p. 103; Lesson 17, p. 108; Lesson 19, p. 120; Lesson 31, p. 202; Lesson 62, p. 422; Lesson 64, p. 435; Lesson 66, p. 446; Lesson 72, p. 486; Lesson 86, p. 574; Lesson 96, p. 640; Lesson 100, p. 664 Problem Solving: Lesson 62, p. 422 Written Practice: Lesson 16, p. 102; Lesson 25, p. 167; Lesson 28, p. 184; Lesson 29, p. 189; Lesson 30, p. 195; Lesson 31, p. 209; Lesson 32, p. 216; Lesson 33, p. 221; Lesson 34, p. 227; Lesson 41, p. 285</p> <p>Standards Success Activity: Activity 1, pp. 1-2</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.EE Expressions and Equations | 8.EE.2 | <p>Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p> | <p><u>INSTRUCTION:</u> New Concept: Lesson 15, pp. 97-101; Lesson 16, pp. 103-105; Lesson 66, pp. 446-449, Lesson 93, pp. 624-626 Investigation: Investigation 2, pp. 132-138 Appendix Lesson: Lesson A84-A87, pp. 805-807</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 16, pp. 105-107 (#28-#30); Lesson 17, pp. 111-113 (#28, #29); Lesson 85, p. 571 (#7); Lesson 93, p. 627 (#5, #9); Lesson 96, p. 643 (#15); Lesson 98, p. 656 (#17); Lesson 102, p. 684 (#18); Lesson 105, p. 700 (#15, #19); Lesson 107, p. 711 (#15); Lesson 111, p. 735 (#10, #13); Lesson 112, p. 740 (#15); Lesson 115, p. 757 (#9, #10, #16, #20) Graphing Calculator Activities: Activity 16 (Investigation 8), pp. 538-544</p> <p>Standards Success Activity: Activity 19, pp. 37-38</p> |

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| 8.EE Expressions and Equations | 8.EE.3 | Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. | <p>INSTRUCTION: New Concept: Lesson 28, pp. 181-183; Lesson 46, pp. 313-316; Lesson 51, pp.346-351; Lesson 57, pp. 389-391</p> <p>MAINTENANCE: Written Practice: Lesson 30, pp. 195-196 (#13); Lesson 31, pp. 208-209 (#14, #15 #18, #27); Lesson 34, pp. 227 -228(#3, #26, #27); Lesson 39, pp. 261-263 (#28); Lesson 47, pp. 324-325; Lesson 52, pp. 357-359 (#5, #6); Lesson 53, pp. 364-366 (#6); Lesson 55, 378-381; Lesson 56, pp. 386-388 (#5); Lesson 58 , pp. 397- 399 (# 2); Lesson 59, pp. 403- 405 (#4); Lesson 405, Lesson 99, p. 663 (#23)</p> <p>Graphing Calculator Activities: Activity 6 (Lesson 28); Activity 11 (Lesson 51)</p> <p>Standards Success Activity: Activity 12, pp. 23-24</p> |
| | 8.EE.4 | Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. | <p>INSTRUCTION: New Concept: Lesson 28, pp. 181-183; Lesson 46, pp. 313-316; Lesson 51, pp. 346-351; Lesson 57, pp. 389-391;</p> <p>MAINTENANCE: Written Practice: Lesson 28, pp. 181-183; Lesson 46, pp. 313-316; Lesson 51, pp. 346-351; Lesson 57, pp. 389-391;Lesson 99, p. 663 (#23)</p> <p>Graphing Calculator Activities: Activity 6 (Lesson 28); Activity 11 (Lesson 51)</p> <p>Standards Success Activity: Activity 10, pp. 19-20</p> |

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| 8.EE Expressions and Equations | | Understand the connections between proportional relationships, lines, and linear equations. | <p>Beginning at Lesson 7 in <i>Course 3</i>, and addressed daily throughout, is the expectation that students will apply to their own experiences their understanding and interpretation of proportional reasoning. Daily work with proportional relationships for 8th graders is expanded upon in <i>Course 3</i> at the following points:</p> <ul style="list-style-type: none"> Lesson 7 Rates Investigation 1 The Coordinate Plane Lesson 29 Ratio Lesson 34 Proportions and Ratio Word Problems Lesson 35 Similar Polygons Lesson 41 Functions Lesson 44 Solving Proportions with Cross Products; Slope of a Line Lesson 45 Ratio Problems Involving Totals Lesson 47 Graphing Functions Lesson 49 Solving Rate Problems with Proportions and Equations Lesson 52 Using Unit Multipliers to Convert Measurement Lesson 56 Slope-Intercept Equation of a Line Lesson 64 Using Unit Multipliers to Convert a Rate Lesson 66 Applications Involving Similar Triangles Lesson 69 Direct Variation Extension Activity 15 “How can I find and interpret a rate of change?” Lesson 72 Multiple Unit Multipliers Lesson 88 Review of Proportional and Non-proportional Relationships Extension Activity 17 “Describe and Sketch Functions” Lesson 98 Relations and Functions Lesson 99 Inverse Variation Lesson 102 Exponential Growth and Decay Lesson 105 Compound Average Rate Problems |

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| 8.EE Expressions and Equations | 8.EE.5 | Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. | <p>INSTRUCTION: New Concept: Lesson 41, pp. 277-284; Lesson 44, pp. 301-304; Lesson 69, pp. 463-467; Lesson 88, pp. 585-589</p> <p>MAINTENANCE: Written Practice: Lesson 47, pp. 324-325; Lesson 48, pp. 328-329(#4); Lesson 49, pp. 333-335(#1, #2); Lesson 77, p. 517 (#4, #5); Lesson 88, p. 592 (#25)</p> <p>Standards Success Activity: Activity 15, pp. 29-30</p> |
| | 8.EE.6 | Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . | <p>INSTRUCTION: New Concept: Lesson 56, pp. 382-386 Standards Success Activity: Activity 28, pp. 55-56</p> |

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| 8.EE Expressions and Equations | | Analyze and solve linear equations and pairs of simultaneous linear equations. | <p>Students revisit and begin daily solving equations in one variable in Lesson 14 of <i>Course 3</i>. Depth and complexity of work with linear equations for 8th graders are further developed and expanded upon in <i>Course 3</i> at the following points:</p> <p>Lesson 14 Solving Equations by Inspection Lesson 21 Distributive Property; Order of Operation Lesson 31 Collect Like Terms Lesson 38 Property of Equality to Solve Equations Lesson 50 Solving Multi-step Equations Lesson 56 Slope-Intercept Algebra Lesson 61 Equations with Decimals Algebra Lesson 63 Equations with Fractions (Lesson 82 Graphing Equations Using Intercepts) Algebra Lesson 87 Solve Equations with Two Variables Using Substitution Lesson 89 Solving Problems with Two Unknowns by Graphing Extension Activity 18 “Systems of equations with one, none, or infinitely many solutions” Lesson 92 Solving Systems of Equations by Substitution, Part 1 Lesson 93 Equations with Exponents Lesson 99 Solving Systems of Equations by Elimination, Part 1 Lesson 102 Solving Systems of Equations by Substitution, Part 2 Lesson 104 Solving Systems of Equations by Elimination, Part 2 Algebra Lesson 112 Solving Systems of Inequalities Algebra Lesson 114 Solving Systems of Inequalities from Word Problems</p> |

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| | 8.EE.7 | Solve linear equations in one variable. | |
| 8.EE Expressions and Equations | 8.EE.7.a | Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). | <p><u>INSTRUCTION:</u> New Concept: Lesson 14, pp. 92-94</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 14, pp. 94-95(#5-#10, #15-#18); Lesson 16, pp. 105-107(#28, #29, #30); Lesson 17, pp. 111-113(#27, #28); Lesson 18, pp. 117-119(#26, #27); Lesson 19, pp. 124-125; Lesson 20, pp. 129-131(#14); Lesson 21, pp. 144-145(#6, #8, #11, #12, #20); Lesson 23, pp. 156-157 (#12, #13); Lesson 46, pp. 316-318 (#4, #5); Lesson 57, pp. 391-393</p> <p>Standards Success Activity: Activity 7, pp. 13-14</p> |
| | 8.EE.7.b | Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. | <p><u>INSTRUCTION:</u> New Concept: Lesson 38, pp. 250-254; Lesson 50, pp. 336-338; Lesson 56, pp. 382-386; Lesson A61, pp. 787-790</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 50, pp. 338-340(#4-#9); Lesson 51, pp. 351-353(#16); Lesson 52, pp. 357-359(#5, #6); Lesson 54, pp. 371-374(#5, #6); Lesson 55, pp. 378-381; Lesson 56, pp. 386-388(#5); Lesson 57, pp. 391-393; Lesson 58, pp. 397-399(#2); Lesson 61, p. 419 (#10, #11, #12, #13, #14, #15); Lesson 62, p. 428 (#18, #19, #20, #21, #22); Lesson 64, p. 439 (#20, #21, #22); Lesson 66, p. 451 (#22, #223); Lesson 69, p. 469 (#19, #20, #21)</p> <p>Standards Success Activity: Activity 25, pp. 49-50</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.EE Expressions and Equations | 8.EE.8 | Analyze and solve pairs of simultaneous linear equations. | |
| | 8.EE.8a | Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. | <p>INSTRUCTION: New Concept: Lesson 89, pp. 593-596 Appendix Lesson: Lesson A92-A95, pp. 809-811; Lesson A97, pp. 814-815; Lesson A99-A100, pp. 827-829</p> <p>MAINTENANCE: Written Practice: Lesson A92, p. 811; Lesson A97, p. 816; Lesson A99-A100, p. 821; Lesson A104, p. 829</p> <p>Standards Success Activity: Activity 18, pp. 35-36</p> |
| | 8.EE.8b | Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. | <p>INSTRUCTION: Appendix Lesson: Lesson A92-A94, pp. 809-811; Lesson A99-A100, pp. 818-821; Lesson A102-A104, pp. 824-827; Lesson A104, pp. 827-829</p> <p>MAINTENANCE: Written Practice: Lesson A92-A94, p. 811; Lesson A99-A100, p. 821; Lesson A102, p. 826; Lesson A204, p. 829</p> <p>Standards Success Activity: Activity 18, pp. 35-36</p> |
| | 8.EE.8c | Solve real-world and mathematical problems leading to two linear equations in two variables. | <p>INSTRUCTION: Appendix Lesson: Lesson A92-A94, pp. 809-811; Lesson A97, pp. 814-815</p> |

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| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------|----------|--|---|
| 8.F Functions | 8.F | Define, evaluate, and compare functions. | <p><i>Course 3</i> has students revisit basic concepts of “input, output” tables in Lesson 41 in preparation for applying their understanding of functions as they model contextual situations. Work with functions for 8th graders is expanded upon in <i>Course 3</i> at the following points:</p> <p>Lesson 41 Functions Lesson 44 Solving Proportions; Slope of a Line Lesson 47 Graphing Functions Lesson 56 Slope-Intercept Equation of a Line Lesson 61 Sequences Extension Activity 26 Comparing Linear Functions Lesson 69 Direct Variation Lesson 70 Solve Direct Variation Problems Extension Activity 28 Deriving the Equation of a Line Lesson 73 Formulas for Sequences Lesson 82 Graphing Equations Using Intercepts Lesson 88 Review of Proportional and Non-proportional Relationships Lesson 97 Recursive Rules for Sequences Lesson 98 Relations and Functions Lesson 99 Inverse Variation Investigation 11 Nonlinear Functions Extension Activity 21 Applying Nonlinear Functions Extension Activity 22 Linear, Quadratic and Exponential Functions</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------|----------|---|---|
| 8.F Functions | 8.F.1 | Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. ¹ | <p>INSTRUCTION: New Concept: Lesson 41, pp. 277-284; Lesson 47, pp. 319-323; Lesson 98, pp. 651-655 Investigation: Investigation 11, pp. 727-730 Appendix Lesson: Lesson A98, pp. 816-818</p> <p>MAINTENANCE: Problem Solving: Lesson 18, p. 114; Lesson 40, p. 264; Lesson 48, p. 326 Written Practice: Lesson 42, pp. 290-293(#3, #18); Lesson 34, pp. 297-299(#5); Lesson 44, pp. 305-307; Lesson 45, pp. 310-312(#1, #3, #4); Lesson 46, pp. 316-318 (#4); Lesson 47, 324- 325; Lesson 48, pp. 328- 329(#4); Lesson 49, pp. 333- 335(#1, #2); Lesson 50, pp. 338- 341(#4-9); Lesson 51, pp. 351-353 (#16); Lesson 53, pp. 364 -366 (#6); Lesson 98, p.655 (#4, #5); Lesson 103, p. 688 (#4, #5); Lesson A98, p. 818 Graphing Calculator Activities: Activity 9 (Lesson 47), pp. ; Activity 22 (Lesson 11)</p> |
| | 8.F.2 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | <p>Standards Success Activity: Activity 21, pp. 41-42</p> <p>INSTRUCTION: New Concept: Lesson 41, pp. 277-284, Lesson 88, pp. 585-589 Investigation: Investigation 11, pp. 727-730</p> <p>MAINTENANCE: Written Practice Lesson 41, pp. 284-286(#4, #30); Lesson 42, pp. 290-293(#3 #18); Lesson 44, pp. 305- 307; Lesson 45, pp. 310-312 (#1,#3, #4); Lesson 46, pp. 316-318 (#4); Lesson 47, pp. 324- 325; Lesson 48, pp. 328-329(# 4); Lesson 49, pp. 333- 335(#1, #2); Lesson 50, pp. 338 – 341 (#4-9, #27), Lesson 98, p. 655 (#7) Standards Success Activity: Activity 26, pp. 51-52</p> |

¹ Function notation is not required in Grade 8.

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------|--|---|---|
| 8.F Functions | 8.F.3 | Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. | <p>INSTRUCTION: New Concept: Lesson 56, 382-38; Lesson 69, pp. 463-467, Lesson 82, pp. 550-553 Investigation: Investigation 11, pp. 727-730</p> <p>MAINTENANCE: Written Practice: Lesson 56, pp. 387(#5); Lesson 57, p. 391; Lesson 58, p. 397(#2); Lesson 61, p. 420 (#20); Lesson 62, p. 428 (#22); Lesson 71, p. 483 (#6); Lesson 72, p. 489 (#4); Lesson 75, p. 506 (#25); Lesson 77, p. 517 (#4, #5); Lesson 88, p. 592 (#25)</p> <p>Graphing Calculator Activities: Activity 13 (Investigation 69); Activity 17 (Lesson 82), pp. 550-556</p> <p>Standards Success Activity: Activity 22, pp. 43-44</p> |
| | Use functions to model relationships between quantities. | <p>In <i>Course 3</i>, students build a foundation of functions as a relationship of quantities first through an input-output table before moving into abstract representations of sequences and patterns expressed algebraically. Functions are used as quantitative models in the following <i>Course 3</i> lessons:</p> <ul style="list-style-type: none"> Lesson 41 Functions Lesson 44 Solving Proportions; Slope of a Line Lesson 47 Graphing Functions Lesson 61 Sequences Lesson 69 Direct Variation Lesson 70 Solve Direct Variation Problems Lesson 73 Formulas for Sequences Lesson 88 Review of Proportional and Non-proportional Relationships Lesson 97 Recursive Rules for Sequences Lesson 98 Relations and Functions Lesson 99 Inverse Variation Investigation 11 Nonlinear Functions Extension Activity 21 Applying Nonlinear Functions Extension Activity 22 Linear, Quadratic and Exponential Functions | |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------|----------|---|--|
| 8.F Functions | 8.F.4 | Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. | <p>INSTRUCTION: New Concept: Lesson 41, p. 277-284, Lesson 44, p. 300-304, Lesson 47, p. 319-323, Lesson 69, pp. 463-467 Appendix Lesson: A68, pp. 793-794; Lesson A98, pp. 816-818</p> <p>MAINTENANCE: Problem Solving: Lesson 18, p. 114; Lesson 40, p. 264; Lesson 48, p. 326 Written Practice: Lesson 44, p. 307(#29); Lesson 50, p. 340(#27); Lesson 69, p. 468 (#14); Lesson 70, p. 475 (#25); Lesson 77, p. 517 (#5); Lesson 95, p. 639 (#25); Lesson 100, p. 669 (325); Lesson A98, p. 818 Graphing Calculator Activities: Activity 9 (Lesson 47); Activity 13 (Lesson 69), pp. 463-469</p> <p>Standards Success Activity: Activity 27, pp. 53-54</p> |
| | 8.F.5 | Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. | <p>INSTRUCTION: New Concept: Lesson 41, p. 277-284; Lesson 69, pp. 463-467; Lesson 88, pp. 585-589 Investigation: Investigation 11, pp. 727-730 Appendix Lesson: Lesson A98, pp. 816-818</p> <p>MAINTENANCE: Written Practice: Lesson 42, p. 286; Lesson 42, p. 292(#18); Lesson 43, p. 297(#5); Lesson 44, p. 307(#29); Lesson 47, p. 325; Lesson 48, p. 329; Lesson 49, p. 335; Lesson 50, p. 341; Lesson 71, p. 483 (#4, #6); Lesson 72, p. 489 (#4, #8) Graphing Calculator Activities: Activity 13 (Lesson 69), pp. 463-469</p> <p>Standards Success Activity: Activity 17, pp. 33-34</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|----------|---|--|
| 8.G Geometry | | Understand congruence and similarity using physical models, transparencies, or geometry software. | <p>Students begin working with two-dimensional figures in Investigation 1 in Course 3 so as to allow for opportunities to practice on a daily basis throughout the course. Geometric concepts for 8th grade are built upon at the following points within Course 3:</p> <ul style="list-style-type: none"> Investigation 1 Coordinate Plane Lesson 19 Polygons Lesson 20 Triangles Lesson 26 Transformations Lesson 35 Similar Polygons Lesson 37 Combined Polygons Investigation 5 Graphing Transformations Lesson 54 Angles Relationships Lesson 65 Applications Using Similar Triangles Lesson 71 Percent Change in Dimensions Lesson 88 Review of Proportional Relationships Lesson 95 Slant Heights of Pyramids and Cones Lesson 96 Geometric Measures with Radicals Lesson 112 Ratios of Side Lengths of Right Triangles Lesson 115 Relative Sizes of Sides and Angles of a Triangle |

| Domain | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------|---|---|
| 8.G.1 | Verify experimentally the properties of rotations, reflections, and translations: | |
| 8.G.1.a | Lines are taken to lines, and line segments to line segments of the same length. | <p><u>INSTRUCTION:</u> New Concept: Lesson 25, pp. 169-174 Investigation: Investigation 5, pp. 342-345</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 22, p. 146, Lesson 84, p. 563 Written Practice: Lesson 27, p. 179 (#7, #9); Lesson 29, p. 189; Lesson 51, p. 353; Lesson 58, p. 399; Lesson 59, p. 405; Lesson 68, p. 462 (#25); Lesson 71, p. 484 (#15); Lesson 76, p. 513 (#25); Lesson 79, p. 530 (#25); Lesson 81, p. 548 (#3, #4); Lesson 83, p. 561 (#12); Lesson 85, p. 573 (#25)</p> <p>Graphing Calculator Activities: Activity 10 (Investigation 5), pp. 342-345</p> |
| 8.G.1.b | Angles are taken to angles of the same measure. | <p><u>INSTRUCTION:</u> New Concept: Lesson 26, pp. 169-174 Investigation: Investigation 5, pp. 342-345</p> <p><u>MAINTENANCE:</u> Problem Solving : Lesson 22, p. 146, Lesson 84, p. 563 Written Practice Lesson 27, p. 179(#7, #9); Lesson 51, p. 353; Lesson 58, p. 399; Lesson 59, p. 405; Lesson 68, p. 462 (#25); Lesson 71, p. 484 (#15); Lesson 76, p. 513 (#25); Lesson 79, p. 530 (#25); Lesson 81, p. 548 (#3, #4); Lesson 83, p. 561 (#12); Lesson 85, p. 573 (#25)</p> <p>Standards Success Activity: Activity 3, pp. 5-6</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|--|---|---|
| | 8.G.1.c | Parallel lines are taken to parallel lines. | <p>INSTRUCTION: New Concept: Lesson 26, pp.169-174</p> <p>MAINTENANCE: Problem Solving: Lesson 42, p. 146, Lesson 84, p.563 Written Practice: Lesson 29, p. 189; Lesson 51, p. 353; Lesson 58, p. 399; Lesson 59, p. 405; Lesson 76, p.513 (#25); Lesson 81, p. 548 (#3) Graphing Calculator Activities: Activity 10 (Investigation 5), pp. 342-345</p> <p>Standards Success Activity: Activity 3, pp. 5-6</p> |
| 8.G Geometry | 8.G.2 | Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. | <p>INSTRUCTION: New Concept: Lesson 19, pp. 120-123, Lesson 26, pp. 169-174 Investigation: Investigation 5, pp. 342-345</p> <p>MAINTENANCE: Written Practice Lesson 51, p.353; Lesson 58, p. 399; Lesson 59, p. 405; Lesson 68, p. 462 (#25); Lesson 76, p. 513 (#25); Lesson 79, p. 530 (#25); Lesson 83, p. 561 (#12); Lesson 85, p. 573 (#25)</p> <p>Standards Success Activity: Activity 8, pp. 15-16</p> |
| 8.G.3 | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. | <p>INSTRUCTION: New Concept: Lesson 26, pp. 169-174, Lesson 71, pp. 479-483 Investigation: Investigation 5, pp. 342-345</p> <p>MAINTENANCE: Written Practice: Lesson 51, p. 352; Lesson 56, p. 387; Lesson 58, p. 399; Lesson 68, p. 462 (#25); Lesson 76, p. 513 (#25); Lesson 79, p. 530 (#25); Lesson 81, p. 548 (#3); Lesson 93, p. 627 (#4); Lesson 114, p. 753 (#16) Graphing Calculator Activities: Activity 10 (Investigation 5), pp. 342-345</p> | |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|----------|---|---|
| 8.G Geometry | 8.G.4 | Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. | <p>INSTRUCTION: New Concept: Lesson 19, pp. 120-123, Lesson 26, pp. 169-174, Lesson 71, pp. 479-483 Investigation: Investigation 5, pp. 342-345</p> <p>MAINTENANCE: Written Practice Lesson 27, p.179; Lesson 34, p. 228; Lesson 36, p.242, Lesson 39, p. 256, Lesson 40, p. 268, Lesson 57, p. 387, Lesson 60, p. 410, Lesson 71, p. 484 (#10, #16); Lesson 81, p. 548 (#3, #4); Lesson 93, p. 627 (#4); Lesson 643</p> <p>Standards Success Activity: Activity 9, pp. 17-18</p> |
| | 8.G.5 | Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. | <p>INSTRUCTION: New Concept: Lesson 54, pp. 367-371, Lesson 65, pp. 440-443, Lesson 115, pp. 754-756</p> <p>MAINTENANCE: Power Up: Lesson 11, p. 72, Lesson 14, p. 92, Lesson 16, p.103, Lesson 19, p.120, Lesson 19, p. 120, Lesson 64, p. 435, Lesson 66, p. 446 Problem Solving : Lesson 92, p. 617, Lesson 65, p. 443 Written Practice: Lesson 27, p.179; Lesson 34, p. 228; Lesson 36, p.242, Lesson 39, p. 256, Lesson 40, p. 268, Lesson 57, p. 387, Lesson 60, p. 410, Lesson 61, p. 419 (#5); Lesson 62, p. 426 (#5); Lesson 63, p. 433 (#5); Lesson 64, p. 437 (#5); Lesson 66, p. 450 (#5, #6); Lesson 68, p. 461 (#5, #12)</p> <p>Standards Success Activity: Activity 11, pp. 21-22; Activity 14, pp. 27-28; Activity 24, pp. 47-48</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|----------|--|--|
| | | <p>Understand and apply the Pythagorean Theorem.</p> | <p>Students begin using the Pythagorean Theorem early in <i>Course 3</i> and practice and apply its principals meaningfully throughout the course in order to be able to utilize it in problem-solving situations and eventually prove its origins. These applications occur at the following points in <i>Course 3</i>:</p> <p>Investigation 2 Pythagorean Theorem Extension Activity 5 The Pythagorean Theorem and Its Converse Extension Activity 6 The Pythagorean Theorem and Distance Lesson 95 Slant Heights of Pyramids and Cones Lesson 96 Geometric Measures with Radicals Extension Activity 20 Using the Pythagorean Theorem in 2-D and 3-D Figures Investigation 12 Proof of the Pythagorean Theorem</p> |
| 8.G Geometry | 8.G.6 | <p>Explain a proof of the Pythagorean Theorem and its converse.</p> | <p>INSTRUCTION: Investigation: Investigation 12, pp. 782-784</p> <p>Standards Success Activity: Activity 5, pp. 9-10</p> |
| | 8.G.7 | <p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> | <p>INSTRUCTION: New Concept: Lesson 37, pp. 245-247, Lesson 95, pp. 634-636 Investigation: Investigation 2, pp. 132-138</p> <p>MAINTENANCE: Written Practice: Lesson 21, p.145, Lesson 28, p. 185, Lesson 32, p. 215, Lesson 39, p.263, Lesson 46, p.318, Lesson 55, p. 379, Lesson 59, p. 404, Lesson 62, p. 427 (#8, #13); Lesson 65, p. 444 (#10); Lesson 68, p. 46 (#10); Lesson 70, p. 475; Lesson 72, p. 489 (#9); Lesson 75, p. 505 (#7); Lesson 82, p. 553 (#5); Lesson 88, p. 591 (#10); Lesson 91, p. 614 (#8); Lesson 92, p. 622 (#15); Lesson 93, p. 628 (#25); Lesson 94, p. 632 (#6); Lesson 97, p. 649 (#10); Lesson 99, p. 662 (#4); Lesson 103, p. 689 (#11); Lesson 108, p. 716 (#14); Lesson 110, p. 726 (#12); Lesson 111, p. 735 (#10); Lesson 112, p. 741 (#22); Lesson 115, p. 757 (#6, #16)</p> <p>Standards Success Activity: Activity 20, pp. 39-40</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.G Geometry | 8.G.8 | Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | <p><u>INSTRUCTION:</u> New Concept: Lesson 96, pp. 640-642</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 96, pp. 644 (#19); Lesson 104, p. 695; Lesson 111, p. 736 (#22); Lesson 114, p. 753 (#15); Lesson 115, p. 757 (#13); Lesson 119, p. 777 (#23) Standards Success Activity: Activity 6, pp. 11-12</p> |
| | 8.G.9 | Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. | <p>Students revisit and begin utilizing volume in context in Lesson 76 of Course 3. Applications of volume for 8th graders are expanded upon in Course 3 at the following points: Lesson 76 Volume of Prisms and Cylinders Lesson 86 Volume of Pyramids and Cones Lesson 106 Review of the Effect of Scale on Volume Lesson 107 Volume and Surface Area of Compound Solids Lesson 111 Volume and Surface Area of the Sphere</p> <p><u>INSTRUCTION:</u> New Concept: Lesson 76, pp. 507-511, Lesson 86, pp. 574-578, Lesson 106, pp. 702-704, Lesson 107, pp. 707-709, Lesson 111, pp. 731-734</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 76, p. 512 (#5, #6); Lesson 78, p. 523 (#19); Lesson 79, p. 529 (#20, #22); Lesson 80, p. 536 (#6); Lesson 87, p. 583 (#5); Lesson 96, p. 643; Lesson 111, p. 735 (#1); Lesson 112, p. 740 (#8); Lesson 113, p. 746</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.SP Statistics and Probability | 8.SP.1 | Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. | <p>Students in <i>Course 3</i> will build upon basic plotting of data points (Investigation 1) to begin determining relationships between two sets of data points: is the association negative or positive, and to what degree? Were “outlier” data points valid or a measurement error? Students begin working with two sets of data points in Investigation 6 of <i>Course 3</i> and provide opportunities to practice on a daily basis throughout the remainder of the course. Concepts regarding bivariate data for 8th grade are built upon at the following points within <i>Course 3</i>:</p> <p>Investigation 1 Graphing on a Coordinate Plane Investigation 6 Collect, Display, Interpret Data Extension Activity 13 Two-way Tables Investigation 8 Scatter Plots Extension Activity 16 Scatter Plots and Model Fit Lesson 113 Using Scatter Plots to Make Predictions Extension Activity 23 Patterns in Scatter Plots</p> <p>INSTRUCTION: New Concept: Lesson 113, pp. 742-745 Investigation: Investigation 8, pp. 538-544</p> <p>MAINTENANCE: Written Practice: Lesson 97, p. 650 (#25); Lesson 101, p. 680 (#24) Graphing Calculator Activities: Activity 16 (Investigation 8), pp. 538-544</p> <p>Standards Success Activity: Activity 23, pp. 45-46</p> |
| | 8.SP.2 | Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. | <p>INSTRUCTION: New Concept: Lesson 113, pp. 742-745 Investigation: Investigation 8, pp. 538-544</p> <p>MAINTENANCE: Written Practice: Lesson 97, p. 650 (#25); Lesson 101, p. 680 (#24) Graphing Calculator Activities: Activity 16 (Investigation 8), pp. 538-544</p> <p>Standards Success Activity: Activity 16, pp. 31-32</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|---|--|
| 8.SP Statistics and Probability | 8.SP.3 | Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. | <p><u>INSTRUCTION:</u> New Concept: Lesson 96, p. 642; Lesson 113, pp. 742-745 Investigation: Investigation 8, pp. 538-544</p> <p><u>MAINTENANCE:</u> Problem Solving : 382 Written Practice: Lesson 66, p. 451; Lesson 90, p. 604; Lesson 101, p. 680 (#24)</p> |
| | 8.SP.4 | Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. | <p><u>INSTRUCTION:</u> Investigation: Investigation 8, pp. 538-544 Investigation: Investigation 6, pp. 412-414</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 66, p. 451</p> <p>Standards Success Activity: Activity 13, pp. 25-26</p> |

2013-2014 Application Cycle

Curriculum Submitted

**As Requested by the
Charter Internal
Review Committee**

**Exalt Academy of Southwest Little Rock
Little Rock, Arkansas**

LRPA First Grade Interdisciplinary Curriculum Map

| NOTE: Natural Science standards will be covered throughout Natural World units (standards at the end of document) | | | |
|---|---|--|--|
| NOTE: Some History standards will be covered throughout calendar time and various Global Studies units (standards at the end of document) | | | |
| Month | Topic/Standards | Essential Questions | Content |
| August/September | <p>Geography</p> <p>G.1.1.1: Identify and locate student’s town/city on an appropriate map</p> <p>G.1.1.2: Locate Arkansas on a United States map</p> <p>G.1.1.3: Identify and locate the United States on a world map or globe</p> <p>G.1.1.4: Identify the North and South Poles and the Equator on a map or globe</p> <p>G.1.1.5: Recognize that there are seven major continents</p> <p>G.1.1.6: Recognize that there are four major oceans in the world</p> <p>1.1.7: Explain how climate, location, and physical surroundings affect the way people live</p> <p>G.1.1.8: Understand how and why maps and globes are used</p> <p>G.1.1.9: Recognize that pictorial symbols on a map represent real objects</p> <p>G.1.1.10: Show a relationship between places using directional words</p> <p>G.1.1.11: Name and label the cardinal directions on a map:</p> <ul style="list-style-type: none"> • north • south • east • west | <p>1. Why are maps and globes useful tools for us to use in our lives?</p> | <p>Geography</p> <p>Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)</p> <ul style="list-style-type: none"> • Name your continent, country, state, and community. • Understand that maps have keys or legends with symbols and their uses. • Find directions on a map: east, west, north, and south. • Identify major oceans: Pacific, Atlantic, Indian, and Arctic. • Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, and Australia. • Locate: Canada, United States, Mexico, and Central America. • Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles. <p>B. Geographical Terms and Features</p> <ul style="list-style-type: none"> • Peninsula, harbor, bay, island |

| | <p>G.1.1.12: Recognize physical features of maps and globes:</p> <ul style="list-style-type: none"> • rivers • lakes • oceans • mountains • islands • desert • coast <p>G.1.1.13: Illustrate and label a map of a familiar place</p> <p>G.3.1.2: Identify ways to take personal action to protect the environment</p> | | |
|----------------|---|--------------------------------------|--|
| Month | Topic/Standards | Essential Questions | Content |
| October | <p>The Earth</p> <p>ESS.8.1.1: Identify the features of major landforms</p> <p>ESS.8.1.2: Identify common uses of Earth's resources</p> <p>Cycles in Nature</p> <p>PS.7.1.3: Compare natural sources of heat (e.g., sun, fire, lightning) to artificial sources of heat</p> <p>ESS.8.1.3: Chart weather conditions every day</p> <p>ESS.8.1.4: Identify the sequence of seasons</p> <p>ESS.8.1.5: Demonstrate safety procedures related to severe weather</p> <p>ESS.10.1.1: Illustrate the sequence of planets in the solar system</p> | 1. What materials make up the Earth? | <p>The Earth</p> <p>Geographical Features of the Earth's Surface</p> <ul style="list-style-type: none"> • The shape of the earth, the horizon • Oceans and continents • North Pole and South Pole, Equator <p>What's Inside the Earth</p> <ul style="list-style-type: none"> • Inside the earth Layers: crust, mantle, core, high temperatures • Volcanoes and geysers • Rocks and minerals Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary <p>Important minerals in the earth (such as quartz, gold, sulfur, coal, diamond, iron ore)</p> <p>Cycles in Nature</p> <ul style="list-style-type: none"> • The four seasons and earth's orbit around the sun (one year) • Seasons and life processes |

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| | | | <p>Spring: sprouting, sap flow in plants, mating and hatching Summer: growth Fall: ripening, migration Winter: plant dormancy, animal hibernation</p> <p>B. Earth and its place in the solar system</p> <ul style="list-style-type: none"> • The eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto) • Stars <p>Constellations, Big Dipper The sun is a star.</p> <ul style="list-style-type: none"> • Earth and its place in the solar system <p>The earth moves around the sun; the sun does not move. The earth revolves (spins); one revolution takes one day (24 hours). Sunrise and sunset When it is day where you are, it is night for people on the opposite side of the earth.</p> |
| Month | Topic/Standards | Essential Questions | Content |
| November | <p>Early People and Civilizations and Modern Day Mexico</p> <p>G.2.1.1: Discuss elements of culture G.2.1.2: Explain ways in which the location of a community affects people’s lives, dress, and occupation G.2.1.3: Explain the difference between rural and urban areas G.3.1.1: Recognize reasons people need various types of transportation G.3.1.3: Identify ways in which</p> | <ol style="list-style-type: none"> 1. How does location effect how people live? 2. How do physical surroundings effect how people live? | <p>Early People and Civilizations</p> <p>A. The Earliest People: Hunters and Nomads</p> <ul style="list-style-type: none"> • Crossing the land bridge from Asia to North America From hunting to farming Gradual development of early towns and cities <p>B. Maya, Inca, and Aztec Civilizations</p> <ul style="list-style-type: none"> • Maya in Mexico and Central America • Aztecs in Mexico Montezuma (also |

| | <p>people depend on the physical environment</p> <p>H.6.1.7: Discuss daily life in the past and present</p> | | <p>called Montezuma) Tenochtitlan (Mexico City)</p> <ul style="list-style-type: none"> • Inca in South America (Peru, Chile) Cities in the Andes, Machu Pichu <p>Modern Day Mexico</p> <p>Geography</p> <ul style="list-style-type: none"> • North American continent, locate Mexico relative to Canada and the United States • Central America, Yucatan Peninsula • Pacific Ocean, Gulf of Mexico, Rio Grande • Mexico City <p>Culture</p> <ul style="list-style-type: none"> • Indian and Spanish heritage • Traditions: fiesta, piñata • National holiday: September 16, Independence Day |
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| Month | Topic/Standards | Essential Questions | Content |
| December | <p>The Human Body</p> <p>LS.2.1.3: Locate the following human body parts:</p> <ul style="list-style-type: none"> • heart • lungs • brain • stomach • muscles • bones | 1. Why is it important to stay healthy? | <p>The Human Body</p> <p>Body Systems</p> <ul style="list-style-type: none"> • Skeletal system: skeleton, bones, skull • Muscular system: muscles • Digestive system: mouth, stomach • Circulatory system: heart and blood • Nervous system: brain, nerves |
| Month | Topic/Standards | Essential Questions | Content |
| January | <p>FOSS Solids and Liquids, Investigations I and II</p> <p>PS.5.1.1: Compare and contrast objects according to the single properties of</p> <ul style="list-style-type: none"> • size | 1. Why is it important to learn about solids and liquids? | <p>FOSS Solids and Liquids, Investigation I- Solids</p> <p>Students explore solid objects, such as pieces of wood, plastic, and metal. They observe, describe, and sort the objects according to their properties.</p> |

| | <ul style="list-style-type: none"> • color • shape • texture <p>PS.5.1.2: Identify characteristics of solids and liquids</p> | | <p>They construct towers (and other structures), using the properties inherent in the materials to accomplish the task.</p> <p>FOSS Solids and Liquids, Investigation II-Liquids Students investigate liquids in a variety of settings to become familiar with their properties. They play games to rehearse precise liquids vocabulary. Students use representational materials to enhance their understanding of the unique behaviors of liquids.</p> |
|-----------------|--|--|---|
| Month | Topic/Standards | Essential Questions | Content |
| February | <p>Exploration and Settlement H.6.1.11: Describe the voyage of Christopher Columbus H.6.1.8: Recognize that the Pilgrims came to America on the Mayflower and arrived at Plymouth Rock H.6.1.9: Understand that the name of Arkansas originated from the Quapaw Indians H.6.1.10: Discuss methods of transportation of today and long ago H.6.1.12: Demonstrate the relationship between the American Indians and the Pilgrims</p> | <p>1. How do world cultures and civilizations contribute to the development of a nation?</p> | <p>Exploration and Settlement Christopher Columbus The Conquistadors</p> <ul style="list-style-type: none"> • The search for gold and silver • Hernán Cortés and the Aztecs • Francisco Pizarro and the Inca • Diseases devastate Native American population <p>English Settlers</p> <ul style="list-style-type: none"> • The story of the Lost Colony Sir Walter Raleigh Virginia Dare • Virginia Jamestown Captain John Smith Pocahontas and Powhatan • Slavery, plantations in Southern colonies • Massachusetts Pilgrims, Mayflower, Thanksgiving Day Massachusetts Bay Colony, the Puritans <p>Arkansas- Quapaw Indians</p> |

| | <p>observed in national celebrations and holidays:</p> <ul style="list-style-type: none"> • Labor Day • Veteran’s Day • Thanksgiving • Columbus Day • Martin Luther King, Jr. Day • President’s Day • Independence Day • Constitution Day <p>H.6.1.2: Identify state symbols of Arkansas:</p> <ul style="list-style-type: none"> • flower • bird • fruit/vegetable • folk dance • instrument <p>H.6.1.3: Identify historical sites of Arkansas</p> | | |
|-------|---|---|---|
| Month | Topic/Standards | Essential Questions | Content |
| April | <p>Living Things and Their Environments</p> <p>LS.2.1.4: Locate plant parts:</p> <ul style="list-style-type: none"> • leaves • stems • flowers • roots <p>LS.3.1.1: Illustrate <i>incomplete metamorphosis</i></p> <p>LS.3.1.2: Compare and contrast <i>complete metamorphosis</i> and <i>incomplete metamorphosis</i></p> <p>LS.4.1.1: Identify some endangered <i>species</i> in Arkansas</p> <p>LS.2.1.1: Classify animals according to common characteristics</p> | <ol style="list-style-type: none"> 1. Why is it important for animals and plants to adapt to their environment? 2. What do animals and plants need in order to survive? | <p>Living Things and Their Environments</p> <p>A. Habitats (animals and plants)</p> <ul style="list-style-type: none"> • Living things live in environments to which they are particularly suited. • Specific habitats and what lives there, for example: Forest [oak trees, squirrels, raccoons, snails, mice] Meadow and prairie [wildflowers, grasses, prairie dogs] Underground [fungi, moles, worms] Desert [cactus, lizard, scorpion] Water [fish, oysters, starfish] <ul style="list-style-type: none"> • Endangered species |

| | LS.2.1.2: Differentiate between <i>herbivores</i> and <i>carnivores</i> | | <ul style="list-style-type: none"> • Butterfly Life cycle (new) • The food chain: a way of picturing the relationships between living things <p>Animals: big animals eat little ones, big animals die and are eaten by little ones.</p> |
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| Month | Topic/Standards | Essential Questions | Content |
| May | <p>Electricity and Magnetism</p> <p>PS.7.1.6: Classify materials as magnetic or nonmagnetic</p> <p>PS.7.1.7: Investigate the properties of magnets:</p> <ul style="list-style-type: none"> • attraction • repulsion <p>PS.6.1.1: List orally the various ways that objects can move, including but not limited to</p> <ul style="list-style-type: none"> • straight • zigzag • back and forth • round and round • fast and slow <p>PS.7.1.1: Compare natural sources of light (e.g., sun, fireflies, deep sea creatures, fire, lightning) to artificial sources of light (e.g., light bulbs, matches, candles)</p> <p>PS.7.1.2: Investigate the properties of <i>transparent</i> and <i>opaque</i> objects</p> <p>PS.7.1.5: Demonstrate methods of producing static <i>electricity</i></p> | <ol style="list-style-type: none"> 1. Why does a magnet work differently on various objects? 2. How does electricity play a part in our lives and environment? | <p>Electricity and Magnetism</p> <ul style="list-style-type: none"> • Static electricity • Basic parts of simple electric circuits (for example, batteries, wire, bulb or buzzer, switch) • Conductive and nonconductive materials • Magnetism demonstrates that there are forces we cannot see that act upon objects. • Most magnets contain iron. • Lodestones: naturally occurring magnets • Magnetic poles: north-seeking and south-seeking poles • Magnetic field (strongest at the poles) • Law of magnetic attraction: unlike poles attract, like poles repel • The earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole) |

| Month | Topic/Standards | Essential Questions | Content |
|-------|---|---|---|
| June | <p>Wants and Needs</p> <p>E.7.1.1: Identify the categories and priorities of wants and needs</p> <p>E.7.1.2: Describe how people satisfy basic wants</p> <p>E.7.1.3: Determine the relationships between unlimited wants and limited resources</p> <p>E.8.1.1: Recognize that people are <i>producers of goods and services</i></p> <p>E.8.1.2: Recognize that people are <i>consumers of goods and services</i></p> <p>E.8.1.3: Discuss skills and education necessary to perform a job</p> <p>E.8.1.4: Identify uses for <i>natural resources</i></p> <p>E.8.1.5: Understand that <i>capital resources</i> are the tools of trade</p> <p>E.9.1.1: Discuss <i>barter</i> as a method of exchange</p> <p>E.9.1.2: Recognize that money is a <i>medium of exchange</i></p> <p>E.9.1.3: Discuss the role of a financial institution</p> <p>E.9.1.4: Understand that the production of any good or service requires:</p> <ul style="list-style-type: none"> • <i>natural resources</i> • <i>human resources</i> • <i>capital resources</i> <p>E.9.1.5: Recognize that <i>markets</i> exist</p> | <ol style="list-style-type: none"> 1. Why are goods and services important in our lives? 2. Why do people save money? | <p>• Orienteering: use of a magnetized needle in a compass, which will always point to the north</p> <p>Wants and Needs Teacher created unit using state standards</p> |

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| | in various places | | |
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Natural Science Standards

NS.1.1.1: Communicate observations orally, in writing, and in graphic organizers:

- T-charts
- pictographs

NS.1.1.2: Ask questions based on observations

NS.1.1.3: Conduct *scientific investigations* as a class and in teams:

- *lab activities*
- *field studies*

NS.1.1.4: Estimate and measure length and *temperature* using International System of Units as a class

NS.1.1.5: Collect measurable *empirical evidence* as a class and in teams

NS.1.1.6: Make predictions as a class and in teams based upon *empirical evidence*

NS.1.1.7: Use age appropriate equipment and tools in *scientific investigations*

NS.1.1.8: Apply appropriate rules of safety related to daily activities

NS.1.1.9: Apply lab safety rules as they relate to specific science *lab activities*

History Standards

H.6.1.4: Recognize time equivalency using chronological terms:

- yesterday/past
- today/present
- tomorrow/ future

H.6.1.5: Determine the sequential order of events on a *timeline*

H.6.1.6: Explore people and events from the past using primary and secondary sources

LRPA 2nd Grade Interdisciplinary Curriculum Map

| NOTE: Some history standards will be covered throughout Global Studies units (see end of document) | | | |
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| NOTE: Natural Science Standards will be covered throughout Natural World units (see end of document) | | | |
| Month | Topic/Standards | Essential Questions | Content |
| August | <p>Geography</p> <p>G.1.2.1: Define <i>relative location</i></p> <p>G.1.2.2: Locate the county in which the student lives on an Arkansas map</p> <p>G.1.2.3: Locate the capital of Arkansas</p> <p>G.1.2.4: Identify and locate countries bordering the United States</p> <p>G.1.2.5: Locate and define the North and South Poles and the Equator on a map of globe</p> <p>G.1.2.6: Locate the seven continents using a map or globe</p> <p>G.1.2.7: Name and locate the four major oceans</p> <p>G.1.2.8: Describe how <i>climate</i> changes with the seasons</p> <p>G.1.2.9: Distinguish between different types of maps:</p> <ul style="list-style-type: none"> • <i>Physical</i> • <i>Political</i> • <i>Historical</i> <p>G.1.2.10: Understand the purpose of map components:</p> <ul style="list-style-type: none"> • Title • <i>Compass rose</i> • <i>Key/legend</i> • <i>Map scale</i> <p>G.1.2.11: Describe the <i>relative locations</i> of places using <i>cardinal directions</i></p> <p>G.1.2.12: Identify and locate physical</p> | <p>1. How does Geography affect where people live and what they do?</p> | <p>Geography</p> <ul style="list-style-type: none"> • Name your continent, country, state, and community. • Understand that maps have keys or legends with symbols and their uses. • Find directions on a map: east, west, north, and south. • Identify major oceans: Pacific, Atlantic, Indian, and Arctic. • The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia. • Locate: Canada, United States, Mexico, and Central America. • Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles. • Coast, valley, prairie, desert, oasis |

| | features on maps and globes: <ul style="list-style-type: none"> • Rivers • Lakes • Oceans • Mountains • Islands • Desert • Coast G.1.2.13: Construct maps of a familiar place that includes the following: <ul style="list-style-type: none"> • Title • Compass rose • Legend/key | | |
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| Month | Topic/Standards | Essential Questions | Content |
| September | Astronomy ESS.10.2.1: Illustrate four moon phases: <ul style="list-style-type: none"> • Full • Half • Crescent • New ESS.10.2.2: Model the movement of Earth and its moon ESS.10.2.3: Contrast the visibility of the sun and moon Water Cycle PS.5.2.2: Investigate the effect of physical phenomena on various materials ESS.8.2.5: Chart weather conditions every day ESS.8.2.6: Demonstrate safety procedures related to severe weather ESS.8.2.7: Describe characteristics of cumulus, stratus, and cirrus clouds ESS.8.2.8: Predict weather based on | 1. What causes change in our physical world? | Astronomy <ul style="list-style-type: none"> • Sun: source of energy, light, heat • Moon: phases of the moon (full, half, crescent, new) • The eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune) • Earth and its place in the solar system The earth moves around the sun; the sun does not move. The earth revolves (spins); one revolution takes one day (24hours). Sunrise and sunset When it is day where you are, it is night for people on the opposite side of the earth Water Cycle <ul style="list-style-type: none"> • Most of the earth's surface is covered by water. • The water cycle Evaporation and condensation |

| | cloud type ESS.8.2.9: Read a Celsius thermometer | | Water vapor in the air, humidity Clouds: cirrus, cumulus, stratus Precipitation, groundwater Thermometers |
|----------|--|---|---|
| Month | Topic/Standards | Essential Questions | Content |
| October | Japan G.2.2.1: Compare customs of another <i>culture</i> to one's own G.2.2.2: Compare the lifestyle, dress, and occupations of Arkansans to those of people in other parts of the world. | 1. How can cultural differences impact a community? | Japan Geography <ul style="list-style-type: none"> • Locate relative to continental Asia: "land of the rising sun" • A country made up of islands; four major islands • Pacific Ocean, Sea of Japan • Mt. Fuji • Tokyo Culture <ul style="list-style-type: none"> • Japanese flag • Big modern cities, centers of industry and business • Traditional craft: origami • Traditional costume: kimono |
| Month | Topic/Standards | Essential Questions | Content |
| November | The Human Body LS.2.2.5: Identify the major parts and functions of the skeletal system | 1. What is the primary function of our skeletal system? | The Human Body THE SKELETAL SYSTEM <ul style="list-style-type: none"> • Skeleton, bones, marrow • Musculo-skeletal connections Ligaments Tendons, Achilles tendon Cartilage <ul style="list-style-type: none"> • Skull, cranium • Spinal column, vertebrae • Joints • Ribs, rib cage, sternum • Scapula (shoulder blades), pelvis, tibia, fibula • Broken bones, x-rays |

| Month | Topic/Standards | Essential Questions | Content |
|----------|---|--|--|
| December | <p>American Constitution</p> <p>C.4.2.1: Explain the basic purposes of government at the local level</p> <p>C.4.2.2: Identify various people and groups who make, apply, and enforce rules and laws for others</p> <p>C.4.2.3: Identify local government officials</p> <p>C.4.2.4: Define democracy</p> <p>C.5.2.2: Examine the rights and responsibilities that citizens have in a community</p> <p>C.5.2.3: Explain the voter's role in the democratic process</p> | 1. How can I be a good citizen? | <p>American Constitution</p> <ul style="list-style-type: none"> American government is based on the Constitution, the highest law of our land. James Madison, the “Father of the Constitution” Government by the consent of the governed: “We the people” <p>Voting Process (new)</p> |
| Month | Topic/Standards | Essential Questions | Content |
| January | <p>Westward Expansion</p> <p>G.2.2.3: Compare and contrast how people in rural and urban areas live and work</p> <p>G.3.2.1: Identify the various types of transportation and communication links between communities</p> <p>G.3.2.3: Examine ways in which people affect the physical environment</p> <p>H.6.2.4: Define conflict</p> <p>H.6.2.11: Recognize American Indian tribes of Arkansas:</p> <ul style="list-style-type: none"> Osage Quapaw Caddo <p>H.6.2.12: Compare past and present means of transportation and communication in Arkansas</p> | <p>1. What are some reasons people choose to live in a certain place?</p> <p>2. How have transportation and communication changed over time?</p> | <p>Westward Expansion</p> <p>Pioneers Head West</p> <ul style="list-style-type: none"> New means of travel <p>Robert Fulton, invention of the steamboat</p> <p>Erie Canal</p> <p>Railroads: the Transcontinental Railroad</p> <ul style="list-style-type: none"> Routes west: wagon trains on the Oregon Trail The Pony Express <p>Native Americans</p> <ul style="list-style-type: none"> Sequoyah and the Cherokee alphabet Forced removal to reservations: the “Trail of Tears” Some Native Americans displaced from their homes and ways of life by railroads (the “iron horse”) Effect of near extermination of buffalo on Plains Indians |

| Month | Topic/Standards | Essential Questions | Content |
|----------|---|--|--|
| February | <p>Civil Rights</p> <p>C.5.2.2: Examine the rights and responsibilities that citizens have in a community</p> <p>C.5.2.3: Explain the voter's role in the democratic process</p> <p>H.6.2.3: Discuss historical people of Arkansas</p> <p>H.6.2.4: Define conflict</p> | 1. How can events in history affect people's lives? | <p>Civil Rights</p> <ul style="list-style-type: none"> • Susan B. Anthony and the right to vote • Eleanor Roosevelt and civil rights and human rights • Mary McLeod Bethune and educational opportunity • Jackie Robinson and the integration of major league baseball • Rosa Parks and the bus boycott in Montgomery, Alabama • Martin Luther King, Jr. and the dream of equal rights for all • Cesar Chavez and the rights of migrant worker |
| Month | Topic/Standards | Essential Questions | Content |
| March | <p>The Earth</p> <p>ESS.8.2.1: Conduct investigations to distinguish among the following components of soil:</p> <ul style="list-style-type: none"> • <i>Clay</i> • <i>Sand</i> • <i>Silt</i> • <i>Humus</i> <p>ESS.8.2.2: Recognize and discuss the different properties of soil:</p> <ul style="list-style-type: none"> • Color • Texture • Ability to retain water • Ability to support plant growth <p>ESS.8.2.3: Conduct investigations to determine which soil best supports bean plant growth</p> <p>ESS.8.2.4: Identify products derived from <i>natural resources</i></p> <p>PS.7.2.3: Demonstrate methods of</p> | 1. How are parts of Earth (land, air and water) related? | <p>The Earth</p> <ul style="list-style-type: none"> • Inside the earth <p>Layers: crust, mantle, core</p> <p>High temperatures</p> <ul style="list-style-type: none"> • Volcanoes and geysers • Rocks and minerals <p>Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary</p> <p>Important minerals in the earth (such as quartz, gold, sulfur, coal, diamond, iron ore)</p> |

| | using <i>electricity</i> to produce light, <i>heat</i> , and sound PS.7.2.1: Classify materials as <i>transparent, translucent, or opaque</i> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| April | <p>FOSS Insects and Plants</p> <p>LS.2.2.1: Classify animals into major groups according to their Structure:</p> <ul style="list-style-type: none"> • Mammals • Birds • Fish <p>LS.2.2.2: Differentiate among herbivores, carnivores, and omnivores</p> <p>LS.2.2.3: Identify basic needs of most plants:</p> <ul style="list-style-type: none"> • Nutrients • Water • Light • Air • Temperature • Space <p>LS.2.2.4: Compare different types of flowering plants and Conifers</p> <p>LS.2.2.6: Describe the function of the following plant parts:</p> <ul style="list-style-type: none"> • Leaves • Stems • Flowers • Roots <p>LS.3.2.1: Illustrate embryonic development</p> <p>LS.3.2.2: Compare and contrast embryonic development and incomplete metamorphosis</p> <p>LS.4.2.1: Compare and contrast living</p> | 1. How can living things be so different, yet so alike? | <p>FOSS Insects/Plants, Investigation IV, Silkworms</p> <p>Students observe the life history of one of the most commercially successful insects. They start with eggs and observe the growth and changes to larvae, pupae, and adults who produce eggs. Students study the structure of a moth larva, and read two articles about insects.</p> <p>Investigation V, Butterflies</p> <p>The class observes the painted lady larvae grow, pupate, and emerge as adults. Students experience the stages of complete metamorphosis and compare the behaviors of moths and butterflies. They read about life cycles of other animals and compare to insects.</p> |

| | and extinct species LS.4.2.2: Describe characteristics of various <i>habitats</i> | | |
|-------|---|---|---|
| Month | Topic/Standards | Essential Questions | Content |
| May | <p>Economics</p> <p>E.7.2.2: Discuss that because of scarcity people must make choices and incur opportunity costs</p> <p>E.8.2.1: Distinguish between <i>consumers</i> and <i>producers</i> in a local community</p> <p>E.8.2.2: Research the skills and education needed for specific jobs</p> <p>E.8.2.3: Discuss the availability of <i>natural resources</i></p> <p>E.8.2.4: Give examples of <i>capital resources</i></p> <p>E.9.2.1: Identify items that have been used as currency</p> <p>E.9.2.2: Understand that the use of money facilitates exchange</p> <p>E.9.2.3: Discuss a variety of services that financial institutions provide</p> <p>E.9.2.4: Classify <i>productive resources</i> into the following categories:</p> <ul style="list-style-type: none"> • <i>Natural resources</i> • <i>Human resources</i> • <i>Capital resources</i> <p>E.9.2.5: Investigate <i>goods and services</i> provided by <i>markets</i> in the local community</p> <p>E.9.2.6: Identify exchanges made:</p> <ul style="list-style-type: none"> • Monetary • <i>Barter</i> <p>E.9.2.7: Define specialization and interdependence</p> | 1. How do producers and consumers depend on each other? | <p>Economics</p> <p>Teacher created unit using state standards</p> |

| Month | Topic/Standards | Essential Questions | Content |
|-------|---|---|--|
| June | <p>Symbols and Figures C.5.2.1: Understand the significance of national symbols (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution) C.5.2.4: Identify rules of etiquette for the American flag H.6.2.1: Explain the purpose in celebrating national holidays:</p> <ul style="list-style-type: none"> • Labor Day • Veteran’s Day • Thanksgiving • Columbus Day • Martin Luther King, Jr. Day • President’s Day • Independence Day • Constitution Day <p>H.6.2.2: Identify state symbols of Arkansas:</p> <ul style="list-style-type: none"> • Gem • Mineral • Rock • Mammal • Anthem | <p>1. How can symbols unite those they represent?</p> | <p>Symbols and Figures</p> <ul style="list-style-type: none"> • Recognize and become familiar with the significance of U. S. flag: current and earlier versions <p>Statue of Liberty Lincoln Memorial</p> <ul style="list-style-type: none"> • US Holidays • Arkansas state symbols |

History Standards

H.6.2.9: Identify reasons Pilgrims came to the New World:

- Religious freedom
- Political freedom

H.6.2.10: Discuss the characteristics of a colony

H.6.2.5: Determine the data to be included on a personal *timeline*

H.6.2.6: Determine how photos and documents are used to gather information about the past

H.6.2.7: Define technology and list examples

Natural Science Standards

NS.1.2.1: Communicate observations orally, in writing, and in graphic organizers:

- T-charts
- Pictographs
- Venn diagrams
- Bar graphs

NS.1.2.2: Develop questions that guide scientific inquiry

NS.1.2.3: Conduct *scientific investigations* individually and in teams:

- *Lab activities*
- *Field studies*

NS.1.2.4: Estimate and measure length and *temperature* using International System of Units

NS.1.2.5: Collect measurable *empirical evidence* in teams and as individuals

NS.1.2.6: Make predictions in teams and as individuals based upon *empirical evidence*

NS.1.2.7: Use age appropriate equipment and tools in *scientific investigations*

NS.1.2.8: Apply lab safety rules as they relate to specific science *lab activities*

PS.5.2.1: Classify objects based on two or more properties

PS.6.2.1: Investigate the relationship between *force* and motion

LRPA Third Grade Interdisciplinary Curriculum Map

| NOTE: Natural Science standards will be covered throughout Natural World units (see end of document) | | | |
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| NOTE: Some History standards will be covered throughout Global Studies units (see end of document) | | | |
| NOTE: Some Earth and Space Science Standards will need to be integrated into other units or as mini-units (see end of document) | | | |
| Month | Topic/Standards | Essential Questions | Content |
| August | <p>World Geography</p> <p>G.1.3.1: Define <i>absolute location</i></p> <p>G.1.3.2: Name and locate the states that border Arkansas</p> <p>G.1.3.3: Discuss the characteristics that define a <i>region</i>:</p> <ul style="list-style-type: none"> • Takes up area • Has boundaries • Has special features <p>G.1.3.4: Identify on which continent and in which <i>hemispheres</i> the United States is located</p> <p>G.1.3.5: Identify the following using a globe or a map:</p> <ul style="list-style-type: none"> • <i>Equator</i> • <i>Prime Meridian</i> • North Pole • South Pole <p>G.1.3.6: Divide the earth into the four <i>hemispheres</i> using a map or globe:</p> <ul style="list-style-type: none"> • Northern • Southern • Eastern • Western <p>G.1.3.7: Identify the seven continents</p> <p>G.1.3.8: Locate mountain ranges in Arkansas:</p> <ul style="list-style-type: none"> • Ozark • Ouachita | <p>1. Why do geographic features influence where and how a community develops?</p> | <p>World Geography</p> <p>Spatial Sense</p> <ul style="list-style-type: none"> • Name your continent, country, state, and community. • Understand that maps have keys or legends with symbols and their uses. • Find directions on a map: east, west, north, and south. • Identify major oceans: Pacific, Atlantic, Indian, and Arctic. • The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia • Locate: Canada, United States, Mexico, and Central America. • Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles. • Measure straight-line distances using a bar scale. <p>Use an atlas and, if available, on-line sources to find geographic information.</p> <p>Geographical Terms and Features</p> <ul style="list-style-type: none"> • Boundary, channel, delta, isthmus, plateau, reservoir, strait |

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| | <p>G.1.3.9: Locate major rivers in Arkansas:</p> <ul style="list-style-type: none"> • Arkansas • Mississippi • Red • White • Ouachita • St. Francis <p>G.1.3.10: Describe how seasonal weather changes affect the environment</p> <p>G.1.3.11: Explain the purpose of a <i>physical map</i></p> <p>G.1.3.12: Utilize the map <i>key/legend</i> to interpret <i>physical maps</i></p> <p>G.1.3.13: Locate places on contemporary maps using <i>cardinal</i> and <i>intermediate directions</i>, <i>map scales</i>, <i>legends</i>, and titles</p> <p>G.1.3.14: Label physical features on maps and globes:</p> <ul style="list-style-type: none"> • Rivers • Lakes • Oceans • Mountains • Islands • Desert • Coast • <i>Peninsula</i> • Plain • <i>Plateau</i> <p>G.1.3.15: Create a <i>physical map</i> that includes the following:</p> <ul style="list-style-type: none"> • Title • <i>Compass rose</i> • <i>Legend/key</i> | | |
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| Month | Topic/Standards | Essential Questions | Content |
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| September | <p>FOSS Structures LS.2.3.1: Classify animals as vertebrates and invertebrates according to their structure LS.3.3.3: Differentiate among complete metamorphosis, incomplete metamorphosis, and embryonic development</p> | 1. How are living and non-living things different and alike? | <p>FOSS Structures Investigations III- MEET THE CRAYFISH</p> <p>Students observe and record some of the structures of a crustacean, the crayfish. They establish a feeding and maintenance schedule for the organisms. Students investigate crayfish behavior by creating an enriched crayfish habitat. They map where the crayfish spend their time within their habitat. Students investigate crayfish territorial behavior.</p> |
| Month | Topic/Standards | Essential Questions | Content |
| October | <p>FOSS Electricity and Magnetism PS.7.3.3: Identify methods of producing electricity relative to Arkansas: <ul style="list-style-type: none"> • Hydroelectric • Coal • Oil • Natural gas • Nuclear • Solar • Wind PS.7.3.4: Differentiate between magnets and non-magnets PS.7.3.5: Describe the effect of distance on attraction and repulsion PS.7.3.6: Construct a magnet by the “Touch/Stroke” method PS.5.3.2: Demonstrate physical changes in matter PS.5.3.3: Determine the mass of solids PS.5.3.4: Compare and contrast solids and liquids</p> | 1. Why is it important for us to find alternative methods of energy? | <p>FOSS Electricity and Magnetism Investigation I- THE FORCE</p> <p>Students work with permanent magnets to discover that iron is the only everyday material that sticks to magnets. They investigate variables that influence the force of attraction between two magnets and look for ways to detect the presence of a magnet.</p> <p>FOSS Electricity and Magnetism Investigation II- MAKING CONNECTIONS</p> <p>Students investigate current electricity and circuits, the pathways through which electricity flows. They find that some materials permit the flow of electricity (conductors), and some don't (insulators).</p> |

| Month | Topic/Standards | Essential Questions | Content |
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| November | <p>Ancient Rome</p> <p>G.3.3.1: Discuss different types of transportation and communication links between communities</p> <p>G.3.3.2: Describe human settlements</p> <p>G.3.3.3: Describe how people affect and alter their environment</p> <p>C.4.3.3: Identify the three levels of government:</p> <ul style="list-style-type: none"> • Local • State • Federal <p>C.4.3.4: Identify the fundamental ideals of <i>democracy</i></p> <p>H.6.3.3: Discuss that conflicts between countries can lead to war</p> <p>H.6.3.5: Discuss the meaning of civil war</p> | <p>1. How does a culture influence the physical environment around them?</p> | <p>Ancient Rome</p> <p>Geography of the Mediterranean Region</p> <ul style="list-style-type: none"> • Mediterranean Sea, Aegean Sea, Adriatic Sea • Greece, Italy (peninsula), France, Spain • Strait of Gibraltar, Atlantic Ocean • North Africa, Asia Minor (peninsula), Turkey • Bosphorus (strait), Black Sea, Istanbul (Constantinople) • Red Sea, Persian Gulf, Indian Ocean <p>Background</p> <ul style="list-style-type: none"> • Define B.Sc. / a.m. and B.Ch.E. / cue. • The legend of Romulus and Remus • Latin as the language of Rome • Worship of gods and goddesses, largely based on Greek religion • The Republic: Senate, Patricians, Plebeians • Punic Wars: Carthage, Hannibal <p>The Empire</p> <ul style="list-style-type: none"> • Julius Caesar <p>Defeats Pompey in civil war, becomes dictator</p> <p>“Veni, vidi, vici” (“I came, I saw, I conquered”)</p> <p>Cleopatra of Egypt</p> <p>Caesar assassinated in the Senate, Brutus</p> <ul style="list-style-type: none"> • Augustus Caesar • Life in the Roman Empire <p>The Forum: temples, marketplaces, etc.</p> <p>The Colosseum: circuses, gladiator combat, chariot races</p> <p>Roads, bridges, and aqueducts</p> |

| | | | <ul style="list-style-type: none"> • Eruption of Mt. Vesuvius, destruction of Pompeii • Persecution of Christians <p>The “Decline and Fall” of Rome</p> <ul style="list-style-type: none"> • Weak and corrupt emperors, legend of Nero fiddling as Rome burns • Civil wars • City of Rome sacked |
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| Month | Topic/Standards | Essential Questions | Content |
| December | <p>Early Explorations of North America</p> <p>H.6.3.14: Describe the early American Indian <i>cultures</i> in Arkansas</p> <p>H.6.3.15: Identify the modes of transportation in westward movement</p> <p>H.6.3.19: Identify similarities and differences among the American Indians and Pilgrims:</p> <ul style="list-style-type: none"> • Housing • Clothing • Foods • Traditions • Tools <p>G.2.3.3: Identify reasons people live in <i>rural</i>, <i>urban</i>, and <i>suburban</i> areas</p> <p>G.2.3.4: Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas</p> <p>H.6.3.15: Identify the modes of transportation in westward movement</p> <p>H.6.3.16: Identify the following explorers:</p> <ul style="list-style-type: none"> • Hernando Desoto | <p>1. How have cultures of the past influenced our culture of today?</p> | <p>Early Exploration of North America</p> <p>Early Spanish Exploration and Settlement</p> <ul style="list-style-type: none"> • Settlement of Florida • Ponce de Leon, legend of the Fountain of Youth • Hernando de Soto • Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.), Puerto Rico, Cuba, Gulf of Mexico, Mississippi River • Geography: Caribbean Sea, West Indies <p>Exploration and Settlement of the American Southwest</p> <ul style="list-style-type: none"> • Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California • Coronado and the legend of the “Seven Cities of Cibola” (of Gold) • Geography: Grand Canyon and Rio Grande • Conflicts with Pueblo Indians |

| | <ul style="list-style-type: none"> • La Salle/De Tonti • Marquette/Joliet | | <p>The Search for the Northwest Passage</p> <ul style="list-style-type: none"> • Many explorers undertook the perilous, sometimes fatal, voyage to Find a short cut across North America to Asia, including: <p>John Cabot: Newfoundland Champlain: “New France” and Quebec Henry Hudson: the Hudson River</p> <ul style="list-style-type: none"> • Geography <p>“New France” and Quebec Canada, St. Lawrence River The Great Lakes: Superior, Michigan, Huron, Erie, Ontario</p> |
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| Month | Topic/Standards | Essential Questions | Content |
| January | <p>FOSS Earth Materials</p> <p>ESS.8.3.1: Distinguish among Earth’s materials:</p> <ul style="list-style-type: none"> • Rocks • Minerals • <i>Fossils</i> • Soils <p>ESS.8.3.2: Classify rocks by their properties, including but not limited to</p> <ul style="list-style-type: none"> • Size • Shape • Color • Texture • Patterns <p>ESS.8.3.3: Identify the three categories of rocks:</p> <ul style="list-style-type: none"> • <i>Metamorphic</i> • Igneous • Sedimentary <p>ESS.8.3.4: Identify the <i>physical properties</i> of minerals:</p> <ul style="list-style-type: none"> • Hardness | 1. Do we need rocks in our lives? | <p>FOSS Earth Materials</p> <p>Investigation I- MOCK ROCKS</p> <p>Students are introduced to the concept of earth materials and the tools and techniques of the geologist by investigating the properties of a homemade mock rock. Students separate it into different ingredients by physically taking it apart, dissolving part of it in water, and using evaporation.</p> <p>FOSS Earth Materials</p> <p>Investigation II- Scratch Test</p> <p>Students are introduced to minerals as the basic earth materials that make up rocks. They observe, describe, and record properties of four minerals and use the scratch test to determine the relative hardness.</p> |

| | <ul style="list-style-type: none"> • Color • Luster • Streak <p>ESS.8.3.5: Identify areas in Arkansas that are the main sources of the following minerals:</p> <ul style="list-style-type: none"> • Bauxite • novaculite • Quartz crystal • Diamond • Bromine <p>ESS.8.3.6: Describe the layers of Earth:</p> <ul style="list-style-type: none"> • Crust • Mantle • Inner core • Outer core <p>ESS.8.3.7: Identify common uses of rocks and minerals</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| February | <p>Economics and Civics</p> <p>E.7.3.3: Recognize that stating the problem and listing the alternatives are part of the <i>decision making model</i></p> <p>E.8.3.3: Recognize the product associated with the <i>natural resources</i> from which it is created</p> <p>E.8.3.4: Explain how <i>capital resources</i> are related to specific jobs</p> <p>E.8.3.5: Define and discuss characteristics of an <i>entrepreneur</i></p> <p>E.8.3.6: Define profit</p> <p>E.9.3.1: Research items that represented money throughout time</p> | <ol style="list-style-type: none"> 1. How do economics affect our everyday lives? 2. How can I be a better citizen within my community? | <p>Economics and Civics</p> <p>Students will learn about the interdependence of their community and other communities both in the U.S. and around the world. They will also learn about basic economic concepts (e.g., wants, needs, scarcity, imports, exports). Students will learn about making personal economic choices and creating budgets. Students will learn about the importance of rules, laws and government. They will discuss various forms of government (e.g., monarchy, city-states, republic). Students will also learn about urban ecosystems and how taxes support services that people in urban areas need</p> |

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| | <p>E.9.3.4: Identify and explain the role of each <i>productive resource</i> in producing a <i>good</i> or <i>service</i></p> <p>E.9.3.5: Research <i>goods and services</i> provided by <i>markets</i> in the local community</p> <p>E.9.3.6: Describe the benefits of <i>voluntary exchange</i></p> <p>E.9.3.7: Recognize the connection between <i>specialization</i> and <i>interdependence</i></p> <p>E.9.3.8: Define <i>supply</i> and <i>demand</i></p> <p>E.9.3.9: Define import and export</p> <p>E.8.3.1: Discuss <i>human capital</i></p> <p>E.8.3.2: Recognize ways people become more skillful in the workplace</p> <p>E.9.3.2: List and explain the functions of money:</p> <ul style="list-style-type: none"> • <i>Medium of exchange</i> • <i>Measure of value</i> • <i>Store of value</i> <p>E.9.3.3: Discuss costs and benefits of saving in a financial institution</p> <p>C.4.3.1; Discuss why government is necessary at the local level</p> <p>C.4.3.2: Describe responsibilities and services of local government</p> <p>C.5.3.1: Examine the significance of national symbols and the role they play in fostering effective citizenship</p> <p>C.5.3.2: Describe how citizens contribute to the improvement of a community</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
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| March | <p>C.5.3.3: Describe the election process</p> <p>13 Colonies C.4.3.1; Discuss why government is necessary at the local level C.4.3.2: Describe responsibilities and services of local government C.5.3.1: Examine the significance of national symbols and the role they play in fostering effective citizenship C.5.3.2: Describe how citizens contribute to the improvement of a community C.5.3.3: Describe the election process</p> | <p>1. Why is it important for citizens to contribute to society?</p> | <p>13 Colonies Geography</p> <ul style="list-style-type: none"> • The thirteen colonies by region: New England, Middle Atlantic, Southern • Differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South) • Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston |
| April | <p>Human Body LS.2.3.2: Identify major parts and functions of the following systems:</p> <ul style="list-style-type: none"> • Respiratory • Muscular <p>Astronomy ESS.10.3.1: Demonstrate how the planets <i>orbit</i> the sun ESS.10.3.2: Demonstrate the <i>orbit</i> of Earth and its moon around the sun ESS.10.3.3: Relate Earth's rotation to the day/night cycle</p> | <p>1. How do our body functions work together to keep us healthy?</p> <p>1. Why do humans explore the solar system?</p> | <p>Human Body</p> <ul style="list-style-type: none"> • The Muscular System <ul style="list-style-type: none"> ○ Muscles ○ Involuntary and voluntary muscles • The Respiratory System <p>Astronomy</p> <ul style="list-style-type: none"> • Our solar system Sun: source of energy (heat and light) The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto • Planetary motion: orbit and rotation How day and night on earth are caused by the earth's rotation Sunrise in the east and sunset in the west How the seasons are caused by the earth's orbit around the sun, tilt of the earth's axis |

| | | | <ul style="list-style-type: none"> • Gravity, gravitational pull <p>Gravitational pull of the moon (and to a lesser degree, the sun) causes ocean tides on earth</p> <p>Gravitational pull of “black holes” prevents even light from escaping</p> |
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| Month | Topic/Standards | Essential Questions | Content |
| May | <p>FOSS Physics of Sound</p> <p>PS.7.3.1: Classify materials as those which can <i>reflect</i>, <i>refract</i>, or absorb light</p> <p>PS.6.3.1: Identify characteristics of wave motion:</p> <ul style="list-style-type: none"> • <i>Amplitude</i> • <i>Frequency</i> <p>PS.6.3.2: Investigate the relationship between sound and wave motion.</p> <p>PS.6.3.3: Determine the impact of the following <i>variables</i> on pitch:</p> <ul style="list-style-type: none"> • Length • <i>Mass</i> • Tension • State of <i>matter</i> | 1. Why is it important to recognize how sound travels? | <p>FOSS Physics of Sound Investigation III HOW SOUND TRAVELS</p> <p>Students work in collaborative groups on mini-activities that introduce a sound source and a medium of sound travel. They observe and compare how sound travels through solids, water, and air.</p> <p>FOSS Physics of Sound Investigation IV</p> <p>Students investigate the nature of our sound receivers, ears. They are challenged to put their knowledge of sound sources, sound travel, and sound receivers to work. They take one of the instruments they used earlier and change its pitch, make its sound travel farther, or make it louder.</p> |
| Month | Topic/Standards | Essential Questions | Content |
| June | <p>Arkansas History</p> <p>G.2.3.1: Discuss several customs in the United States and tell how they originated</p> <p>G.2.3.2: Identify <i>cultural</i> traits of ethnic groups that live in Arkansas</p> <p>G.3.3.4: Discuss ways in which the school and community can improve the physical environment by practicing conservation</p> <p>C.5.3.4: Discuss the proper etiquette for the American flag</p> | 1. How does the history of Arkansas impact us in today’s society? | <p>Arkansas History</p> <p>Students will examine people and events of Arkansas associated with the Civil War, the Arts, the Civil Rights Movement and present-day politics. They will analyze a timeline of technology and how it has changed life in Arkansas and the world.</p> |

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| | H.6.3.1: Research the history of the Arkansas state flag H.6.3.2: Examine historical people and events of Arkansas | | |
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History Standards

H.6.3.7: Analyze a timeline that illustrates selected historical events

H.6.3.8: Compare artifacts from events in various periods of history

H.6.3.9: Identify ways in which technology has changed the world

H.6.3.10: Examine land development and its impact on a community

Natural Science Standards

NS.1.3.1: Communicate observations orally, in writing, and in graphic organizers:

- T-charts
- Pictographs
- Venn diagrams
- Bar graphs
- Frequency tables

NS.1.3.2: Develop questions that guide scientific inquiry

NS.1.3.3: Conduct scientific investigations individually and in teams:

- Lab activities
- Field studies

NS.1.3.4: Communicate the results of scientific investigations

NS.1.3.5: Estimate and measure length, mass, temperature, and elapsed time using

International System of Units

NS.1.3.6: Collect and analyze measurable empirical evidence as a team and/or as individuals

NS.1.3.7: Make and explain predictions based on prior knowledge

NS.1.3.8: Use simple equipment, age appropriate tools, technology, and mathematics in scientific investigations

NS.1.3.9: Apply lab safety rules as they relate to specific science lab activities

PS.5.3.1: Compare and contrast objects based on two or more properties

Earth and Space Science Standards

ESS.8.3.8: Chart *precipitation* levels over time

ESS.8.3.9: Demonstrate safety procedures related to severe weather

ESS.8.3.10: Construct and read a rain gauge

ESS.9.3.1: Analyze the effect of wind and water on Earth's surface

LRPA Fourth Grade Interdisciplinary Curriculum Map

| NOTE: Additional Geography standards will be covered throughout Global Studies units (see end of document) | | | |
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| NOTE: Natural Science standards will be covered throughout Natural World units (see end of document) | | | |
| Month | Topic/Standards | Essential Questions | Content |
| August | <p>US Geography</p> <p>G.1.4.1: Discuss the difference between <i>relative</i> and <i>absolute location</i></p> <p>G.1.4.2: Locate and describe physical characteristics of the six natural <i>regions</i> of Arkansas:</p> <ul style="list-style-type: none"> • Arkansas River Valley • Crowley’s Ridge • Mississippi Alluvial Plain • Ozark Mountains (plateau) • West Gulf Coastal Plain • Ouachita Mountains <p>G.1.4.3: Locate each of the five <i>regions</i> of the United States and describe each <i>region’s</i> major physical features:</p> <ul style="list-style-type: none"> • Northeast • Southeast • Midwest • Southwest • West <p>G.1.4.4: Determine <i>absolute locations (latitude and longitude)</i> of places studied using a grid map</p> <p>G.1.4.5: Locate several countries in each of the four <i>hemispheres</i></p> <p>G.1.4.6: Explain the difference between a continent and a country</p> <p>G.1.4.7: Locate major mountain ranges in the United States:</p> <ul style="list-style-type: none"> • Appalachian | <p>1. How is geography the foundation for civilization, settlement, and culture?</p> | <p>US Geography</p> <ul style="list-style-type: none"> • Locate: Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico • The Gulf Stream, how it affects climate • Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest <p>Spatial Sense</p> <ul style="list-style-type: none"> • Measure distances using map scales. • Read maps and globes using longitude and latitude, coordinates, degrees. • Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line) • Relief maps: elevations and depressions |

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| | <ul style="list-style-type: none"> • Rocky <p>G.1.4.8: Locate major mountain ranges in the world:</p> <ul style="list-style-type: none"> • Andes • Alps • Himalayas • Rocky <p>G.1.4.9: Locate major rivers in the United States:</p> <ul style="list-style-type: none"> • Mississippi • Ohio • Arkansas • Hudson • Missouri • Colorado <p>G.1.4.10: Locate major rivers in the world:</p> <ul style="list-style-type: none"> • Nile • Amazon • Mississippi • Yangtze • Ganges • Volga • Rhine <p>G.1.4.11: Explore weather changes in various <i>regions</i></p> <p>G.1.4.12: Explain the purpose of <i>historical</i> and <i>political maps</i></p> <p>G.1.4.13: Utilize the map <i>key/legend</i> to interpret <i>historical</i> and <i>Political maps</i></p> <p>G.1.4.14: Interpret a map using <i>cardinal</i> and <i>intermediate directions, map scales, legends, and titles</i> to locate places on contemporary maps</p> <p>G.1.4.15: Identify and label <i>political</i></p> | | |
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| | <p><i>map</i> features:</p> <ul style="list-style-type: none"> • Boundaries • Capitols • Cities <p>G.1.4.16: Create a <i>political map</i> that includes the following:</p> <ul style="list-style-type: none"> • Title • <i>Compass rose</i> • Legend/key <p>G.2.4.3: Discuss the advantages and disadvantages of life in a <i>suburban</i> area</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| September | Early Medieval African Kingdoms | 1. How have civilizations evolved over time? | <p>Early Medieval African Kingdoms</p> <ul style="list-style-type: none"> • Kush (in a region also called Nubia): once ruled by Egypt, then became rulers of Egypt • Axum: a trading kingdom in what is now Ethiopia • Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai • Camel caravans • Trade in gold, iron, salt, ivory, and slaves • The city of Timbuktu: center of trade and learning • Spread of Islam into West Africa through merchants and travelers • Ibn Batuta (world traveler and geographer) • Mali: Sundiata Keita, Mansa Musa • Songhai: Askia Muhammad • Mediterranean Sea and Red Sea, Atlantic and Indian Oceans • Cape of Good Hope |

| | | | <ul style="list-style-type: none"> • Madagascar • Major rivers: Nile, Niger, Congo • Atlas Mountains, Mt. Kilimanjaro • Contrasting climate in different regions: Deserts: Sahara, Kalahari Tropical rain forests (along lower West African coast and Congo River) Savanna (grasslands) The Sudan (the fertile region below the Sahara, not the modern-day country) |
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| Month | Topic/Standards | Essential Questions | Content |
| October | <p>Meteorology</p> <p>PS.7.4.1: Interpret trends in <i>temperature</i> over time using the Celsius scale</p> <p>ESS.8.4.7: Describe the processes of the <i>water cycle</i>:</p> <ul style="list-style-type: none"> • <i>Precipitation</i> • <i>Evaporation</i> • Condensation <p>ESS.8.4.8: Organize weather data into tables or charts to identify trends and patterns</p> <p>ESS.8.4.9: Demonstrate safety procedures related to severe weather</p> <p>ESS.8.4.10: Describe weather-related natural disasters</p> <p>ESS.8.4.11: Construct and read instruments to collect weather data:</p> <ul style="list-style-type: none"> • <i>Barometer</i> • Weather vane • Anemometer | <ol style="list-style-type: none"> 1. How do meteorologists use the following weather instruments: rain gauge, thermometer, anemometer, barometer, and wind vane? 2. How do we distinguish between weather and climate? | <p>Meteorology</p> <ul style="list-style-type: none"> • The water cycle (review from grade 2): evaporation, condensation, precipitation • Clouds: cirrus, stratus, cumulus (review from grade 2) • The atmosphere Troposphere, stratosphere, mesosphere, ionosphere How the sun and the earth heat the atmosphere • Air movement: wind direction and speed, prevailing winds, air pressure, Low and high pressure, air masses • Cold and warm fronts: thunderheads, lightning and electric charge, thunder, tornadoes, hurricanes • Forecasting the weather: barometers (relation between changes in atmospheric pressure and weather), weather maps, weather satellites • Weather and climate: “weather” refers to daily changes in temperature, rainfall, sunshine, etc., while |

| Month | Topic/Standards | Essential Questions | Content |
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| November | The Human Body LS.2.4.3: Identify major parts and functions of the following systems: <ul style="list-style-type: none"> • Digestive • Circulatory • Nervous | 1. Why is it important for our body systems to work together? | <p>“climate” refers to weather trends that are longer than the cycle of the seasons.</p> The Human Body The Circulatory System <ul style="list-style-type: none"> • Pioneering work of William Harvey • Heart: four chambers (auricles and ventricles), aorta • Blood Red blood cells (corpuscles), white blood cells (corpuscles), platelets, hemoglobin, plasma, antibodies Blood vessels: arteries, veins, capillaries Blood pressure, pulse Coagulation (clotting) <ul style="list-style-type: none"> • Filtering function of liver and spleen • Fatty deposits can clog blood vessels and cause a heart attack. • Blood types (four basic types: A, B, AB, O) and transfusions The Nervous System <ul style="list-style-type: none"> • Brain: medulla, cerebellum, cerebrum, cerebral cortex • Spinal cord • Nerves • Reflexes The Digestive System <ul style="list-style-type: none"> • Salivary glands, taste buds • Teeth: incisors, bicuspid, molars • Esophagus, stomach, liver, small intestine, large intestine |
| Month | Topic/Standards | Essential Questions | Content |
| December | Economics E.7.4.1: Evaluate the priority of economic wants and consequences of | 1. How does the world of economics impact our daily lives? | Economics Students will become familiar with Arkansas’s diverse industries. They |

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| | <p>the <i>opportunity cost</i></p> <p>E.7.4.2: Analyze how <i>scarcity</i> caused early exploration</p> <p>E.7.4.3: Recognize and use the <i>decision making model</i> to make an economic decision:</p> <ul style="list-style-type: none"> • State the problem • List the alternatives • State the criteria • Evaluate the criteria • Make a decision <p>E.8.4.1: Discuss <i>productivity</i></p> <p>E.8.4.2: Compare the increase in <i>productivity</i> when improved <i>human capital</i> is available</p> <p>E.8.4.3: Examine the impact of <i>scarcity of natural resources</i> on production decisions</p> <p>E.8.4.4: Analyze how <i>capital resources</i> are used to produce <i>goods and services</i></p> <p>E.8.4.6: Describe how profit is an <i>incentive</i> for <i>entrepreneurship</i></p> <p>E.9.4.3: Research the <i>productive resources</i> that go into the production of a product</p> <p>E.9.4.4: Research public <i>goods and services</i> that are provided by taxes</p> <p>E.9.4.5: Explain why countries trade</p> <p>E.9.4.6: Explain the benefits of <i>specialization</i> and <i>interdependence</i></p> <p>E.9.4.7: Discuss the effect of <i>supply</i> and <i>demand</i> in a community</p> <p>E.9.4.9: Identify imported and exported goods</p> <p>E.9.4.11: Explain how foreign trade affects daily life</p> | | <p>will discuss productivity and how it increases when improved human capital becomes available.</p> <p>Students will become familiar with Arkansas’s agricultural industry. They will discuss imports and exports as part of the economy.</p> <p>They will also trace the use of resources in the making of a product.</p> |
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| | <p>E.8.4.5: Identify Arkansas <i>entrepreneurs</i></p> <p>E.9.4.1: Discuss the characteristics of money:</p> <ul style="list-style-type: none"> • <i>Portability</i> • <i>Divisibility</i> • <i>Durability</i> • <i>Uniformity</i> <p>E.9.4.2: Describe the reasons for saving money in a financial institution:</p> <ul style="list-style-type: none"> • Interest • Safety <p>E.9.4.8: Define <i>inflation</i></p> <p>E.9.4.10: List exported goods associated with Arkansas</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| January | <p>Animal Classification</p> <p>LS.2.4.1: Classify <i>vertebrates</i> into major subgroups:</p> <ul style="list-style-type: none"> • Mammals • Birds • Fish • Amphibians • Reptiles <p>LS.2.4.2: Classify some <i>invertebrates</i> according to their Structure:</p> <ul style="list-style-type: none"> • Mollusks • Segmented worms • Arthropods | 1. Why do scientists classify things? | <p>Animal Classification</p> <ul style="list-style-type: none"> • Scientists classify animals according to the characteristics they share, for example: Cold-blooded or warm-blooded Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbones or internal skeletons) • Different classes of vertebrates Fish: aquatic animals, breathe through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body Amphibians: live part of their lives in water and part on land, have gills when young, later develop lungs, cold-blooded, usually have moist skin Reptiles: hatch from eggs, cold-blooded, have dry, thick, scaly skin |

| | | | <p>Birds: warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs, most baby birds must be fed by parents and cared for until they can survive on their own (though some, like baby chickens and quail, can search for food a few hours after hatching)</p> <p>Mammals: warm-blooded, have hair on their bodies, parents care for the young, females produce milk for their babies, breathe through lungs, most are terrestrial (live on land) though some are aquatic</p> |
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| Month | Topic/Standards | Essential Questions | Content |
| February | <p>Constitutional Government</p> <p>H.6.4.4: Name the major causes of the American Revolutionary War:</p> <ul style="list-style-type: none"> • Taxation • Distance • Lack of communication <p>H.6.4.5: Identify George Washington as the lead general in the Revolutionary War</p> <p>C.4.4.1: Compare and contrast the purpose and function of government at the local, state, and federal levels</p> <p>C.4.4.2: Compare responsibilities of local, state, and federal government officials</p> <p>C.4.4.3: Identify the three branches of government:</p> <ul style="list-style-type: none"> • Executive • Legislative • Judicial | <p>1. Why is independence important to you?</p> | <p>Constitutional Government</p> <p>Overview of American Revolution aligned to state standards</p> <p>Main Ideas Behind the Declaration of Independence</p> <ul style="list-style-type: none"> • The proposition that “All men are created equal” • The responsibility of government to protect the “unalienable rights” of the people • Natural rights: “Life, liberty, and the pursuit of happiness” • The “right of the people ... to institute new government” <p>Making a New Government: From the Declaration to the Constitution</p> <ul style="list-style-type: none"> • Definition of “republican” government: republican = government |

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| | <p>C.4.4.4: Describe how United States citizens apply fundamental principles of <i>democracy</i></p> <p>C.4.4.5: Recognize that there are different forms of government throughout the world</p> <p>C.5.4.1: Identify and explain the role of the Founding Fathers in writing the founding documents:</p> <ul style="list-style-type: none"> • Benjamin Franklin • John Hancock • Thomas Jefferson • James Madison • George Washington <p>C.5.4.2: Identify and explain the purpose of the founding documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • Articles of Confederation • United States Constitution <p>C.5.4.3: Examine the meaning of the Pledge of Allegiance</p> <p>C.5.4.4: Examine characteristics needed for active citizenship</p> <p>C.5.4.5: Analyze components of the election process:</p> <ul style="list-style-type: none"> • Candidacy • Primary • General <p>C.5.4.6: Demonstrate the proper flag etiquette for the American flag</p> <p>H.6.4.1: Discuss the meaning of the state motto of Arkansas</p> <p>H.6.4.2: Examine the history of the</p> | | <p>by elected representatives of the people</p> <ul style="list-style-type: none"> • Articles of Confederation: weak central government • “Founding Fathers”: James Madison as “Father of the Constitution” • Constitutional Convention <p>Arguments between small and large states</p> <p>The divisive issue of slavery, “three-fifths” compromise</p> <p>The Constitution of the United States</p> <ul style="list-style-type: none"> • Preamble to the Constitution: “We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.” • The separation and sharing of powers in American government: three branches of government <p>Legislative branch: Congress = House of Representatives and Senate, makes laws</p> <p>Executive branch: headed by the president, carries out laws</p> <p>Judicial branch: a court system headed by the Supreme Court (itself headed by the Chief Justice), deals with those who break laws and with disagreements about laws</p> <ul style="list-style-type: none"> • Checks and balances, limits on government power, veto |
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| | State Seal of Arkansas and its components | | <ul style="list-style-type: none"> • The Bill of Rights: first ten amendments to the Constitution, including: Freedom of religion, speech, and the press (First Amendment) Protection against “unreasonable searches and seizures” The right to “due process of law” The right to trial by jury Protection against “cruel and unusual punishments” <p>Levels and Functions of Government (National, State, Local)</p> <ul style="list-style-type: none"> • Identify current government officials, including President and vice-president of the U.S. State governor • State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land), like the national government, each state government has its legislative, executive, and judicial branches • Local governments: purposes, functions, and officials • How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.) • How people can participate in government |
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| Month | Topic/Standards | Essential Questions | Content |
| March | Electricity PS.7.4.2: Classify electrical <i>conductors</i> and electrical <i>insulators</i> PS.7.4.3: Construct simple circuits | 1. How are electricity and magnetism connected? | Electricity <ul style="list-style-type: none"> • Electricity as the flow of electrons • Static electricity • Electric current |

| | <p>from circuit diagrams</p> <p>PS.6.4.1: Investigate the relationship between force and direction</p> <p>PS.6.4.2: Investigate the relationship between <i>force</i> and <i>mass</i></p> | | <ul style="list-style-type: none"> • Electric circuits, and experiments with simple circuits (battery, wire, light bulb, filament, switch, fuse) • Closed circuit, open circuit, short circuit • Conductors and insulators • Electromagnets: how they work and common uses • Using electricity safely |
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| Month | Topic/Standards | Essential Questions | Content |
| April | <p>Chemistry</p> <p>PS.5.4.1: Demonstrate multiple ways to classify objects</p> <p>PS.5.4.2: Demonstrate <i>chemical changes</i> in <i>matter</i></p> <p>PS.5.4.3: Compare and contrast gases to solids and liquids</p> | 1. How can matter be changed? | <p>Chemistry</p> <p>Properties of Matter</p> <ul style="list-style-type: none"> • Mass: the amount of matter in an object, similar to weight • Volume: the amount of space a thing fills • Density: how much matter is packed into the space an object fills • Vacuum: the absence of matter <p>Gases, Solids, and Liquids</p> <ul style="list-style-type: none"> • Names and common examples of three states of matter: solid (for example, wood, rocks) liquid (for example, water) gas (for example, air, steam) • Water as an example of changing states of matter of a single substance |
| Month | Topic/Standards | Essential Questions | Content |
| May | <p>FOSS Environments</p> <p>ESS.8.4.1: Locate natural divisions of Arkansas:</p> <ul style="list-style-type: none"> • Ozark Plateau • Ouachita Mountains • Crowley’s Ridge • Mississippi Alluvial Plain (Delta) • Coastal Plain • Arkansas River Valley | <p>1. How do changes in the earth surface affect the places we live?</p> <p>2. Why is it important for animals to adapt to their environment?</p> | <p>FOSS Environments</p> <p>Investigation I- Terrestrial Environments</p> <p>Students set up terrariums, observe them for 2 weeks, and describe the living and nonliving components (biotic and abiotic factors) that contribute to the terrarium environment.</p> |

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| | <p>ESS.9.4.1: Analyze changes to Earth's surface:</p> <ul style="list-style-type: none"> • <i>Erosion</i> • <i>Glaciation</i> • <i>Weathering</i> • <i>Earthquakes</i> • Volcanic activity <p>LS.4.4.1: Recognize <i>environmental adaptations</i> of plants and animals</p> <p>LS.4.4.2: Illustrate the interdependence of organisms in an <i>ecosystem</i></p> <p>ESS.8.4.2: Analyze the impact of using <i>natural resources</i></p> <p>ESS.8.4.3: Differentiate between renewable and non-renewable resources</p> <p>ESS.8.4.4: Evaluate the impact of water pollution</p> <p>ESS.8.4.5: Evaluate the impact of Arkansas' <i>natural resources</i> on the economy, including but not limited to</p> <ul style="list-style-type: none"> • Farming • Timber • Tourism • Hunting • Fishing <p>ESS.8.4.6: Evaluate human use of Arkansas' <i>natural resources</i> on the <i>environment</i>, including but not limited to</p> <ul style="list-style-type: none"> • Mining • Clear cutting • Dredging | | <p>FOSS Environments Investigation II- Isopods and Beetles</p> <p>Students investigate how isopods and beetles respond to environmental factors such as water and light. They study how plants depend on animals for survival (pollination and seed dispersal) and how animals depend on plants for food and shelter.</p> |
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| Month | Topic/Standards | Essential Questions | Content |
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| June | <p>FOSS Environments</p> <p>ESS.8.4.1: Locate natural divisions of Arkansas:</p> <ul style="list-style-type: none"> • Ozark Plateau • Ouachita Mountains • Crowley’s Ridge • Mississippi Alluvial Plain (Delta) • Coastal Plain • Arkansas River Valley <p>ESS.9.4.1: Analyze changes to Earth’s surface:</p> <ul style="list-style-type: none"> • <i>Erosion</i> • <i>Glaciation</i> • <i>Weathering</i> • <i>Earthquakes</i> • Volcanic activity <p>LS.4.4.1: Recognize <i>environmental adaptations</i> of plants and animals</p> <p>LS.4.4.2: Illustrate the interdependence of organisms in an <i>ecosystem</i></p> <p>ESS.8.4.2: Analyze the impact of using <i>natural resources</i></p> <p>ESS.8.4.3: Differentiate between renewable and non-renewable resources</p> <p>ESS.8.4.4: Evaluate the impact of water pollution</p> <p>ESS.8.4.5: Evaluate the impact of Arkansas’ <i>natural resources</i> on the economy, including but not limited to</p> <ul style="list-style-type: none"> • Farming • Timber • Tourism • Hunting | <ol style="list-style-type: none"> 1. How do changes in the earth surface affect the places we live? 2. Why is it important for animals to adapt to their environment? | <p>FOSS Environments</p> <p>Investigation III- Aquatic Environments</p> <p>Students set up freshwater aquariums with fish and plants. They monitor the environmental factors in the systems and look for feeding interactions. They learn about the role of producers, consumers, and decomposers in food chains and webs.</p> |

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| | <ul style="list-style-type: none"> • Fishing <p>ESS.8.4.6: Evaluate human use of Arkansas' <i>natural resources</i> on the <i>environment</i>, including but not limited to</p> <ul style="list-style-type: none"> • Mining • Clear cutting • Dredging | | |
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Geography Standards

- G.2.4.1: Research elements of *culture* in a community, state, or nation
- G.2.4.2: Describe the *cultural* characteristics of diverse populations in the United States
- G.3.4.1: Examine different types of transportation and communication links between communities in Arkansas
- G.3.4.2: Discuss the reasons for human settlement patterns
- G.3.4.3: Explain how communities share ideas and information with each other
- G.3.4.4: Explain how people are influenced by, adapt to, and alter the environment
- G.3.4.5: Describe the social impact of extreme natural events on human and physical environments
- G.3.4.6: Research ways in which the school and community can improve the physical environment by practicing conservation

Natural Science Standards

- NS.1.4.1: Communicate observations orally, in writing, and in graphic organizers:
- T-charts
 - Pictographs
 - Venn diagrams
 - Bar graphs
 - Frequency tables
 - Line graphs
- NS.1.4.2: Refine questions that guide scientific inquiry
- NS.1.4.3: Conduct *scientific investigations* individually and in teams:
- *Lab activities*
 - *Field studies*

- NS.1.4.5: Communicate the designs, procedures, and results of *scientific investigations* (e.g., age-appropriate graphs, charts, and writings)
- NS.1.4.6: Estimate and measure length, *mass*, *temperature*, capacity/volume, and elapsed time using International System of Units (SI)
- NS.1.4.7: Collect and interpret measurable *empirical evidence* in teams and as individuals
- NS.1.4.8: Develop a *hypothesis* based on prior knowledge and observations
- NS.1.4.9: Identify *variables* that affect investigations
- NS.1.4.10: Identify patterns and trends in data
- NS.1.4.11: Generate conclusions based on evidence
- NS.1.4.12: Evaluate the quality and feasibility of an idea or project
- NS.1.4.13: Use simple equipment, age appropriate tools, technology, and mathematics in *scientific investigations*
- NS.1.4.14: Apply lab safety rules as they relate to specific science *lab activities*

LRPA 5th Grade Global Studies Curriculum Map

| NOTE: Some History, Geography and Civics standards will be covered throughout the Global Studies sequence (see end of document) | | | |
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| Month | Topic/Standards | Essential Questions | Content |
| August | <p>World Geography</p> <p>G.1.5.6: Distinguish between geography terms that describe or indicate region, place, or location</p> <p>G.1.5.7: Recognize the various types of maps used by</p> <p>G.1.5.8: Demonstrate an understanding of the following:</p> <ul style="list-style-type: none"> • <i>Latitude</i> • <i>Longitude</i> • Parallels • Meridians • Degrees • Grid systems • Coordinates • Tropic of Cancer • Tropic of Capricorn • Equator • Prime Meridian <p>G.1.5.9: Compare and contrast major landforms characterized as physical features of Earth</p> | <p>1. What story do maps and globes tell?</p> | <p>World Geography</p> <p>Spatial Sense</p> <ul style="list-style-type: none"> • Read maps and globes using longitude and latitude, coordinates, degrees. • Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature • Climate zones: Arctic, Tropic, Temperate • Time zones (review from Grade 4): Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line) • Arctic Circle (imaginary lines and boundaries) and Antarctic Circle • From a round globe to a flat map: Mercator projection, conic and plane projections <p>Great Lakes of the World</p> <ul style="list-style-type: none"> • Eurasia: Caspian Sea • Asia: Aral Sea • Africa: Victoria, Tanganyika, Chad • North America: Superior, Huron, Michigan • South America: Maracaibo, Titicaca |

LRPA 5th Grade Global Studies Curriculum Map

| Month | Topic/Standards | Essential Questions | Content |
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| September | <p>Meso-American Civilizations H.6.5.27: Identify and explain major pre-Colombian civilizations in Central and South America (i.e., Maya, Inca, Aztec)</p> | <p>1. How have civilizations changed over time?</p> | <p>Meso-American Civilizations</p> <p>Geography</p> <ul style="list-style-type: none"> Identify and locate Central America and South America on maps and globes. <p>Largest countries in South America: Brazil and Argentina</p> <ul style="list-style-type: none"> Amazon River Andes Mountains <p>Maya, Inca, and Aztec Civilizations</p> <ul style="list-style-type: none"> The Mayas <p>Ancient Mayas lived in what is now southern Mexico and parts of Central America; their descendants still live there today.</p> <p>Accomplishments as architects and artisans: pyramids and temples</p> <p>Development of a system of hieroglyphic writing</p> <p>Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of concept of zero</p> <ul style="list-style-type: none"> The Aztecs <p>A warrior culture, at its height in the 1400s and early 1500s, the Aztec empire covered much of what is now central Mexico.</p> <p>The island city of Tenochtitlan: aqueducts, massive temples, etc.</p> <p>Moctezuma (also spelled Montezuma)</p> <p>Ruler-priests; practice of human sacrifice</p> <ul style="list-style-type: none"> The Inca |

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| | | | <p>Ruled an empire stretching along the Pacific coast of South America</p> <p>Built great cities (Machu Picchu, Cuzco) high in the Andes, Connected by a system of roads</p> <p>Spanish Conquerors</p> <ul style="list-style-type: none"> • Conquistadors: Cortés and Pizzaro <p>Advantage of Spanish weapons (guns, cannons)</p> <p>Diseases devastate native peoples</p> |
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| Month | Topic/Standards | Essential Questions | Content |
| October | <p>European Exploration</p> <p>G.3.5.1: Recognize factors that influence migration</p> <p>G.3.5.2: Define <i>push-pull factors</i></p> <p>H.6.5.3: Identify the contributions of significant individuals and explorers during the period of early European exploration of the Americas</p> <p>H.6.5.4: Identify areas of the New World colonized by Spain, Great Britain, and France</p> <p>H.6.5.9: Describe the impact that European explorers had on the American Indian tribes</p> <p>H.6.5.10: Analyze the benefits and conflicts arising from the interaction between colonial settlers and American Indians</p> <p>H.6.5.22: Explain the religious, political, and economic reasons for movement of people and goods from Europe to the Americas</p> <ul style="list-style-type: none"> • <i>Columbian Exchange</i> | <p>1. What reasons did explorers set out into the unknown?</p> | <p>European Exploration, Trade, and the Clash of Cultures</p> <p>Background</p> <ul style="list-style-type: none"> • Beginning in the 1400s Europeans set forth in a great wave of exploration and trade. • European motivations Muslims controlled many trade routes. Profit through trade in goods such as gold, silver, silks, sugar, and spices Spread of Christianity: missionaries, Bartolomé de las Casas speaks out against enslavement and mistreatment of native peoples • Geography of the spice trade The Moluccas, also called the “Spice Islands”: part of present-day Indonesia Locate: the region known as Indochina, the Malay Peninsula, the Philippines Definition of “archipelago” “Ring of Fire”: earthquakes and volcanic activity |

LRPA 5th Grade Global Studies Curriculum Map

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| | <ul style="list-style-type: none"> • <i>Triangular Trade</i> H.6.5.23: Examine the impact of early exploration and settlement patterns of the Spanish, British, and French in North America H.6.5.33: Identify Arkansas Post as the first European settlement in Arkansas and explain its geographic significance H.6.5.34: Locate and describe the differences between the three regions into which the English settled: <ul style="list-style-type: none"> • New England • Mid-Atlantic • South | | <p>Trade, and Colonization</p> <ul style="list-style-type: none"> • Portugal Prince Henry the Navigator, exploration of the West African coast Bartolomeu Dias rounds the Cape of Good Hope Vasco da Gama: spice trade with India, exploration of East Africa Portuguese conquer East African Swahili city-states Cabral claims Brazil • Spain Two worlds meet: Christopher Columbus and the Tainos Treaty of Tordesillas between Portugal and Spain Magellan crosses the Pacific, one of his ships returns to Spain, making the first round-the-world voyage Balboa reaches the Pacific • England and France Search for Northwest Passage (review from grade 3) Colonies in North America and West Indies Trading posts in India • Holland (The Netherlands) The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies The Dutch in South Africa, Cape Town The Dutch in North America: New Netherland (review from grade 3), later lost to England <p>Trade and Slavery</p> <ul style="list-style-type: none"> • The sugar trade African slaves on Portuguese sugar plantations on islands off West African coast, such as Sao Tomé Sugar plantations on Caribbean islands West Indies: Cuba, Puerto Rico, Bahamas, Dominican |
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LRPA 5th Grade Global Studies Curriculum Map

| | | | Republic, Haiti, Jamaica • Transatlantic slave trade: the “triangular trade” from Europe to Africa to colonies in the Caribbean and the Americas The “Slave Coast” in West Africa The Middle Passage |
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| Month | Topic/Standards | Essential Questions | Content |
| November | US Geography G.1.5.1: Classify locations as <i>absolute</i> or <i>relative</i> G.1.5.2: Identify and describe the region of the United States in which Arkansas is located G.1.5.3: Distinguish between the major regions of the United States and evaluate their interdependence G.1.5.4: Locate the major bodies of water that are related to the United States: • Atlantic Ocean • Caribbean Sea • Great Lakes • Gulf of Mexico • Pacific Ocean G.1.5.6: Distinguish between geography terms that describe or indicate region, place, or location | 1. What do we mean by region? | U. S. Geography • Locate: Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico • The Gulf Stream, how it affects climate • Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest |
| Month | Topic/Standards | Essential Questions | Content |
| December | American Revolution H.6.5.13: Explain how conflict between the English government and the English colonies led to the outbreak of the American | 1. Are revolutions inevitable? | American Revolution |

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| | <p>Revolution:</p> <ul style="list-style-type: none"> • Stamp Act • Sugar Act • Boston Tea Party • Intolerable Acts • Boston Massacre <p>H.6.5.14: Identify the contributions of significant people leading to the American Revolution:</p> <ul style="list-style-type: none"> • King George III • George Washington • Benjamin Franklin • Thomas Jefferson • Patrick Henry • Thomas Paine <p>H.6.5.15: Explain the political viewpoints of <i>Patriots</i> and <i>Loyalists</i> during the Revolutionary period</p> <p>H.6.5.16: Identify the importance of key battles of the Revolutionary War:</p> <ul style="list-style-type: none"> • Lexington and Concord • Bunker Hill • Saratoga • Yorktown <p>H.6.5.30: Evaluate contributions of women during the Revolutionary period</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| January | <p>Westward Expansion</p> <p>G.3.5.1: Recognize factors that influence migration</p> <p>G.3.5.2: Define <i>push-pull factors</i></p> <p>H.6.5.24: Explain how westward expansion contributed to the growth of the United States</p> <p>H.6.5.25: Trace the Lewis and Clark</p> | <p>1. In what ways can change/progress/growth be both positive and negative?</p> | <p>Westward Expansion</p> <p>Westward Expansion Before the Civil War</p> <ul style="list-style-type: none"> • Early exploration of the west Daniel Boone, Cumberland Gap, Wilderness Trail Lewis and Clark, Sacagawea “Mountain men,” fur trade Zebulon Pike, Pike’s Peak |

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| | <p>expedition and discuss its impact on the new nation</p> | | <ul style="list-style-type: none"> • Pioneers Getting there in wagon trains, flatboats, steamboats Many pioneers set out from St. Louis (Where the Missouri and Land routes: Santa Fe Trail and Oregon Trail Mormons (Latter-day Saints) settle in Utah, Brigham Young, Great Salt Lake Gold Rush, '49ers • Geography Erie Canal connecting the Hudson River and Lake Erie Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande Appalachian and Rocky Mountains Great Plains stretching from Canada to Mexico Continental Divide and the flow of rivers: east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean Westward Expansion After the Civil War • Homestead Act (1862), many thousands of Americans and immigrants start farms in the West • “Go west, young man” (Horace Greeley’s advice) • Railroads, Transcontinental Railroad links east and west, immigrant labor • Cowboys, cattle drives • The “wild west,” reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill • “Buffalo Soldiers,” African American troops in the West • U. S. purchases Alaska from Russia, |
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LRPA 5th Grade Global Studies Curriculum Map

| Month | Topic/Standards | Essential Questions | Content |
|----------|--|--|---|
| February | <p>The Civil War</p> <p>H.6.5.1: Discuss the purpose of political cartoons</p> <p>H.6.5.6: Identify important people and events during Arkansas' Territorial period</p> <p>H.6.5.7: Analyze the impact of the American Industrial Revolution:</p> <ul style="list-style-type: none"> • Cotton gin • Reaper • Steam engine <p>H.6.5.8: Identify and explain the significance of the following people:</p> <ul style="list-style-type: none"> • Fredrick Douglas • Harriet Tubman • John Brown • Abraham Lincoln • Ulysses S. Grant • Robert E. Lee • Sojourner Truth • Dorothea Dix <p>H.6.5.12: Describe the impact of slavery in the Americas</p> <p>H.6.5.19: Identify and describe the events and ideas leading to the Civil War</p> <p>H.6.5.20: Discuss the reasons for the</p> | <p>1. How did the Civil War have both benefits and cost for the United States?</p> | <p>“Seward’s folly”</p> <ul style="list-style-type: none"> • 1890: the closing of the American frontier (as acknowledged in the U. S. Census), the symbolic significance of the frontier <p>The Civil War</p> <p>Toward the Civil War</p> <ul style="list-style-type: none"> • Abolitionists: William Lloyd Garrison and <i>The Liberator</i>, Frederick Douglass • Slave life and rebellions • Industrial North versus agricultural South • Mason-Dixon Line • Controversy over whether to allow slavery in territories and new states <p>Missouri Compromise of 1820 Dred Scott decision allows slavery in the territories</p> <ul style="list-style-type: none"> • Importance of Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i> • John Brown, Harper’s Ferry • Lincoln: “A house divided against itself cannot stand.” Lincoln-Douglas debates Lincoln elected president, Southern states secede <p>The Civil War</p> <ul style="list-style-type: none"> • Fort Sumter • Confederacy, Jefferson Davis • Yankees and Rebels, Blue and Gray • First Battle of Bull Run • Robert E. Lee and Ulysses S. Grant |

LRPA 5th Grade Global Studies Curriculum Map

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| | <p>secession of southern states from the Union</p> <p>H.6.5.21: Identify and locate significant Civil War sites of the Union and Confederacy:</p> <ul style="list-style-type: none"> • Washington, Arkansas • Pea Ridge • Prairie Grove • Bull Run/Manassas • Antietam/Sharpsburg • Gettysburg <p>H.6.5.31: Investigate the roles of African Americans, American Indians, and women during the Civil War</p> <p>H.6.5.32: Identify the role of the following Arkansans in the Civil War:</p> <ul style="list-style-type: none"> • Isaac Murphy • David O. Dodd • Albert Pike • Earl Van Dorn • Thomas Hindman • James Blunt • Harris Flanagan | | <ul style="list-style-type: none"> • General Stonewall Jackson • Ironclad ships, battle of the USS <i>Monitor</i> and the CSS <i>Virginia</i> (formerly the USS <i>Merrimack</i>) • Battle of Antietam Creek • The Emancipation Proclamation • Gettysburg and the Gettysburg Address • African-American troops, Massachusetts Regiment led by Colonel Shaw • Sherman’s march to the sea, burning of Atlanta • Lincoln re-elected, concluding words of the Second Inaugural Address (“With malice toward none, with charity for all. . . .”) • Richmond (Confederate capital) falls to Union forces • Surrender at Appomattox • Assassination of Lincoln by John Wilkes Booth <p>Reconstruction</p> <ul style="list-style-type: none"> • The South in ruins • Struggle for control of the South, Radical Republicans vs. Andrew Johnson, impeachment • Carpetbaggers and scalawags • Freedmen’s Bureau, “40 acres and a mule” • 13th, 14th, and 15th Amendments to the Constitution • Black Codes, the Ku Klux Klan and “vigilante justice” • End of Reconstruction, Compromise of 1877, all federal troops removed from the South |
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LRPA 5th Grade Global Studies Curriculum Map

| Month | Topic/Standards | Essential Questions | Content |
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| March | <p>Native Americans</p> <p>H.6.5.26: Describe the causes and effects of the Indian Removal Act of 1830</p> <p>H.6.5.28: Identify the major pre-Columbia settlements:</p> <ul style="list-style-type: none"> • Cliff dwellers • Mound builders • Peoples of the Southwest • Peoples of the Pacific Northwest • Peoples of the Great Plains • Peoples of the Eastern Woodlands <p>H.6.5.29: Locate and describe the three main American Indian cultures in Arkansas during the exploration period:</p> <ul style="list-style-type: none"> • Quapaw Indians • Caddo Indians • Osage Indians | <p>1. Why should we be interested in other cultures?</p> | <p>Native Americans</p> <p>Culture and Life</p> <ul style="list-style-type: none"> • Great Basin and Plateau (for example, Shoshone, Ute, Nez Perce) • Northern and Southern Plains (for example, Arapaho, Cheyenne, Lakota [Sioux], Shoshone, Blackfoot, Crow) <p>Extermination of buffalo (review from grade 2)</p> <ul style="list-style-type: none"> • Pacific Northwest (for example, Chinook, Kwakiutl, Yakima) <p>American Government Policies</p> <ul style="list-style-type: none"> • Bureau of Indian Affairs • Forced removal to reservations • Attempts to break down tribal life, assimilation policies, Carlisle School <p>Conflicts</p> <ul style="list-style-type: none"> • Sand Creek Massacre • Little Big Horn: Crazy Horse, Sitting Bull, Custer’s Last Stand • Wounded Knee <p>Ghost Dance</p> |
| Month | Topic/Standards | Essential Questions | Content |
| April | <p>Civics and Government</p> <p>C.4.5.1: Recognize that the Arkansas and the United States governments are composed of three branches:</p> <p>Executive Legislative Judicial</p> <p>C.4.5.2: Identify the system of checks</p> | <p>1. What are the roles and responsibilities of government?</p> | <p>Civics and Government</p> <p>Teacher created unit from the state standards</p> |

LRPA 5th Grade Global Studies Curriculum Map

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| | <p>and balances in government C.4.5.3: Identify the roles and responsibilities of the executive branch C.4.5.4: Identify and describe the roles of the legislative branch C.4.5.5: Identify and describe the roles of the judicial branch C.4.5.8: Discuss the succession of leadership at the state level C.4.5.9: Discuss the two-party system C.5.5.1: Identify the founding documents that helped to establish laws for the United States C.5.5.2: Identify the purpose of the Declaration of Independence C.5.5.8: Identify the requirements for becoming a citizen of the United States C.5.5.9: Identify the rights and responsibilities of United States citizenship C.5.5.10: Discuss the importance of the rights of United States citizens set forth in the Bill of Rights C.5.5.11: Identify the proper procedure for voting in the United States and in Arkansas C.5.5.12: Discuss ways citizens participate in government at the state and local level C.5.5.13: Identify the Bill of Rights in the United States Constitution C.5.5.14: Identify the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments C.5.5.15: Identify various</p> | | |
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LRPA 5th Grade Global Studies Curriculum Map

| | <p>organizations from U.S. History through which citizen's rights were affected</p> <p>C.5.5.3: Identify the significance of the following individuals in establishing the government of the United States: John Adams Benjamin Franklin Alexander Hamilton Thomas Jefferson John Marshall James Madison George Washington</p> <p>C.5.5.4: Identify the significance of the Articles of Confederation</p> <p>C.5.5.5: Discuss how the ineffectiveness of the Articles of Confederation led to the creation of the United States</p> <p>C.4.5.6: Identify the forms of government</p> <p>C.4.5.7: Identify elected state and federal government officials</p> <p>C.5.5.6: Research national symbols and explain their significance using primary and secondary sources</p> <p>C.5.5.7: Identify significant examples of patriotic music from various periods of United States history</p> | | |
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| Month | Topic/Standards | Essential Questions | Content |
| May | <p>Economics</p> <p>E.9.5.1: Describe the characteristics of money:</p> <ul style="list-style-type: none"> • <i>Portability</i> • <i>Divisibility</i> • <i>Durability</i> | <p>1. Why is money important to our society?</p> | <p>Economics</p> <p>Teacher created unit from state standards</p> |

LRPA 5th Grade Global Studies Curriculum Map

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| | <ul style="list-style-type: none"> • <i>Uniformity</i> <p>E.9.5.2: Examine the reasons for using a financial institution for saving money:</p> <ul style="list-style-type: none"> • Interest (rate of return) • Safety <p>E.9.5.3: Identify methods people use to save and spend money</p> <p>E.9.5.4: Discuss the purpose of selling stocks to capitalized companies</p> <p>E.9.5.5: Identify the meaning of economic <i>inflation</i></p> <p>E.9.5.6: Identify <i>Gross Domestic Product (GDP)</i></p> <p>E.9.5.7: Identify the role of the <i>Federal Reserve</i> in the economy</p> <p>E.9.5.10: Identify how changes in <i>supply and demand</i> affect prices</p> <p>E.9.5.11: Identify methods used to reduce or eliminate competition</p> <p>E.9.5.12: Identify the various marketing techniques:</p> <ul style="list-style-type: none"> • Advertising • Mail order catalog • Increasing demand for goods and services <p>E.7.5.1: Identify the basic economic wants and needs of all people</p> <p>E.7.5.2: Recognize that choices have both present and future consequences</p> <p>E.7.5.3: Identify the causes of <i>scarcity</i> and why <i>scarcity</i> of resources makes it necessary to make choices</p> <p>E.7.5.4: Discuss the meaning of <i>opportunity costs</i></p> <p>E.7.5.5: Identify why federal, state, and local governments have</p> | | |
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LRPA 5th Grade Global Studies Curriculum Map

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| | <p>To make choices because of <i>limited resources</i></p> <p>E.7.5.6: Examine the economic decisions that every society must make:</p> <ul style="list-style-type: none"> • What is to be produced and in what quantities • How will it be produced • Who will receive what is produced <p>E.7.5.7: Identify examples of <i>traditional, market, and command economies</i></p> <p>E.7.5.8: Discuss the meaning of <i>trade-offs</i></p> <p>E.7.5.9: Identify the characteristics of a <i>free enterprise system</i></p> <p>E.8.5.1: Research the role that <i>entrepreneurs</i> have played in the development of the economy of Arkansas</p> <p>E.8.5.2: Discuss the impact additional capital goods (e.g., tools and machines) have on <i>productivity</i></p> <p>E.8.5.3: Identify the four basic categories of earned income that are received from the four <i>factors of production</i>:</p> <ul style="list-style-type: none"> • <i>Wages</i> and salaries • Rent • Interest • Profit <p>E.8.5.4: Examine the need for <i>natural resources</i> in determining settlement patterns</p> <p>E.9.5.8: Identify the costs/benefits associated with the development of global trade</p> | | |
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LRPA 5th Grade Global Studies Curriculum Map

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| | E.9.5.9: Identify various types of currency in the global economy | | |
| Month | Topic/Standards | Essential Questions | Content |
| June | Additional Geography standards can be covered during this month if not covered throughout the year | | |

Geography Standards

- G.1.5.5: Identify a variety of charts and graphs used to display data on a variety of topics such as climate or population
- G.2.5.1: Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Arkansas and the United States
- G.2.5.2: Understand the contributions of people of various racial, ethnic, and religious groups in Arkansas and the United States
- G.2.5.3: Recognize examples of *cultural diffusion*, *cultural exchange*, and *assimilation*
- G.3.5.3: Identify various forms of technology and methods of transferring ideas and information
- G.3.5.4: Recognize the concepts of *interstate*, *intrastate*, *infrastructure*, and *globalization*
- G.3.5.5: Identify renewable and nonrenewable resources
- G.3.5.6: Identify ways people have modified the physical environment
- G.3.5.7: Discuss ways in which Arkansans adapted to and modified the environment

History Standards

- H.6.5.2: Read and interpret timelines using the terms:
- ca (circa)
 - Before Common Era/Common Era (BCE/CE)
 - Millennia
 - Millennium
 - Decade
 - Century
- H.6.5.5: Describe the role and impact of legislative bodies in the colonial government
- H.6.5.11: Evaluate the contributions of political and religious leaders in colonial America

Reading Express Correlated to the Common Core English Language Arts Standards

| Grade 5 Common Core English Language Arts Standards | Reading Express Level E |
|--|---|
| Reading: Literature | |
| Key Ideas and Details | |
| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Lesson 33: Inferences Lesson 38: Plot Lesson 39: Character Lesson 40: Setting Lesson 42: Mood Lesson 53: Fables Lesson 54: Tall Tales Lesson 55: Myths/Legends |
| 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | Lesson 30: Summarize Lesson 41: Theme Lesson 57: Autobiographies/Biographies Lesson 58: Drama |
| 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | Lesson 22: Compare and Contrast Lesson 38: Plot Lesson 39: Character Lesson 58: Drama |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | Lesson 4: Context Clues Lesson 44: Imagery and Sensory Details Lesson 45: Similes and Metaphors |
| 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | Lesson 38: Plot Lesson 58: Drama Lesson 59: Poetry |
| 6. Describe how a narrator's or speaker's point of view influences how events are described. | Lesson 27: Author's Purpose Lesson 43: Point of View |
| Integration of Knowledge and Ideas | |
| 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | Lesson 50: Realistic Fiction Lesson 51: Historical Fiction Lesson 52: Science Fiction Lesson 54: Tall Tales Lesson 55: Myths and Legends Lesson 59: Poetry |
| 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | Lesson 22: Compare and Contrast Lesson 41: Theme Lesson 50: Realistic Fiction Lesson 51: Historical Fiction Lesson 52: Science Fiction Lesson 53: Fables Lesson 54: Tall Tales Lesson 55: Myths and Legends Lesson 58: Drama Lesson 59: Poetry |
| Range of Reading and Complexity of Text | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. | Lesson 4: Context Clues Lesson 50: Realistic Fiction Lesson 51: Historical Fiction Lesson 52: Science Fiction Lesson 53: Fables Lesson 54: Tall Tales Lesson 55: Myths/Legends Lesson 58: Drama Lesson 59: Poetry |

| Reading: Informational Text | |
|--|---|
| Key Ideas and Details | |
| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Lesson 33: Inferences Lesson 34: Recalling Facts |
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Lesson 29: Main idea and Supporting Details Lesson 30: Summarize Lesson 34: Recalling Facts |
| 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Lesson 11: Charts Lesson 12: Graphs Lesson 13: Maps Lesson 14: Diagrams Lesson 15: Venn Diagram Lesson 16: Timeline Lesson 17: Illustrations/Photos/Captions Lesson 22: Compare/Contrast Lesson 34: Recalling Facts Lesson 38: Plot Lesson 39: Character Lesson 51: Historical Fiction Lesson 52: Science Fiction |
| Craft and Structure | |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . | Lesson 4: Context Clues Lesson 9: Dictionary Lesson 17: Illustrations/Photos/Captions Lesson 19: Glossary Lesson 21: Headings/Subheadings |
| 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | Lesson 11: Charts Lesson 12: Graphs Lesson 13: Maps Lesson 14: Diagrams Lesson 15: Venn Diagram Lesson 16: Timeline Lesson 17: Illustrations/Photos/Captions Lesson 22: Compare and Contrast Lesson 23: Cause and Effect Lesson 24: Chronological Order Lesson 25: Problem and Solution Lesson 28: Question and Answer Lesson 29: Main idea and Supporting Details Lesson 34: Recalling Facts Lesson 37: Connecting Text to Text/Self/World |
| 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | Lesson 22: Compare and Contrast Lesson 29: Main idea and Supporting Details Lesson 34: Recalling Facts Lesson 43: Point of View |

Reading Express Correlated to the Common Core English Language Arts Standards

| Integration of Knowledge and Ideas | |
|--|---|
| 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | Lesson 25: Problem and Solution Lesson 26: Question and Answer |
| 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | Lesson 27: Author's Purpose Lesson 29: Main Idea and Supporting Details Lesson 34: Recalling Facts Lesson 43: Point of View |
| 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | Lesson 22: Compare and Contrast Lesson 29: Main Idea and Supporting Details Lesson 30: Summarize Lesson 31: Conclusions Lesson 34: Recalling Facts Lesson 37: Connecting Text to Text/Self/World |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | Lesson 4: Context Clues Lesson 29: Main Idea and Supporting Details Lesson 30: Summarize Lesson 34: Recalling Facts Lesson 56: Nonfiction |
| Reading: Foundational Skills | |
| Phonics and Word Recognition | |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Lesson 1: Prefixes and Suffixes Lesson 2: Root Words Lesson 3: Word Origins Lesson 4: Context Clues Lesson 5: Synonyms and Antonyms Lesson 6: Homophones Lesson 7: Homographs |
| 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | Lesson 4: Context Clues Lesson 27: Author's Purpose Lesson 59: Poetry |

| Language | |
|--|---|
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Lesson 1: Prefixes and Suffixes Lesson 2: Root Words Lesson 3: Word Origins Lesson 4: Context Clues Lesson 9: Dictionary |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. | Lesson 1: Prefixes and Suffixes Lesson 2: Root Words Lesson 3: Word Origins Lesson 5: Synonyms and Antonyms Lesson 6: Homophones Lesson 7: Homographs Lesson 9: Dictionary Lesson 19: Glossary Lesson 21: Headings/Subheadings |
| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems. | Lesson 50: Realistic Fiction Lesson 51: Historical Fiction Lesson 52: Science Fiction Lesson 53: Fables Lesson 54: Tall Tales Lesson 55: Myths/Legends Lesson 56: Nonfiction Lesson 57: Autobiographies/Biographies Lesson 58: Drama Lesson 59: Poetry |

| Vocabulary Acquisition and Use | |
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| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | <p>Lesson 4: Context Clues Lesson 6: Homophones Lesson 7: Homographs Lesson 9: Dictionary Lesson 10: Thesaurus</p> |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>interpret figurative language, including similes and metaphors, in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p>Lesson 5: Synonyms and Antonyms Lesson 6: Homophones Lesson 7: Homographs Lesson 8: Connotations/Denotation Lesson 45: Similes and Metaphors</p> |
| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p> | <p>Lesson 1: Prefixes and Suffixes Lesson 2: Root Words Lesson 3: Word Origins Lesson 4: Context Clues Lesson 22: Compare and Contrast Lesson 23: Cause and Effect</p> |

Many Voices Literature
Themes: An Introduction to Literature

| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
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| Reading: Literature | |
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 36-42; 80; 84-94; 130-141; 186-199; 424-427; 250-253; 274-275; 288-299; 340-343; 376-383 TG: 41; 71; 75; 104; 123; 154; 158; 168; 186; 210; 232 |
| 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | SB: 8; 66; 80; 125; 220; 284; 364 TG: 30; 71; 61; 98; 144; 181; 223 |
| 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | SB: 54-64; 158-175; 288-288; 390-397 TG: 51; 116; 186; 239 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | SB: 70-77; 222; 286; 400-405; 422-441 TG: 31; 32; 35; 36; 39; 42; 49; 52; 53; 62; 67; 90; 99; 135; 144; 173; 182; 215; 224; 243; 249; 254 |
| 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | SB: 28, #3; 34, #4; 43, #2; 65, #3; 78, #2; et al. TG: 32; 36; 39; 49; 64 |
| 6. Explain how an author develops the point of view of the narrator or speaker in a text. | SB: 158-175; 386-387; 400-405; 422-441 TG: 116; 236; 243; 249 |
| Integration of Knowledge and Ideas | |
| 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | |
| 8. (Not applicable to literature) | |
| 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | TG: 57-58; 94-95; 139-140; 177-178; 219-220; 258-259 |

Many Voices Literature
Themes: An Introduction to Literature

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| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | SB: The reading levels of the fiction, poetry, and drama in the text range from grade 6 to 10. Scaffolding appears before every selection - see pages 13, 49, 149 as examples. TG: scaffolding on pages 20-24 |
| Reading: Informational Text | |
| Key Ideas and Details | |
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 98-101; 104-112; 186-199; 202-205; 208-218; 256-262; 288-299; 408-419 TG: 80; 84; 123; 128; 133; 161; 186; 246 |
| 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | SB: 102, #1; 206, #2; 219, #1; 263, #4; 338, #1; 420, #1, 3, & 4 TG: 77; 125; 130; 159; 184; 204; 244 |
| 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | SB: 98-101; 104-112; 202-205; 208-218; 256-262; 288-299; 334-337 TG: 80; 84; 128; 133; 161; 186; 206 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | SB: 97; 103; 142; 201; 207; 254; 276; 287; 332; 407 TG: 77; 81; 82; 85; 125; 129; 130; 134; 169; 172; 184; 187; 204; 207 |
| 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | SB: 102, #1-4; 113, #2 & 3; 148, #1-4; 206, #1 & 2, 263, #4; 283, #1; 300, #1 & 4; 338, #4 TG: 77; 82; 125; 130; 159; 184; 204; 244 |
| 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | SB: 102, #1; 206, #2; 219, #1; 263, #4; 338, #1; 420, #1, 3, & 4 TG: 77; 125; 130; 159; 184; 204; 244 |
| Integration of Knowledge and Ideas | |
| 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | |
| 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | |
| 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | SB: The reading levels of the nonfiction, selections in the text range from grade 6 to 10. Scaffolding appears before every selection - see pages 97, 143; & 210 as examples. TG: scaffolding on pages 20-24 |
| Writing | |
| Text Types and Purposes | |
| 1. Write arguments to support claims with clear reasons and relevant evidence. | TG: 274-275 |
| a. Introduce claim(s) and organize the reasons and evidence clearly. | TG: 274-275 |

Many Voices Literature
Themes: An Introduction to Literature

| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
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| b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | TG: 274-275 |
| c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | TG: 274-275 |
| d. Establish and maintain a formal style. | TG: 274-275 |
| e. Provide a concluding statement or section that follows from the argument presented. | TG: 274-275 |
| 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | TG: 64; 82; 260-264; 267-269 |
| a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | TG: 260-264; 267-269 |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | TG: 260-264; 267-269 |
| c. Use appropriate transitions to clarify the relationships among ideas and concepts. | |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | TG: 260-264; 267-269 |
| e. Establish and maintain a formal style. | TG: 260-264; 267-269 |
| f. Provide a concluding statement or section that follows from the information or explanation presented. | TG: 260-264; 267-269 |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | TG: 32; 36; 57; 72; 77; 82, et al. |
| a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | TG: 32; 36; 57; 72; 77; 82, et al. |
| b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | TG: 32; 36; 57; 72; 77; 82, et al. |
| c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | TG: 32; 36; 57; 72; 77; 82, et al. |
| e. Provide a conclusion that follows from the narrated experiences or events. | TG: 32; 36; 57; 72; 77; 82, et al. |

Many Voices Literature
Themes: An Introduction to Literature

| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
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| Production and Distribution of Writing | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | TG: 263-266; 269-271; 274-277 |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | TG: 263-266; 269-271; 274-277 |
| 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | |
| Research to Build and Present Knowledge | |
| 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | 58; 95; 140; 178; 220; 259 |
| 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | 58; 95; 140; 178; 220; 259 |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). | |
| Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | |

Many Voices Literature
Themes: An Introduction to Literature

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| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
| Range of Writing | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | TG: 32; 36; 57; 64; 72, 77; 82; 260-264; 267-269 |
| Speaking & Listening | |
| Comprehension and Collaboration | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. | SB: 43; 113; 200; 239; 300; 324; 344; 363, et al. TG: 58; 95; 140; 178; 220; 259 |
| a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | SB: 43; 113; 200; 239; 300; 324; 344; 363, et al. TG: 58; 95; 140; 178; 220; 259 |
| b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | |
| c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | |
| d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | TG: 78 |
| 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | TG: 78 |
| 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | TG: 78 |
| Presentation of Knowledge and Ideas | |
| 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | TG: 58; 95; 140; 178; 220; 259 |
| 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | TG: 58; 95; 140; 178; 220; 259 |
| Language | |
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | TG: 265-266; 270-271; 275-277 |
| a. Ensure that pronouns are in the proper case (subjective, objective, possessive). | |
| b. Use intensive pronouns (e.g., myself, ourselves). | |
| c. Recognize and correct inappropriate shifts in pronoun number and person.* | |
| d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* | |

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Many Voices Literature
Themes: An Introduction to Literature

| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
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| e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | TG: 265-266; 270-271; 275-277 |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | TG: 265-266; 270-271; 275-277 |
| a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* | TG: 265-266; 270-271; 275-277 |
| b. Spell correctly. | TG: 265-266; 270-271; 275-277 |
| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | TG: 265-266; 270-271; 275-277 |
| a. Vary sentence patterns for meaning, reader/listener interest, and style.* | |
| b. Maintain consistency in style and tone.* | |
| c. Vocabulary Acquisition and Use | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | SB: 286 |
| a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | SB: 222-224 |
| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | |
| c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | TG: 36; 38; 43; 45; 168; 203 |
| a. Interpret figures of speech (e.g., personification) in context. | TG: 43; 45 |
| b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). | |
| 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| Note | |

Many Voices Literature
Themes: An Introduction to Literature

| Correlation to the Common Core State Standards for English Language Arts, Grade 6 | SB-Student Book TG-Teaching and Assessment Resources |
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| <p>Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> | |

Many Voices Literature
Snapshots: Literature for Young Adults

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| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
| Reading: Literature | |
| Key Ideas and Details | |
| 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 12-24; 26-30; 31-40; 93-99; 76-82; TG: 38; 43; 47; 89; |
| 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | SB: 62, #1, 5 & 6; 112, #1 & 5; 178, #1, 3, & 7; 244, #5 & 6; 292, #5; 346, #4, 5, 6 TG: 32; 56-57; 67; 96-97; 98; 106; 132-133; 142; 169-170; 179; 213; 203-204; 240-241 |
| 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | SB: 36-53; 73-75; 122-134; 309-315 TG: 51; 76; 116; 143; 224 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | TG: Examples from Units One and Two - all units follow this format: 33; 35; 39; 40; 43; 44; 48; 59; 68; 70; 73; 74; 77; 81; 86; 90; 91; 95; 99 |
| 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | SB: 53 |
| 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | SB: 26-30; 162-177 TG: 42; 130 |
| Integration of Knowledge and Ideas | |
| 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | |
| 8. (Not applicable to literature) | |
| 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | SB: The reading levels of the fiction, poetry, and drama in the text range from grades 6 to 10. Scaffolding: 9; 63, #9; 113, #9; 179, #9; 246, #9; 293, #9; 346, #9; 328-364 TG: Scaffolding: 20-26; 34; 69; 108; 144; 181; 215 |
| Reading: Informational Text | |
| Key Ideas and Details | |
| 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 31-34; 66-72; 73-75; 153-161; 231-234 TG: 47; 73; 76; 125; 163 |
| 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | SB: 62, #1, 5 & 6; 112, #1 & 5; 178, #1, 3, & 7; 244, #5 & 6; 292, #5; 346, #4, 5, 6 TG: 32; 56-57; 67; 96-97; 98; 106; 132-133; 142; 169-170; 179; 213; 203-204; 240-241 |
| 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | SB: 73-75; 153-161 TG: 76; 125 |

**Many Voices Literature
Snapshots: Literature for Young Adults**

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| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | TG: Examples from Units One and Two - all units follow this format: 33; 35; 39; 40; 43; 44; 48; 59; 68; 70; 73; 74; 77; 81; 86; 90; 91; 95; 99 |
| 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | SB:73-75; 231-234 TG: 76; 163 |
| 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | SB: 153-161 TG: 125 |
| Integration of Knowledge and Ideas | |
| 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | |
| 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | |
| 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | SB: The reading levels of the nonfiction selections in the text range from grades 6 to 10. Scaffolding: 9; 63, #9; 113, #9; 179, #9; 246, #9; 293, #9; 346, #9; 328-364 TG: Scaffolding: 20-26; 34; 69; 108; 144; 181; 215 |
| Writing | |
| Text Types and Purposes | |
| 1. Write arguments to support claims with clear reasons and relevant evidence. | TG: 262-274 |
| a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | TG: 262-274 |
| b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | TG: 262-274 |
| c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | |
| d. Establish and maintain a formal style. | TG: 267-265 |
| e. Provide a concluding statement or section that follows from and supports the argument presented. | TG: 267-265 |
| 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | TG: 249-256; 257-261 |

**Many Voices Literature
Snapshots: Literature for Young Adults**

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| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
| a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | TG: 249-256; 257-261 |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | TG: 249-256; 257-261; |
| c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | TG: 253-256; 257-261 |
| e. Establish and maintain a formal style. | TG: 253-256; 257-261 |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | TG: 253-256; 257-261 |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | TG: 40; 48; 63, 1-5; 94, The Way I See it; 82, The Way I See It; 103; Creative Writing; 118, The Way I See It; 123, The Way I See It; 127; The Way I See It; 133, Writing; 139, Creative Writing; 145, The Way I See It; 155, The Way I See it; 169: The Way I See It; 170, Writing; 176; Creative Writing; 198, The Way I See It; 210, Creative Writing; 216, The Way I See it; 221; The Way I See It; 226, The Way I See It; 231, The Way I See It; 247, Creative Writing |
| a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | TG: 40; 48; 63, 1-5; 94, The Way I See it; 882, The Way I See It; 103; Creative Writing; 118, The Way I See It; 123, The Way I See It; 127; The Way I See It; 133, Writing; 139, Creative Writing; 145, The Way I See It; 155, The Way I See It; 169: The Way I See It; 170, Writing; 176; Creative Writing; 198, The Way I See it; 210, Creative Writing; 216, The Way I See it; 221; The Way I See it; 226, The Way I See it; 231, The Way I See it; 247, Creative Writing |
| b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | TG: 40; 48; 63, 1-5; 94, The Way I See it; 882, The Way I See it; 103; Creative Writing; 118, The Way I See It; 123, The Way I See it; 127; The Way I See it; 133, Writing; 139, Creative Writing; 145, The Way I See it; 155, The Way I See it; 169: The Way I See It; 170, Writing; 176; Creative Writing; 198, The Way I See it; 210, Creative Writing; 216, The Way I See it; 221; The Way I See it; 226, The Way I See it; 231, The Way I See it; 247, Creative Writing |
| c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | |

Many Voices Literature
Snapshots: Literature for Young Adults

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| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | TG: 40; 48; 63, 1-5; 94, The Way I See It; 82, The Way I See It; 103; Creative Writing; 118, The Way I See It; 123, The Way I See It; 127; The Way I See It; 133, Writing; 139, Creative Writing; 145, The Way I See It; 155, The Way I See It; 169; The Way I See It; 170, Writing; 176; Creative Writing; 198, The Way I See It; 210, Creative Writing; 216, The Way I See It; 221; The Way I See It; 226, The Way I See It; 231, The Way I See It; 247, Creative Writing |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | TG: 40; 48; 63, 1-5; 94, The Way I See It; 82, The Way I See It; 103; Creative Writing; 118, The Way I See It; 123, The Way I See It; 127; The Way I See It; 133, Writing; 139, Creative Writing; 145, The Way I See It; 155, The Way I See It; 169; The Way I See It; 170, Writing; 176; Creative Writing; 198, The Way I See It; 210, Creative Writing; 216, The Way I See It; 221; The Way I See It; 226, The Way I See It; 231, The Way I See It; 247, Creative Writing |
| Production and Distribution of Writing | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | TG: 235-256; 259-261; 265-267 |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | TG: 235-256; 259-261; 265-267 |
| 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | |
| Research to Build and Present Knowledge | |
| 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | TG: 64; 104; 140, 177; 211; 248 |
| 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | TG: 64; 104; 140, 177; 211; 248 |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | TG: 64; 104; 140, 177; 211; 248 |
| Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). | |

Many Voices Literature
Snapshots: Literature for Young Adults

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| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
| Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). | |
| Range of Writing | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | See Text Types and Purposes and Research to Build, and Present Knowledge above. |
| Speaking & Listening | |
| Comprehension and Collaboration | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | SB: Discussing sections on pages 63, 113, 17, 245, 293, 347 TG: 57; 97; 133; 170; 204; 241 |
| a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | SB: Discussing sections on pages 63, 113, 17, 245, 293, 347 TG: 57; 97; 133; 170; 204; 241 |
| b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | |
| c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | SB: Discussing sections on pages 63, 113, 17, 245, 293, 347 TG: 57; 97; 133; 170; 204; 241 |
| d. Acknowledge new information expressed by others and, when warranted, modify their own views. | SB: Discussing sections on pages 63, 113; 179; 245; 293; 347 TG: 57; 97; 133; 170; 204; 241 |
| 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | TG: 275 |
| 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | TG: 275 |
| Presentation of Knowledge and Ideas | |
| 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | TG: 275 |
| 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | TG: 275 |

Many Voices Literature
Snapshots: Literature for Young Adults

| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
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| Language | |
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | TG: 235-256; 259-261; 265-267 |
| Explain the function of phrases and clauses in general and their function in specific sentences. | |
| Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | |
| Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | TG: 235-256; 259-261; 265-267 |
| a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). | |
| b. Spell correctly. | |
| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | TG: 235-256; 259-261; 265-267 |
| Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | TG: 235-256; 259-261; 265-267 |
| Vocabulary Acquisition and Use | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. | |
| a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | |
| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). | |
| c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | |
| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | TG: 80; 94; 148 |
| a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | TG: 112; 153 |

Many Voices Literature
Snapshots: Literature for Young Adults

| Correlation to the Common Core State Standards for English Language Arts, Grade 7 | SB-Student Book TG-Teaching and Assessment Resources |
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| b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | |
| 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |

Many Voices Literature
A Multicultural Reader: Collection One

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| Correlation to the Common Core State Standards for English Language Arts, Grade 8 | SB-Student Book TG-Teaching and Assessment Resources |
| Reading: Literature | |
| Key Ideas and Details | |
| 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 21-35; 49-59; 60-71; 76-77; 82-83; 118-125; 151-164; 212-213; 268-272; 273-275; 312-313; 320-324 TG: 43; 55; 59; 77; 83; 100; 132; 168; 209; 212; 247; 256 |
| 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | SB: 72-73; 126-127; 182-183; 248-249; 294-295; 330-331 TG: 43; 72; 114; 157; 194; 234 |
| 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | SB: 126, #4; 182, #1; 248, #3; 294, #3; 330, #2 & 4 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | SB: 36-37; 118-125; 145-150; 215-227 TG: 36; 46; 64; 74; 100; 105; 116; 129; 148; 159; 170; 185; 196; 226; 236; 266 |
| 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | SB: 146-150; 212-213 TG: 129; 168 |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. | SB: The reading levels of the fiction, poetry, and drama in the text range from grade 6 to 10. TG: scaffolding on pages 24-25; 20-30 |
| Reading: Informational Text | |
| Key Ideas and Details | |
| 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | SB: 38-45; 109-112; 113-117; 140-145; 177-181; 268-272; 286-293; 314-318 TG: 49; 92; 96; 125; 144; 209; 220; 250 |
| 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | SB: 72-73; 126-127; 182-183; 248-249; 294-295; 330-331 TG: 43; 72; 114; 157; 194; 234 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | SB: 109-112; 140-145; 177-181; 286-293; 327-329 TG: 36; 64; 74; 92; 105; 116; 125; 144; 148; 150; 220; 185; 194; 226; 236; 261; 266 |
| 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | SB: 38-45; 215-227 TG: 49; 173 |

Many Voices Literature
A Multicultural Reader: Collection One

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| Correlation to the Common Core State Standards for English Language Arts, Grade 8 | SB-Student Book TG-Teaching and Assessment Resources |
| Integration of Knowledge and Ideas | |
| 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | SB: 314-318; 327-329 TG: 250; 261 |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | SB: The reading levels of the nonfiction selections in the text range from grade 6 to 10. TG: scaffolding on pages 24-25; 20-30 |
| Writing | |
| Text Types and Purposes | |
| 1. Write arguments to support claims with clear reasons and relevant evidence. | TG: 283-285 |
| a. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | TG: 283-285 |
| b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | TG: 283-285 |
| d. Establish and maintain a formal style. | TG: 283-285 |
| e. Provide a concluding statement or section that follows from and supports the argument presented. | TG: 283-285 |
| 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | SB: 146 TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| e. Establish and maintain a formal style. | TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | TG: 68; 109; 152; 189; 230; 270; 272-277; 278-282 |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | SB: 73, Telling Your Own Story; 104; 127, Creative Craft, Telling Your Own Story; 183, Creative Craft, Telling Your Own Story; 249, Creative Craft, Telling Your Own Story; 295, Telling Your Own Story; 331, Creative Craft, Telling Your Own Story TG: 68; 109; 152; 189; 230; 270 |

Many Voices Literature
A Multicultural Reader: Collection One

| Correlation to the Common Core State Standards for English Language Arts, Grade 8 | SB-Student Book TG-Teaching and Assessment Resources |
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| a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | SB: 73, Telling Your Own Story; 127, Creative Craft, Telling Your Own Story; 183, Creative Craft, Telling Your Own Story; 249, Creative Craft, Telling Your Own Story; 295, Telling Your Own Story; 331, Creative Craft, Telling Your Own Story TG: 68; 109; 152; 189; 230; 270 |
| b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | SB: 73, Telling Your Own Story; 127, Creative Craft, Telling Your Own Story; 183, Creative Craft, Telling Your Own Story; 249, Creative Craft, Telling Your Own Story; 295, Telling Your Own Story; 331, Creative Craft, Telling Your Own Story TG: 68; 109; 152; 189; 230; 270 |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | SB: 73, Telling Your Own Story; 127, Creative Craft, Telling Your Own Story; 183, Creative Craft, Telling Your Own Story; 249, Creative Craft, Telling Your Own Story; 295, Telling Your Own Story; 331, Creative Craft, Telling Your Own Story TG: 68; 109; 152; 189; 230; 270 |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | SB: 73, Telling Your Own Story; 127, Creative Craft, Telling Your Own Story; 183, Creative Craft, Telling Your Own Story; 249, Creative Craft, Telling Your Own Story; 295, Telling Your Own Story; 331, Creative Craft, Telling Your Own Story TG: 68; 109; 152; 189; 230; 270 |
| Production and Distribution of Writing | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | TG: 274-277; 280-282; 285-287 |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | TG: 274-277; 280-282; 285-287 |
| Research to Build and Present Knowledge | |
| 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | TG: 69; 110; 153; 190; 231; 271; 290 |
| 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | TG: 69; 110; 153; 190; 231; 271; 290 |

Many Voices Literature
A Multicultural Reader: Collection One

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| Correlation to the Common Core State Standards for English Language Arts, Grade 8 | SB-Student Book TG-Teaching and Assessment Resources |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | TG: 69; 110; 153; 190; 231; 271; 290 |
| Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). | TG: 68; 109; 152; 189; 230; 270; 272-277 |
| Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). | TG: 68; 109; 152; 189; 230; 270; 272-277 |
| Range of Writing | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). | See Test Types and Purposes and Research to Build, numbers 1-3. and Present, Knowledge, numbers 7-9 above. |
| Speaking & Listening | |
| Comprehension and Collaboration | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | TG: Discussion and Activities on pages 61, 102, 145, 182, 223, 263 |
| a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | TG: Discussion and Activities on pages 61, 102, 145, 182, 223, 263 |
| b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | |
| c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. | TG: Discussion and Activities on pages 61, 102, 145, 182, 223, 263 |
| d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | TG: Discussion and Activities on pages 61, 102, 145, 182, 223, 263 |
| 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | SB: 314-318; 327-329 TG: 250; 261 |
| Presentation of Knowledge and Ideas | |
| 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | TG: 69; 110; 153; 190; 231; 271; 290; 292 |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | TG: 69; 110; 153; 190; 231; 271; 290; 292 |

Many Voices Literature
A Multicultural Reader: Collection One

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| Correlation to the Common Core State Standards for English Language Arts, Grade 8 | SB-Student Book TG-Teaching and Assessment Resources |
| Language | |
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | TG: 276-277; 281-282; 286-287 |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | TG: 276-277; 281-282; 286-287 |
| a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | TG: 276-277; 281-282; 286-287 |
| c. Spell correctly. | TG: 276-277; 281-282; 286-287 |
| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | TG: 276-277; 281-282; 286-287 |
| Vocabulary Acquisition and Use | |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | SB: 109-112; 262 TG: 92; 202 |
| a. Interpret figures of speech (e.g. verbal irony, puns) in context. | SB: 140-145 TG:124 |

LRPA 5th Grade
Natural World Curriculum Map

| NOTE: Scientific Inquiry standards will be taught throughout the year in all content | | | | |
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| NOTE: Due to being a state tested year, teachers will review additional standards from grades 3 and 4 within each content area. Review standards will be marked with a * | | | | |
| Month | Topic/State Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| August and September | <p>Living Systems LS.2.5.1 Compare the cell theory to the characteristics of a scientific theory</p> <p>LS.2.5.2 Examine cells on a microscopic level</p> <p>LS.2.5.3 Describe the similarities of basic cell functions in all organisms</p> <p>LS.2.5.4 Model and identify the parts of animal cells and plant cells:</p> <ul style="list-style-type: none"> • cell wall • cell membrane • nucleus • cytoplasm • chloroplast | <p>5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> | <p>FOSS Living Systems</p> <ul style="list-style-type: none"> • Learn that the basic unit of life is the cell. • Learn that all cells have basic needs — water, food, gas exchange, and waste disposal. • Learn how materials are transported to cells in multicellular organisms. • Learn the structures and functions of the circulatory, respiratory, digestive, and excretory systems in humans. • Learn that vascular plants have specialized tissues (xylem and phloem tubes) for the transport of water, minerals, and sugar to cells. • Discover that leaves play an important role in the transport of water to cells in vascular plants. • Learn that green plant cells make sugar from carbon dioxide and water in the presence of sunlight, and release oxygen. • Learn that plant and animal cells obtain energy by breaking down sugar into carbon dioxide and water (cellular respiration). • Classify leaves based on venation pattern. • Design, conduct, and analyze the results of experiments. • Write scientific reports. • Use metric tools and make and record quantitative observations in a scientific investigation. | <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • inherited • learned • species • larva • germinate • metamorphosis • pollinate • pupa • reproduction • stage • locomotion • systems • skeleton <p>Living Systems SLE's:</p> <p>4. Model and identify the parts of animal <i>cells</i> and plant <i>cells</i>:</p> <ul style="list-style-type: none"> • <i>cell</i> wall • <i>cell</i> membrane • <i>nucleus</i> • cytoplasm • chloroplast <p>5. Compare and contrast plant and animal <i>cells</i>.</p> <p>6. Conduct investigations to separate plant pigments from the <i>cell</i>.</p> <p>7. Identify the role of chlorophyll in the process of photosynthesis.</p> <p>8. Explain and illustrate photosynthesis.</p> |

LRPA 5th Grade
Natural World Curriculum Map

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| | <p>LS.2.5.5 Compare and contrast plant and animal cells</p> <p>LS.2.5.6 Conduct investigations to separate plant pigments from the cell</p> <p>LS.2.5.7 Identify the role of chlorophyll in the process of photosynthesis</p> <p>LS.2.5.8 Explain and illustrate photosynthesis</p> <p>LS.2.5.9 Explain cellular respiration</p> <p>LS.2.5.10 Conduct investigations demonstrating the process of cellular respiration</p> <p>LS.2.5.11 Investigate careers, scientists, and historical breakthroughs related</p> | | | |
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LRPA 5th Grade
Natural World Curriculum Map

| Month | Topic/State Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
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| October | <p>to cells</p> <p>Ecosystems LS.4.5.5 Examine the role of limiting factors on the carrying capacity of an ecosystem:</p> <ul style="list-style-type: none"> • food • space • water • shelter <p>LS.4.5.6 Describe and diagram the nitrogen cycle in ecosystems</p> <p>LS.4.5.7 Describe and diagram the carbon cycle in ecosystems</p> <p>LS.4.5.8 Describe and diagram the carbon dioxide-oxygen cycle in ecosystems</p> | <p>5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>5-ESS3-1. Obtain and combine information about ways individual</p> | <p>Ecosystems/Geology</p> <ul style="list-style-type: none"> • Interactions between organisms can be shown using simple food chains and food webs. • Animals eat plants or other animals for food. • Organisms interact with their environments. • Organisms interact with each other • Organisms can survive only in environments in which their needs are met. • Organisms interact in various ways including providing food and shelter to one another. • Some interactions are beneficial; others are detrimental to the organism. • Competition for food and other resources (e.g. water and shelter) are examples of interactions. | <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • predator /prey • decomposer • producer/consumer • parasite/host • ecosystem • habitat • photosynthesis • herbivore/carnivore • omnivore • ecology • adaptation • interdependence • endangered • energy • metamorphosis • hibernation • tsunami • fault • hurricanes • tornadoes • glacier • raw materials <p>Ecosystem SLE's Evaluate food webs under conditions of stress:</p> <ul style="list-style-type: none"> • overgrazing • overpopulation • natural disaster • introduction of non-native <i>species</i> • human impact/urban development <p>5. Examine the role of <i>limiting factors</i> on the <i>carrying capacity</i> of an</p> |

LRPA 5th Grade
Natural World Curriculum Map

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| | <p>LS.4.5.9 Conduct investigations demonstrating the role of the carbon dioxide-oxygen cycle in ecosystems</p> <p>LS.4.5.10 Analyze the concept of conservation of mass as related to the amount of matter in an ecosystem</p> <p>LS.4.5.11 Create ecosystems in which plants can exist without animals</p> <p>LS.4.5.12 Conduct investigations in which plants are encouraged to thrive</p> <p>LS.4.5.13 Construct, compare, and contrast environments in open and closed aquaria</p> <p>LS.4.5.14 Categorize organisms by the function they serve in ecosystems and food webs:</p> | <p>communities use science ideas to protect the Earth's resources and environment.</p> | | <p><i>ecosystem</i>:</p> <ul style="list-style-type: none"> • food • space • water • shelter <p>9. Conduct investigations demonstrating the role of the <i>carbon dioxide oxygen cycle</i> in <i>ecosystems</i>.</p> <p>12. Conduct investigations in which plants are encouraged to thrive.</p> <p>14. Categorize <i>organisms</i> by the function they serve in <i>ecosystems</i> and food webs:</p> <ul style="list-style-type: none"> • <i>predator/prey</i> • <i>parasitism</i> • <i>producer/consumer/decomposer</i> • <i>scavenger</i> • <i>herbivore/carnivore/omnivore</i> <p>17. Describe and illustrate various symbiotic relationships:</p> <ul style="list-style-type: none"> • <i>parasitism</i> • <i>mutualism</i> • <i>commensalism</i> <p>18. Investigate careers, scientists, and historical breakthroughs related to <i>populations</i> and <i>ecosystems</i>.</p> |
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LRPA 5th Grade
Natural World Curriculum Map

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| | <ul style="list-style-type: none"> • predator/prey • parasitism • producer/consumer/ decomposer • scavenger • herbivore/carnivore/ omnivore <p>LS.4.5.15 Conduct field studies identifying and categorizing organisms in a given area of an ecosystem</p> <p>LS.4.5.16 Evaluate positive and negative human effects on ecosystems</p> <p>LS.4.5.17 Describe and illustrate various symbiotic relationships:</p> <ul style="list-style-type: none"> • parasitism • mutualism • commensalism | | | |
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LRPA 5th Grade
Natural World Curriculum Map

| | LS.4.5.18 Investigate careers, scientists, and historical breakthroughs related to populations and ecosystems | | | |
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| Month | Topic/State Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| November and December | <p>Properties of Matter/Force and Motion</p> <p>PS.5.5.1 Identify the relationship of atoms to all matter</p> <p>PS.5.5.2 Conduct scientific investigations on physical properties of objects</p> <p>PS.5.5.3 Identify common examples of physical properties:</p> <ul style="list-style-type: none"> • length • mass • area • perimeter | | <p>Matter Building Blocks of Matter Unit (CK)</p> <p>FOSS Simple Machines Investigation 1 and Investigation III</p> | <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • gravity • height • orbit • repel • friction • gravity volume density • mass • weight • length • area • perimeter • texture • taste • odor • color • elasticity |

LRPA 5th Grade
Natural World Curriculum Map

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| | <ul style="list-style-type: none"> • texture • taste • odor • color • elasticity <p>PS.5.5.4 State characteristics of physical changes</p> <p>PS.5.5.5 Identify characteristics and common examples of physical changes</p> <p>PS.5.5.6 Explain how heat influences the states of matter of a substance:</p> <ul style="list-style-type: none"> • solid • liquid • gas • plasma <p>PS.5.5.7 Demonstrate the effect of changes in</p> | | | <p>Matter SLE's</p> <ol style="list-style-type: none"> 1. Identify the relationship of <i>atoms</i> to all <i>matter</i>. 2. Conduct <i>scientific investigations</i> on <i>physical properties</i> of objects. 5. Identify characteristics and common examples of physical changes. 7. Demonstrate the effect of changes in the <i>physical properties</i> of <i>matter</i>. 9. Conduct investigations demonstrating expansion and contraction. <p>Force and Motion SLE's</p> <ol style="list-style-type: none"> 1. Classify <i>simple machines</i>. 2. Conduct investigations using <ul style="list-style-type: none"> • levers (e.g., toothbrush) • pulleys • inclined planes-ramps, wedges, and screws • wheels and axles 5. Classify real world examples as <i>potential energy</i> or <i>kinetic energy</i> as applied to motion. |
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LRPA 5th Grade
Natural World Curriculum Map

| | <p>the physical properties of matter</p> <p>PS.5.5.8 Model the motion and position of molecules in solids, liquids, and gases in terms of kinetic energy</p> <p>PS.5.5.9 Conduct investigations demonstrating expansion and contraction</p> <p>PS.5.5.10 Investigate scientists, careers, and historical breakthroughs related to physical properties, physical changes, and states of matter</p> | | | |
|---------|---|----------------------------|---|---|
| Month | Topic/Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| January | <p>Earth Systems and Earth's History</p> <p>ESS.8.5.11 Investigate the formation of soil</p> <p>ESS.8.5.12 Conduct investigations on sedimentation</p> | | <p>Geology (review of 4th Grade CK)</p> <ul style="list-style-type: none"> • Fossils can be compared to one another and to living organisms according to their similarities and differences. • Some organisms that lived long ago are similar to existing organisms, but some are quite different. • Fossils indicate that most species that lived long ago are now extinct. • Living organisms can be compared to one another according to their | <p>Earth History SLC's</p> <p>3. Identify characteristics of minerals.</p> <p>5. Identify the following minerals:</p> <ul style="list-style-type: none"> • halite (salt) • feldspar • sulfur • quartz • diamonds • gypsum • calcite • talc |

LRPA 5th Grade
Natural World Curriculum Map

| | <p>ESS.8.5.13 Describe and illustrate the rock Cycle</p> <p>ESS.9.5.1 Explain and give examples of how physical evidence from fossils supports the theory that Earth has changed over time</p> <p>ESS.9.5.2 Analyze fossil record evidence about plants and animals that lived long ago</p> <p>ESS.9.5.3 Infer the nature of ancient environments based on fossil record evidence</p> | | <p>similarities and differences.</p> <ul style="list-style-type: none"> • Earth materials (e.g. rocks, minerals, soil) have various properties. • People use and transform Earth materials into useful objects. • Some Earth materials are easily available and other Earth materials are limited in quantity. • Some materials can be reused, recycled, or redesigned. • Some Earth materials have properties that make them useful in their present form or can be designed and modified to solve human problems and enhance quality of life. (building, fuels, transportation) | <ul style="list-style-type: none"> • hematite (iron) • precious metals (gold, silver) <p>7. Identify characteristics of sedimentary, igneous, and metamorphic rocks.</p> <p>8. Compare and contrast by investigation characteristics of the three basic types of rocks:</p> <ul style="list-style-type: none"> • sedimentary • igneous • metamorphic <p>10. Investigate careers, scientists, and historical breakthroughs related to minerals and rocks.</p> <p>13. Describe and illustrate the rock cycle</p> <p>Additional Academic Vocabulary:</p> <ul style="list-style-type: none"> • extinct • geology • paleontology • prehistoric • sedimentary |
|--------------------|---|---|--|---|
| Month | Topic/Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| February and March | <p>Space Science ESS.10.5.1 Compare the physical characteristics of the sun to other stars:</p> <ul style="list-style-type: none"> • size • color | 5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. | <p>Space Science 3rd and 6th Grade CK units</p> | <p>Space Science SLC's</p> <ol style="list-style-type: none"> 1. Compare the physical characteristics of the sun to other stars: <ul style="list-style-type: none"> • size • color • brightness 2. Demonstrate the order of planets and other space objects in our <i>solar system</i>. 3. Compare the properties of planets in our |

LRPA 5th Grade
Natural World Curriculum Map

| | | | | |
|--|---|--|--|--|
| | <ul style="list-style-type: none"> • brightness <p>ESS.10.5.2 Demonstrate the order of planets and other space objects in our solar system</p> <p>ESS.10.5.3 Compare the properties of planets in our solar system:</p> <ul style="list-style-type: none"> • size • shape • density • atmosphere • distance from the sun • orbital path • moons • surface • composition <p>ESS 10.5.4 Distinguish between mass and weight</p> | | | <p><i>solar system:</i></p> <ul style="list-style-type: none"> • size • shape • <i>density</i> • <i>atmosphere</i> • distance from the sun • orbital path • moons • surface • composition <p>4. Distinguish between <i>mass</i> and <i>weight</i>. 5. Compare the human body's <i>mass</i> to <i>weight</i> on Earth, the moon, and other planets in our <i>solar system</i>.</p> |
|--|---|--|--|--|

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| | | | | |
|-------|--|----------------------------|---------|-------------------------------|
| | <p>ESS.10.5.5 Compare the human body's mass to weight on Earth, the moon, and other planets in our solar system</p> <p>ESS.10.5.6 Investigate careers, scientists, and historical breakthroughs related to planets</p> | | | |
| Month | Topic/Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| April | | | | |
| Month | Topic/Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
| May | | | | |

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Natural World Curriculum Map

| Month | Topic/Standards | NGSS Correlation Standards | Content | SLE's and Academic Vocabulary |
|-------|-----------------|----------------------------|---------|-------------------------------|
| June | | | | |

Characteristics and Processes of Science Standards

NS.1.5.1

Make accurate observations

NS.1.5.2

Identify and define components of experimental design used to produce empirical evidence:

- hypothesis
- replication
- sample size
- appropriate use of control
- use of standardized variables

NS.1.5.3

Calculate mean, median, mode, and range from scientific data using SI units

NS.1.5.4

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Interpret scientific data using

- data tables/charts
- bar graphs
- circle graphs
- line graphs
- stem and leaf plots
- Venn diagrams

NS.1.5.5

Communicate results and conclusions from scientific inquiry

NS.1.5.6

Develop and implement strategies for long-term, accurate data collection

SLE's

2. Identify and define components of *experimental design* used to produce *empirical evidence*:

- *hypothesis*
- replication
- sample size
- appropriate use of control
- use of standardized *variables*

3. Calculate mean, median, mode, and range from scientific data using *SI units*.

4. Interpret scientific data using

- data tables/charts
- bar graphs
- circle graphs

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- line graphs
 - *stem and leaf plots*
 - Venn diagrams
5. Communicate results and conclusions from scientific inquiry.
 8. Explain the role of observation in the development of a theory.

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|----------|--|--|
| 1 | Standards for Mathematical Practice 1 Make sense of problems and persevere in solving them. | <p><i>This standard is covered throughout the program; the following are examples.</i></p> <p><u>Instruction:</u> New Concept Problem Solving Overview (pages 1–6), Lessons 11, 16, 21, 35, 46, 60</p> <p>Investigation(s) 1, 5</p> <p><u>Maintenance:</u> Problem Solving Lessons 17, 25, 28, 32, 33, 35, 39, 45, 46, 51, 53, 55, 57, 58, 60, 65, 74, 79, 83, 99, 100, 106, 109, 113</p> <p><i>This standard is covered throughout the program; the following are examples.</i></p> <p><u>Instruction:</u> New Concept Lessons 11, 14, 16, 21, 24, 72, 103, 114, 115</p> <p>Investigation(s) 1, 4</p> <p><u>Maintenance:</u> Problem Solving Lessons 65, 90</p> <p>Performance Task(s) 5</p> |
| 2 | Reason abstractly and quantitatively. | |

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|-----------------|--------------------------------------|---|--|
| 5 | Use appropriate tools strategically. | <i>This standard is covered throughout the program; the following are examples.</i> | |
| | | <u>Instruction:</u> New Concept | Lessons 27, 28, 43, 44, 55, 72, 98 |
| | | Investigation(s) | 3, 10 |
| | | <u>Maintenance:</u> Problem Solving | Lessons 65, 95, 104, 111 |
| | | Written Practice | Lessons 27, 49 |
| 6 | Attend to precision. | <i>This standard is covered throughout the program; the following are examples.</i> | |
| | | <u>Instruction:</u> New Concept | Lessons 11, 13, 22, 24, 49, 51, 72, 76, 81, 89, 96, |
| | | Investigation(s) | 5, 6, 7, 8 |
| | | <u>Maintenance:</u> Written Practice | Lessons 27, 44, 47, 53, 56, 61, 65, 66, 73, 74, 77, 85, 88, 109, 110 |
| | | | Lessons 45, 46, 47 |

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| Standard | Descriptor | Saxon Math Intermediate 5 Citations <i>Italic references indicate foundational.</i> |
|----------|--|---|
| 1 | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | <p style="text-align: center;"><u>Instruction:</u> New Concept Lessons 24, 48, 51, 52, 78</p> <p style="text-align: center;"><u>Maintenance:</u> Power Up Lessons 82, 83, 84, 85, 86, 87, 88, 89, 90</p> <p style="text-align: center;">Written Practice Lessons 24, 25, 27, 28, 29, 31, 33, 35, 37, 38, 40, 41, 42, 44, 47, 48, 49, 50, 51, 52, 53, 55, 57, 62, 63, 65, 66, 67, 68, 69, 70, 71, 72, 77, 79, 81, 85, 86, 90, 91, 93, 94, 95, 96, 97, 99, 102, 103, 104, 108, 109, 112, 113, 114, 119</p> |
| 2 | Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i> | <p style="text-align: center;">Learning Stations Lessons 24, 48</p> <p style="text-align: center;"><u>Instruction:</u> New Concept Lessons 13, 24, 49, 51</p> <p style="text-align: center;"><u>Maintenance:</u> Written Practice Lessons 13, 14, 15, 16, 17, 18, 24, 25, 51, 52, 53, 54, 56, 59</p> |
| 3 | Analyze patterns and relationships. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i> | <p style="text-align: center;"><u>Instruction:</u> Investigation(s) 4, 6, 8</p> <p style="text-align: center;"><u>Maintenance:</u> Written Practice Lessons 45, 47, 48, 49, 56, 76</p> |

Number and Operations in Base Ten 5.NBT
Understand the place value system.

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|-----------------|---|---|
| 1 | Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. | <p>Instruction: New Concept Lessons 3, 7, 52, 64, 106</p> <p>Maintenance: Written Practice Lessons 3, 7, 8, 24, 29, 52, 56, 66, 69, 80</p> <p>Learning Stations Lessons 3, 52, 64</p> |
| 2 | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. | <p>Instruction: New Concept Lessons 29, 64, 68, 78, 111, 118</p> <p>Maintenance: Written Practice Lessons 30, 34, 35, 46, 64, 78, 79, 80, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120</p> <p>Learning Stations Lessons 29, 64, 111</p> |
| 3 3a | Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. | <p>N/A</p> <p>Instruction: New Concept Lessons 64, 67, 68, 106</p> <p>Maintenance: Written Practice Lessons 64, 68, 74, 81, 82, 85, 102, 105, 109, 110, 111, 112</p> <p>Learning Stations Lesson 68</p> |

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|-----------------|---|--|
| 3b | Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. | Lessons 69, 70, 71, 106 Lessons 70, 71, 73, 74, 75, 76, 77, 79, 83, 102, 117 Lessons 69, 106 |
| 4 | Use place value understanding to round decimals to any place. | Lessons 62, 64, 104, 106 Lesson 105 Lessons 104, 105, 106, 107, 110 |
| 5 | Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm. | Lessons 17, 29, 51, 55, 56 Lessons 23, 25, 26, 27, 28, 45, 68, 118 Lessons 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 37, 40, 45, 46, 47, 48, 49, 51, 56, 57, 58, 59, 65, 70, 71, 74, 75, 79, 86, 91, 103, 116, Lessons 29, 51, 55, 56 |

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|---|---|--|
| 6 | Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | <p>Lessons 54, 92</p> <p>Instruction: New Concept</p> <p>Maintenance: Written Practice</p> <p>Lessons 54, 55, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 75, 79, 81, 82, 84, 86, 87, 89, 91, 94, 96, 98, 99, 101, 103, 114, 116, 119, 120</p> |
| 7 | Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | <p>Lessons 54, 92</p> <p>Learning Stations</p> <p>Instruction: New Concept</p> <p>Lessons 13, 17, 26, 29, 51, 54, 56, 73, 99, 102, 109, 110, 111, 117, 118, 119</p> <p>Maintenance: Written Practice</p> <p>Lessons 73, 75, 78, 80, 85, 99, 100, 101, 102, 103, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120</p> <p>Learning Stations</p> <p>Lessons 99, 102, 109, 110, 111, 117, 118, 119</p> |
| Number and Operations—Fractions 5.NF | Use equivalent fractions as a strategy to add and subtract fractions. | Lesson 116 |
| 1 | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i> | <p>Instruction: New Concept</p> <p>Maintenance: Written Practice</p> <p>Learning Stations</p> <p>Lessons 116, 117, 118, 119, 120</p> <p>Lesson 116</p> |

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|----------|--|--|
| 2 | Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i> | Lessons 23, 41, 43, 59, 60, 63, 75, 91, 39, 116 |
| 3 | Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i> | Lessons 26, 28, 31, 32, 66, 67, 72, 86, 87, 94, 99, 101, 107, 110, 112, 113, 114, 116, 118 |
| 4 | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i> | Lessons 41, 42, 44, 46, 47, 49, 53, 57, 58, 59, 61, 62, 66, 67, 68 |
| 4a | | Lessons 40, 43, 58 |
| 4 | | Lessons 40, 43 |
| 4 | | Lessons 46, 76, 86 |
| 4 | | Lessons 48, 49, 50, 53, 54, 55, 56, 57, 58, 65, 76, 88, 89, 96, 104, 111, 115, 117, 118 |
| 4 | | Lesson 76 |

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|----------|--|--|
| 4b | Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. | <u>Instruction:</u> New Concept Lessons 76 <u>Maintenance:</u> Written Practice Lessons 77, 115 Learning Stations Lesson 76 |
| 5 | Interpret multiplication as scaling (resizing), by: | N/A |
| 5a | Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. | <u>Instruction:</u> New Concept Lesson 86 |
| 5b | Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (nxa)/(nxb)$ to the effect of multiplying a/b by 1. | <u>Instruction:</u> New Concept Lessons 86, 120 <u>Maintenance:</u> Learning Stations Lesson 86 |
| 6 | Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. | <u>Instruction:</u> New Concept Lessons 76, 86, 120 <u>Maintenance:</u> Written Practice Lessons 78, 96, 111, 115, 117 Learning Stations Lesson 120 Performance Task(s) 4 |

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|----------|--|--|
| 7 | <p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹</p> <p>[¹ Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.]</p> | N/A |
| 7a | <p>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i></p> | <p>Lessons 87, 95</p> <p>Lessons 87, 92, 93, 95, 96, 97</p> <p>Lessons 87, 95</p> |
| 7b | <p>Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$</i></p> | <p>Learning Stations</p> <p>Lessons 87, 95</p> <p>Lessons 87, , 96</p> <p>Lessons 90, 93, 96</p> |
| 7c | <p>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?</i></p> | <p>Lesson 87</p> <p>Lessons 92, 93, 94, 95</p> |

Measurement and Data 5.MD
Convert like measurement units within a given measurement system.

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|----------|--|--|
| 1 | Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. | <p>Instruction: New Concept Lessons 44, 46, 47, 65, 66, 74, 77, 85</p> <p>Maintenance:</p> <p>Power Up Lessons 76, 78, 91, , 99, 100, 106, 107, 110, 111, 112, 114, 117, 118</p> <p>Written Practice Lessons 44, 45, 46, 47, 50, 65, 67, 74, 75, 77, 85, 86, 89, 90, 97</p> <p>Learning Stations Lessons 47, 65, 66, 74, 77, 85</p> |
| 2 | Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i> | <p>Instruction: New Concept Lesson 74</p> <p>Investigation 5</p> <p>Maintenance: Written Practice Lessons 52</p> |
| 3 | Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. | <p>Instruction: New Concept Lesson 103</p> |
| 3a | A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. | <p>Maintenance: Written Practice Lessons 103, 104, 105, 106, 107, 108, 109, 113, 117, 119, 120</p> <p>Learning Stations Lesson 103</p> |

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|----------|---|--|
| 3b | A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. | <p>Instruction: New Concept Lesson 103</p> <p>Maintenance: Written Practice Lessons 103, 104, 105, 106, 107, 108, 109, 113, 117, 119, 120</p> <p>Learning Stations Lesson 103</p> <p>Instruction: New Concept Lesson 103</p> <p>Maintenance: Problem Solving Lessons 77, 87, 98, 103, 108, 118</p> <p>Written Practice Lessons 103, 104, 105, 106, 107, 108, 109, 113, 117, 119, 120</p> <p>Performance Task(s) 11</p> |
| 4 | Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. | <p>Instruction: New Concept Lesson 103</p> <p>Maintenance: Problem Solving Lessons 77, 87, 98, 103, 108, 118</p> <p>Written Practice Lessons 103, 104, 105, 106, 107, 108, 109, 113, 117, 119, 120</p> <p>Performance Task(s) 11</p> |
| 5 | Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. | <p>N/A</p> <p>Instruction: New Concept Lessons 103, 104</p> <p>Maintenance: Problem Solving Lessons 77, 87, 98, 103, 108, 118</p> <p>Learning Stations Lesson 103</p> <p>Performance Task(s) 11</p> |
| 5a | Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. | <p>Instruction: New Concept Lessons 103, 104</p> <p>Maintenance: Problem Solving Lessons 77, 87, 98, 103, 108, 118</p> <p>Learning Stations Lesson 103</p> <p>Performance Task(s) 11</p> |

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|--|--|--|
| 5b | Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. | Lessons 103, 104, 114 |
| | <u>Instruction:</u> New Concept | |
| | <u>Maintenance:</u> Problem Solving | Lessons 105, 108 |
| | Written Practice | Lessons 103, 104, 105, 106, 107, 108, 109, 113, 117, 119, 120 |
| | Learning Stations | Lesson 104 |
| 5c | Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. | Lessons 103, 104, 114 |
| | <u>Instruction:</u> New Concept | |
| | <u>Maintenance:</u> Problem Solving | Lesson 118 |
| Geometry 5.G | | |
| Graph points on the coordinate plane to solve real-world and mathematical problems. | | |
| 1 | Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate). | 8 Lessons 101, 103, 104, 105, 107, 112 |
| | <u>Instruction:</u> Investigation | |
| | <u>Maintenance:</u> Written Practice | |

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|-----------------|---|--|
| 2 | Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. | 8 Lessons 84, 101, 103, 104, 105, 107, 112 |
| 3 | Classify two-dimensional figures into categories based on their properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i> | Lessons 32, 36, 45 Lessons 44, 45, 46 Lesson 32 |
| 4 | Classify two-dimensional figures in a hierarchy based on properties. | Lessons 32, 36, 45 Lessons 47, 57, 67 Lessons 32, 36, 37, 38, 41, 42, 54 Lessons 32, 36, 45 |

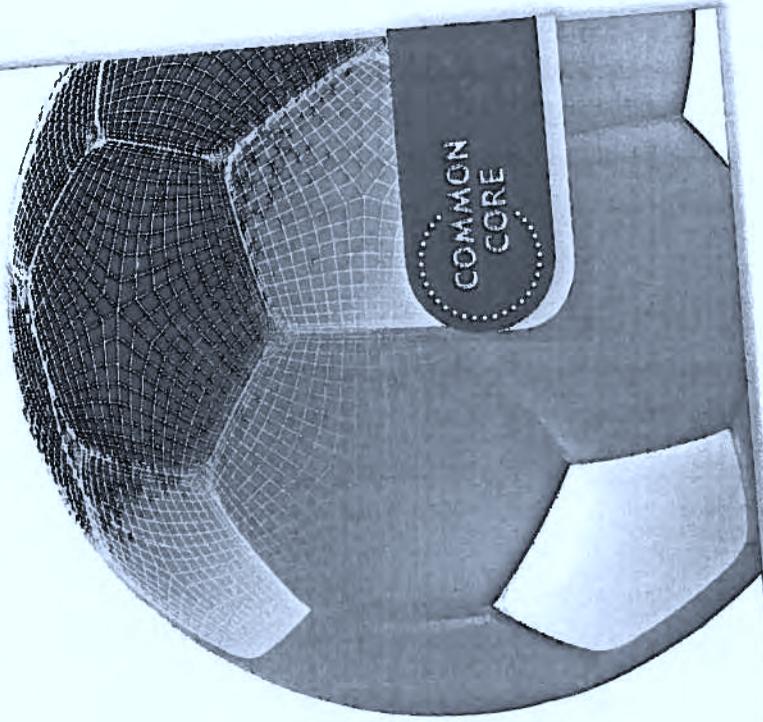
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| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|---|---|---|
| Standards for Mathematical Practice | 1. | Make sense of problems and persevere in solving them. | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION:</p> <p>New Concept: Lesson 11, pp. 58-61, Example 1-2; Lesson 13, pp. 68-70, Examples 1-3; Lesson 15, pp. 78-79; Lesson 22, pp. 117-119, Examples 1-4; Lesson 36, pp. 187-189; Lesson 50, pp. 259-261; Lesson 66, pp. 342-344; Lesson 68, pp. 349-351; Lesson 77, pp. 399-401; Lesson 105, pp. 548-550; Lesson 111, pp. 582-584</p> <p>Investigation(s): Investigation 9, pp. 470-473; Investigation 10, pp. 524-527</p> <p>MAINTENANCE:</p> <p>Power Up: Lesson 18, p. 93; Lesson 27, p. 141; Lesson 37, p. 191; Lesson 44, p. 231; Lesson 54, p. 280; Lesson 70, p. 358; Lesson 87, p. 452; Lesson 92, p. 479; Lesson 110, p. 573</p> <p>Problem Solving : Lesson 3, p. 18; Lesson 36, p. 187; Lesson 44, p. 231; Lesson 49, p. 254; Lesson 55, p. 285; Lesson 62, p. 324; Lesson 74, pp. 385; Lesson 83, p. 431; Lesson 105, p. 548</p> <p>Written Practice: Lesson 11 (#1, #4), Lesson 24 (#1, #2, #3), Lesson 38 (#2, #3, #28), Lesson 50 (#3, #5), Lesson 69 (#4, #7, #24), Lesson 78 (#4, #16), Lesson 94 (#18), Lesson 110 (#13)</p> <p>Performance Activity: 2</p> | <p>Problem solving is integrated into the <i>Saxon Math</i> program every day. Focusing on a four-step problem solving process, which guides students to understand, plan, solve and check, <i>Saxon Math</i> teaches students a consistent process for evaluating different problem solving situations and persevering in solving them. The four steps closely mirror the different aspects of this Standard for Mathematical Practice, encouraging students to understand the problem and make a plan before solving. Students also end by checking their solutions, providing opportunities to ask, “Does this make sense?” and re-direct if necessary.</p> <p>In <i>Course 1</i>, students begin the year by focusing on problem solving in the Problem-Solving Overview on page 1 of the Student Edition. They use the four-step problem solving process outlined in the overview on daily problem solving opportunities in the Power Up. These build in complexity throughout the year. There is also a problem solving discussion guide for the teacher to guide students to make sense of the problems and use efficient strategies to persevere in solving them. Additional problem solving opportunities occur in the cumulative written practice every day. There are additional Investigations and Performance Tasks for focused activities and applications of complex problems. Many of these are hands-on and explorative in nature. The Teacher’s Manual provides support with questioning prompts, math conversations, and checks for understanding. On page 117B in the Teacher’s Manual Volume 1, you will find one example of a modeled dialogue that highlights the understand, plan, solve and check process. These types of modeled dialogues are provided throughout the program to ensure teachers can support students as they become successful problem solvers.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|---------------------------------------|---|--|
| Standards for Mathematical Practice | 2. | Reason abstractly and quantitatively. | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION: New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 16, pp. 82-84, Examples 1-5; Lesson 18, pp. 93-96, Examples 1-4; Lesson 59, pp. 306-307, Examples 1-2; Lesson 77, pp. 399-401, Examples 1-2; Lesson 95, pp. 493-494, Examples 1-2; Lesson 103, pp. 538-540; Lesson 118, pp. 617-618</p> <p>Investigation: Investigation 10, pp. 524-527</p> <p>MAINTENANCE: Problem Solving: Lesson 13, p. 68; Lesson 36, p.187; Lesson 44, p. 231; Lesson 49, p. 254; Lesson 54, p. 280; Lesson 70, p. 358; Lesson 92, p. 479; Lesson 107, p. 557</p> <p>Written Practice: Lesson 3 (#17, #18, #21, #24), Lesson 5 (#5, #22, #24), Lesson 16 (#7, #8, #9), Lesson 25 (#2, #23), Lesson 36 (#18, #21, #22, #23, #24), Lesson 43 (#18), Lesson 77 (#4), Lesson 78 (#4), Lesson 118 (#30)</p> | <p>The goal of <i>Saxon Math</i> is to produce mathematically proficient students – including fluency with computational and conceptual understanding. The distributed nature of <i>Saxon Math</i> lends itself naturally to developing abstract and quantitative reasoning. Because students are exposed to different concepts at the same time through incremental instruction and mixed practice, review, and assessment, they learn the importance of making sense of quantities and their relationships and of carefully considering the units involved. Problems do not focus simply on one concept, but rather may involve multiple concepts just as they would in real-world situations. Therefore, it is essential that students are able to make connections, think about what the quantities actually mean in a specific context, and solve appropriately.</p> <p>For example, in the New Concepts portion of Lesson 4, students consider multiplication facts and how they could still be solved if one of the factors were unknown. This requires students to pause to consider how each number is being used and what it means in that particular context.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|--|--|--|
| Standards for Mathematical Practice | 3. | Construct viable arguments and critique the reasoning of others. | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION:</p> <p>New Concept: Lesson 16, pp. 82-84, Examples 1-5; Lesson 51, pp. 268-270, Examples 1-3; Lesson 64, pp. 333-334; Lesson 89, pp. 460-462, Examples 1-4; Lesson 93, pp. 484-485; Lesson 97, pp. 503-505; Lesson 109, pp. 566-569, Examples 1-3</p> <p>MAINTENANCE:</p> <p>Problem Solving: Lesson 3, p. 18; Lesson 5, p. 28; Lesson 7, p. 36; Lesson 15, p. 78; Lesson 18, p. 93; Lesson 26, p. 136; Lesson 28, p. 145; Lesson 34, p. 178; Lesson 43, p. 225; Lesson 56, p. 289; Lesson 64, p. 333; Lesson 72, p. 375; Lesson 83, p. 431; Lesson 99, p. 513; Lesson 103, p. 538; Lesson 110, p. 573; Lesson 117, p. 612</p> <p>Written Practice: Lesson 17 (#3, #4, #12, #13), Lesson 22 (#3, #8, #13, #22), Lesson 53 (#5, #12, #13), Lesson 59 (#6, #7, #24, #25), Lesson 62 (#7, #8, #9, #10, #11), Lesson 91 (#9), Lesson 93 (#15, #25)</p> <p>Performance Activity: 2, 8, 14</p> | <p><i>Saxon Math</i> is based on the belief that people learn by doing. Students learn mathematics not only by watching or listening to others, but by communicating and solving the problems themselves and with their classmates. <i>Saxon Math</i>'s incremental and distributed structure enables students to view the big picture of mathematics and therefore make viable arguments between and among all of the math strands. Additionally, Math Conversations in the Teacher's Manuals provide discussion questions that help students construct viable arguments and critique the reasoning of others in a constructive environment. For example, on page 11 of the Teacher's Manual Volume 1, several Math Conversations are provided. Teachers ask students questions like "Why was addition used to find the answer?" This gives students the opportunity to express their reasoning and respond to the reasoning of others.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|-------------------------|---|---|
| Standards for Mathematical Practice | 4. | Model with mathematics. | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION:</p> <p>New Concept: Lesson 1, pp. 8-10, Examples 1-6; Lesson 26, pp. 136-139, Examples 1-5; Lesson 83, pp. 431-433, Examples 1-3; Lesson 98, pp. 508-510; Examples 1-2; Lesson 117, pp. 612-614, Examples 1-2</p> <p>Investigation(s) Investigation 2, pp.109-111; Investigation 6, pp. 314-319; Investigation 11, pp. 578-581</p> <p>MAINTENANCE:</p> <p>Problem Solving: Lesson 10, p. 50; Lesson 17, p. 87; Lesson 24, p. 127; Lesson 30, p. 156; Lesson 34, p. 178; Lesson 39, p. 200; Lesson 70, p. 358; Lesson 78, p. 404; Lesson 98, p. 508; Lesson 117, p. 612</p> <p>Written Practice Lesson 28 (#9, #10, #16, #22, #24, #25, #27), Lesson 31 (#4, #5, #8, #17, #28, #29), Lesson 43 (#27, #29, #30), Lesson 52 (#19, #20, #25, #27, #30), Lesson 69 (#1, #17, #26, #30), Lesson 77 (#4, #5, #19, #20), Lesson 81 (#7, #8, #21, #22, #30), Lesson 90 (#4, #9, #10, #23, #30), Lesson 110 (#3, #4, #8, #23, #24, #30)</p> <p>Performance Activity: 6, 10</p> | <p>Students use many different types of models throughout <i>Saxon Math</i> to analyze mathematical relationships and solve problems. Models serve as visual aids to help make sense of situations so students truly understand the problem at hand and both how and why their solutions work.</p> <p>For example, in Lesson 26, students use fraction manipulatives to model fractions. This allows them to concretely see and experience the fractions and gain a better understanding of what they mean.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|--------------------------------------|---|--|
| Standards for Mathematical Practice | 5. | Use appropriate tools strategically. | <p>This standard is covered throughout the program; the following are examples.</p> <p><u>INSTRUCTION:</u> New Concept: Lesson 7, pp. 37-39, Examples 1-3; Lesson 10, pp. 50-52, Examples 2-3; Lesson 17, pp. 88-90, Examples 1-2; Lesson 27, pp. 141-143; Lesson 48, pp. 250-252; Lesson 61, pp. 320-321; Lesson 62, pp. 324-326</p> <p>Investigation(s): Investigation 3, pp. 161-163; Investigation 8, pp. 417-420</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 10, p. 50</p> <p>Written Practice: Lesson 7 (#24, #25, #30), Lesson 10 (#4, #30), Lesson 13 (#22), Lesson 17 (#11, #30), Lesson 19 (#8, #29), Lesson 22 (#25), Lesson 31 (#24), Lesson 46 (#28), Lesson 57 (#24, #25), Lesson 71 (#23, #24), Lesson 81 (#25), Lesson 107 (#29), Lesson 110 (#26)</p> <p>Performance Activity: 4</p> | <p><i>Saxon Math</i> provides and supports grade level appropriate tools for instruction and problem solving. This begins with concrete models at the primary levels and moves to more sophisticated tools like geometry software at the secondary levels. Saxon offers instruction and guidance for appropriate usage throughout the program.</p> <p>For example, in Lesson 7, students learn about lines, segments and rays and practice measuring with an inch ruler and a centimeter ruler, strategically selecting tools with appropriate units to measure different lengths.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|-------------------------|---|---|
| Standards for Mathematical Practice | 6. Attend to precision. | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION: New Concept: Lesson 7, pp. 37-39, Examples 1-3; Lesson 8, pp. 42-44, Examples 1-2; Lesson 10, pp. 50-52, Examples 1-3; Lesson 28, pp. 145-148, Examples 1-2; Lesson 31, pp. 164-166, Examples 1-3; Lesson 32, pp. 169-171, Examples 1-4; Lesson 60, pp. 310-312, Examples 1-3; Lesson 69, pp. 353-355, Examples 1-2; Lesson 78, pp. 404-405, Examples 1-2; Lesson 81, pp. 421-423, Examples 1-4; Lesson 90, pp. 465-467, Examples 1-3; Lesson 102, pp. 533-535, Examples 1-2; Lesson 113, pp. 592-594, Examples 1-4; Lesson 120, pp. 626-627</p> <p>Investigation(s): Investigation 3, pp. 161-163; Investigation 11, pp. 578-581; Investigation 12, pp. 630-636</p> <p>MAINTENANCE: Written Practice: Lesson 8 (#4, #16, #25), Lesson 10 (#1, #3, #4), Lesson 11 (#1, #4, #5), Lesson 12 (#1, #2, #3, #5), Lesson 13 (#12, #18, #22), Lesson 15 (#8, #9, #22), Lesson 31 (#4, #5, #6), Lesson 36 (#8, #10), Lesson 45 (#23), Lesson 71 (#24, #30)</p> | <p>Saxon students are encouraged to attend to precision throughout the program, both directly in their student materials and indirectly through teacher tips in the Teacher's Manual.</p> <p>Additionally, because practice, review and assessment are mixed, it is especially important that students precisely identify units and symbols to accurately assess how to solve the problem correctly. Not all questions will cover the same concept, so students learn to look carefully at each situation and attend to precision in their answers.</p> <p>For example, in Lesson 7, students measure with both inches and centimeters and must attend to precision to apply the appropriate units to their solutions. Example 3 explicitly addresses this concept, pointing out how different units can be used to measure the same things but certain units are more appropriate than others.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|--|---|--|
| Standards for Mathematical Practice | 7. | <p>Look for and make use of structure.</p> | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION: New Concept: Lesson 5, pp. 29-30, Examples 1-3; Lesson 12, pp. 64-66, Examples 1-5; Lesson 21, pp. 112-114, Examples 1-3; Lesson 24, pp. 127-129, Examples 1-5; Lesson 25, pp. 132-134, Examples 1-5; Lesson 32, pp. 169-171, Examples 1-4; Lesson 34, pp. 178-180, Examples 1-2; Lesson 43, pp. 225-228, Examples 1-4; Lesson 44, pp. 231-233, Examples 1-3; Lesson 46, pp. 239-242, Examples 1-5; Lesson 52, pp. 272-273, Examples 1-2; Lesson 65, pp. 337-340, Examples 1-2; Lesson 67, pp. 346-347; Lesson 72, pp. 375-376; Lesson 84, pp. 437-438; Lesson 92, pp. 479-481, Examples 1-3; Lesson 113, pp. 592-594, Examples 1-4</p> <p>MAINTENANCE: Written Practice: Lesson 5 (#9, #10, #11, #12), Lesson 15 (#23), Lesson 46 (#4, #10, #12), Lesson 48 (#4, #5, #13), Lesson 52 (#4), Lesson 85 (#23), Lesson 90 (#27), Lesson 93 (#10, #26), Lesson 94 (#8, #14)</p> | <p><i>Saxon Math</i> emphasizes structure throughout the program, explicitly teaching number properties as well as how concepts connect. A strong focus on number properties also prepares students to utilize structure in problem-solving situations. Because the fundamentals of numbers and operations are highlighted in every lesson through mixed review, students develop a strong sense of mental math and comfort composing and decomposing numbers.</p> <p>For example, in the problem solving section of Lesson 12, students are asked to consider ways to calculate the sum of the first ten natural numbers. Going through the four-step problem solving process, they identify the need to make the problem simpler. Students then discover that adding certain pairs of numbers together uncovers a pattern that helps solve the problem. For example, 1 plus 10, 2 plus 9, 3 plus 8, and so on all equal 11. This allows students to see that adding the first ten natural numbers is the same thing as multiplying 11 times five, uncovering how structure can be used to make problem solving easier.</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations | Description |
|-------------------------------------|----------|--|---|--|
| Standards for Mathematical Practice | 8. | Look for and express regularity in repeated reasoning. | <p>This standard is covered throughout the program; the following are examples.</p> <p>INSTRUCTION:</p> <p>New Concept: Lesson 10, pp. 50-52, Examples 1-3; Lesson 22, pp. 117-119, Examples 1-5; Lesson 25, pp. 132-134, Examples 1-5; Lesson 29, pp. 150-154, Examples 1-7; Lesson 33, pp. 174-175, Examples 1-2; Lesson 35, pp. 182-185, Examples 1-6; Lesson 42, pp. 222-223, Examples 1-2; Lesson 46, pp. 240-242, Examples 1-5; Lesson 55, pp. 285-287; Lesson 56, pp. 289-292, Examples 1-4; Lesson 57, pp. 295-296, Examples 1-2; Lesson 63, pp. 329-330; Lesson 74, pp. 385-387, Examples 1-4; Lesson 75, pp. 390-392, Examples 1-6; Lesson 76, pp. 395-396, Examples 1-2; Lesson 85, pp. 441-443, Examples 1-4; Lesson 94, pp. 488-490, Examples 1-4; Lesson 99, pp. 513-514; Lesson 112, pp. 587-589; Lesson 115, pp. 602-603; Lesson 116, pp. 606-608; Lesson 117, pp. 612-614, Examples 1-2</p> <p>MAINTENANCE:</p> <p>Problem Solving: Lesson 1, p. 7; Lesson 4, p. 23; Lesson 11, p. 58; Lesson 12, p. 63; Lesson 16, p. 82; Lesson 80, p. 413; Lesson 94, p. 488; Lesson 102, p. 533; Lesson 109, p. 566</p> <p>Written Practice: Lesson 10 (#1, #3, #4), Lesson 22 (#4, #5, #6), Lesson 23 (#2, #5, #6, #13), Lesson 31 (#1, #3, #8), Lesson 43 (#4, #5, #17), Lesson 48 (#2, #13, #14), Lesson 117 (#21, #25), Lesson 118 (#3, #11, #26)</p> | <p>Regularity and repeated reasoning are supported throughout <i>Saxon Math</i> program to ensure students understand their importance and how they can be used to solve problems. Repeated reasoning scenarios allow students to make better sense of number and operations.</p> <p>In <i>Course 1</i>, the daily Power Up provides practice and support with mental math, problem solving, and number sense. Students build strong generalization, problem solving strategies, and reasoning skills with this daily reinforcement. They are able to see patterns and connections between number concepts through an algebraic perspective, particularly with ratios, algebraic expressions, and proportions. Concepts are introduced through examples and explanation, connecting back to previous mastered concepts. This aids in students' ability to look for repeated reasoning and maintain an oversight of processes. This guides student's conceptual understanding and facilitates deep connections between all math strands. There are further Investigations and Performance Tasks giving students additional opportunities for seeing and communicating reasonableness of solutions.</p> <p>An example of expressing regularity in repeated reasoning can be found in Lesson 46. Students explore the idea that whenever they multiply by a power of ten, it corresponds to a shift in the decimal point. This repeated reasoning can be simplified into a rule that aids in problem solving.</p> |
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Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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| 6.RP Ratios and Proportional Relationships | | Understand ratio concepts and use ratio reasoning to solve problems. | <p>In <i>Course 1</i>, students learn how to solve to a wide variety of ratio and rate problems. In the beginning of the book in Lesson 23 the students are introduced to the basics of a ratio or rate problem so that by Lesson 80 they are able to solve real world mathematical problems and can describe the relationship between the two quantities. As the year progresses students are able to find the missing values in tables, (Lesson 88) they can plot pairs of values on a coordinate plane, (Lesson 96) are able to work with Unit Multipliers (Lesson 114) and can solve problems to find the percent of a quantity as a rate (Lesson 119). Students are able to practice solving rate or ratio problems in the mental math portion of the power-up, the problem solving problems, the frequent practice sets, and are given cumulative assessments throughout the year to ensure mastery.</p> |
| | 6.RP.1 | Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. | <p><u>INSTRUCTION:</u> New Concept: Lesson 23, pp. 122-123, Examples 1-2</p> <p><u>MAINTENANCE:</u> Problem Solving: Lessons 36, 57, 87, 91, 118</p> <p>Written Practice: Lesson 23 (#26, #30); Lesson 24 (#9); Lesson 25 (#17); Lesson 28 (#28); Lesson 30 (#6); Lesson 31 (#22); Lesson 32 (#23); Lesson 35 (#30); Lesson 39 (#30); Lesson 44 (#23); Lesson 54 (#19, #23); Lesson 57 (#18); Lesson 61 (#19); Lesson 82 (#21); Lesson 84 (#1, #30); Lesson 90 (#26); Lesson 98 (#29); Lesson 103 (#5); Lesson 104 (#3); Lesson 109 (#3); 118 (#6)</p> |
| | 6.RP.2 | Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. ¹ Expectations for unit rates in this grade are limited to non-complex fractions. | <p><u>INSTRUCTION:</u> New Concept: Lesson 23, pp. 123-124, Examples 3-4</p> <p><u>MAINTENANCE:</u> Problem Solving: Lessons 78, 91</p> <p>Written Practice: Lesson 23 (#4); Lesson 24 (#18); Lesson 26 (#23); Lesson 28 (#13); Lesson 30 (#3); Lesson 32 (#3, #30); Lesson 98 (#29); Lesson 107 (#3)</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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| 6.RP Ratios and Proportional Relationships | 6.RP.3 | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. | |
| | 6.RP.3a | Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. | <p>INSTRUCTION: New Concept: Lesson 80, p. 423, Example 4; Lesson 88, pp. 456-458, Examples 1-2; Lesson 96, pp. 497-501, Examples 1-3; Lesson 101, pp. 528-530, Example 1 Standards Success Activity: Activity 8</p> <p>MAINTENANCE: Written Practice: Lesson 88 (#5); Lesson 89 (#4); Lesson 91 (#3); Lesson 93 (#1); Lesson 101 (#1); Lesson 103 (#6); Lesson 117 (#28)</p> |
| | 6.RP.3b | Solve unit rate problems including those involving unit pricing and constant speed. | <p>INSTRUCTION: New Concept: Lesson 23, pp. 123-124, Examples 3-4</p> <p>MAINTENANCE: Problem Solving: Lessons 57, 78, 91, 118 Written Practice: Lessons 23 (#4); Lesson 24 (#18); Lesson 26 (#23); Lesson 28 (#13); Lesson 30 (#3); Lesson 32 (#3, #30)</p> |
| | 6.RP.3c | Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. | <p>INSTRUCTION: New Concept: Lesson 41, pp. 216-219, Examples 1-5; Lesson 119, pp. 621-623, Examples 1-2</p> <p>MAINTENANCE: Written Practice: Lesson 41 (#1, #2, #4, #18, #19, #30); Lesson 43 (#1); Lesson 44 (#10); Lesson 71 (#14); Lesson 77 (#22, #23); Lesson 119 #10</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
|--|----------|---|---|
| 6.RP Ratios and Proportional Relationships | 6.RP.3d | Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. | <p><u>INSTRUCTION:</u> New Concept: Lesson 114, pp. 597-599, Examples 1-2</p> <p><u>MAINTENANCE:</u> Power Up: Lessons 2, 8, 12, 16, 23, 41, 55, 63, 79, 97, 105 Written Practice: Lesson 114 (#6, #26); Lesson 116 (#15); Lesson 118 (#17); Lesson 120 (#17)</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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|------------------------|----------|---|---|
| 6.NS The Number System | | Apply and extend previous understandings of multiplication and division to divide fractions by fractions. | The groundwork that <i>Saxon Math</i> laid in earlier grade levels in multiplication, division, and working with fractions creates a straightforward transition for the students to be able to divide fractions by fractions. In <i>Course 1</i> , students are shown, using visual fraction models, how to divide using fractions and are able to interpret and compute quotients of fractions (Lesson 54). Throughout the school year, the students are able to practice word problems about dividing fractions by fractions in the written practice problems and the teacher can ensure mastery by the results of the cumulative assessments. |
| | 6.NS.1 | Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. | <p>INSTRUCTION: New Concept: Lesson 54, pp. 280-283, Examples 2-3</p> <p>MAINTENANCE: Written Practice: Lesson 54 (#22), Lesson 55 (#24), Lesson 56 (#28), Lesson 57 (#57), Lesson 58 (#19), Lesson 59 (#10), Lesson 60 (#8), Lesson 62 (#1), Lesson 69 (#2), Lesson 72 (#27)</p> |
| | | Compute fluently with multi-digit numbers and find common factors and multiples. | Learning how to find the Greatest Common Factor and Least Common Multiple is a tool that students will need for Algebra. Lesson 20 teaches the students how to find the greatest common factor of any two numbers and how to use the distributive property to express the sum of two whole numbers with a common factor with a sum of two whole numbers without a common factor. In Lesson 30, students are taught how to find the least common multiple of any two numbers. <i>Saxon Math</i> uses the standard algorithms to teach students addition, subtraction, multiplication, and division. In <i>Course 1</i> , students are immersed in working with multi-digit decimal problems for each operation and are giving ample practice problems in both power-up and written practice to ensure mastery. This standard is repeatedly practiced in the practice set and assessed in the cumulative assessment throughout the year to ensure a deep level of mathematical understanding. |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
|------------------------|----------|--|--|
| 6.NS The Number System | 6.NS.2 | Fluently divide multi-digit numbers using the standard algorithm. | <p>INSTRUCTION: New Concept: Lesson 2, pp. 14-16, Examples 2-3</p> <p>MAINTENANCE: Power Up: Lesson 31, p. 164; Lesson 32, p. 169; Lesson 33, p. 174; Lesson 35, p. 182; Lesson 36, p. 187; Lesson 37, p. 191; Lesson 39, p. 200; Lesson 40, p. 205; Lesson 41, p. 216; Lesson 42, p. 221; Lesson 46, p. 239; Lesson 49, p. 254; Lesson 50, p. 259; Lesson 53, p. 276; Lesson 55, p. 285</p> <p>Written Practice: Lesson 2 (#1, #8, #30), Lesson 3 (#1, #4, #5, #7), Lesson 4 (#1, #2, #6, #17), Lesson 9 (#1, #3, #13), Lesson 12 (#21, #22, #24), Lesson 16 (#12, #13, #17), Lesson 18 (#8, #9, #10), Lesson 20 (#10, #13, #14), Lesson 22 (11, #12), Lesson 30 (#20), Lesson 31 (#15, #16, #17), Lesson 33 (#12, #13), Lesson 37 (#13, #14)</p> |
| | 6.NS.3 | Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. | <p>INSTRUCTION: New Concept: Lesson 37, p. 192, Examples 1-2; Lesson 38, pp. 195-198, Examples 1-2; Lesson 39, pp. 200-202, Examples 1-3; Lesson 40, p. 205-208, Examples 1-3; Lesson 45, pp. 235-236, Examples 1-3; Lesson 46, pp. 240-242, Examples 2-5; Lesson 49, pp. 254-256, Examples 1-2; Lesson 53, pp. 276-277</p> <p>MAINTENANCE: Power Up: Lesson 15, p. 78; Lesson 19, p. 99; Lesson 23, p. 122; Lesson 26, p. 136; Lesson 32, p. 169; Lesson 36, p. 187; Lesson 40, p. 205; Lesson 44, p. 231; Lesson 47, p. 244; Lesson 52, p. 272; Lesson 61, p. 320; Lesson 71, p. 368; Lesson 72, p. 375; Lesson 75, p. 390; Lesson 82, p. 426; Lesson 98, p. 508; Lesson 99, p. 513; Lesson 100, p. 517; Lesson 101, p. 528; Lesson 102, p. 533; Lesson 103, p. 538; Lesson 105, p. 548</p> <p>Written Practice: Lesson 37 (#4, #5), Lesson 39 (#4, #5, #6, #7, #8, #9), Lesson 42 (#7), Lesson 45 (#4, #5, #6, #15, #17), Lesson 47 (#9, #10, #22, #23, #30), Lesson 49 (#1, #3, #6, #7, #8, #9, #10, #11), Lesson 51 (#2, #7, #9, #10, #15, #46), Lesson 53 (#8, #9, #10), Lesson 55 (#7, #8, #9, #10), Lesson 57 (#10, #15), Lesson 76 (#16, #17), Lesson 88 (#15, #16), Lesson 103 (#13), Lesson 115 (#15)</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
|------------------------|----------|---|--|
| 6.NS The Number System | 6.NS.4 | Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. | <p><u>INSTRUCTION:</u> New Concept: Lesson 20, pp. 105-106, Examples 1-2; Lesson 30, pp. 156-157, Examples 1-2 Standards Success Activity: Activity 3</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 20 (#8), Lesson 21 (#13), Lesson 23 (#21), Lesson 24 (#21), Lesson 26 (#10, #15), Lesson 28 (#19), Lesson 30 (#5), Lesson 32 (#24), Lesson 36 (#20), Lesson 38 (#1, #14), Lesson 39 (#15), Lesson 42 (#12), Lesson 43 (#24)</p> |
| 6.NS The Number System | | Apply and extend previous understandings of numbers to the system of rational numbers. | <p>Students in <i>Course 1</i> extend their previous knowledge of the number line to include all rational numbers in particular negative integers. Additionally, Lesson 14 allows the students to rationalize and evaluate absolute values. In Investigation 7, students are able to locate points in all four quadrants of the coordinate plane and are able to analyze the placing of the coordinates. In Investigation 14, students are able to work with real-world mathematical problems to be able understand the value of learning how to solve problems using coordinate planes. Throughout the year, the series incorporates numerous times for the students to practice these standards in the power up and in the written practice. Furthermore, cumulative assessments are given to observe mastery.</p> |

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Common Core State Standards for Mathematics, Grade 6

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|---------|--|---|
| 6.NS.5 | Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. | <p>INSTRUCTION: New Concept: Lesson 14, pp. 73-75, Example 2; Lesson 100, pp. 517-21, Examples 3-5; Lesson 104, pp. 543-545</p> <p>MAINTENANCE: Written Practice: Lesson 14 (#29), Lesson 15 (#7, #9, #30), Lesson 19 (#3), Lesson 22 (#22), Lesson 29 (#15, #23), Lesson 43 (#16), Lesson 48 (#21), Lesson 57 (#25), Lesson 62 (#22), Lesson 63 (#2), Lesson 71 (#2), Lesson 72 (#3), Lesson 85 (#2), Lesson 87 (#24), Lesson 94 (#25), Lesson 101 (#7, #8, #58), Lesson 105 (#5, #25)</p> |
| 6.NS.6 | Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. | |
| 6.NS.6a | Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. | <p>INSTRUCTION: New Concept: Lesson 14, pp. 73-75, Example 2; Lesson 100, pp. 517-21, Examples 3-5; Lesson 104, pp. 543-545</p> <p>MAINTENANCE: Written Practice: Lesson 14 (#29), Lesson 15 (#7, #9, #30), Lesson 100 (#4, #5, #6), Lesson 101 (#7, #8, #58), Lesson 105 (#5, #25), Lesson 114 (#20)</p> |

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Common Core State Standards for Mathematics, Grade 6

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|------------------------|----------|--|---|
| 6.NS The Number System | 6.NS.6b | Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. | <p><u>INSTRUCTION:</u> Investigation: Investigation 7, pp. 363-367 Standards Success Activity: Activity 12</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 71 (#15, #16), Lesson 73 (#26, #27), Lesson 77 (#27), Lesson 84 (#29), Lesson 88 (#25), Lesson 91 (#28, #29), Lesson 110 (#27), Lesson 114 (#27)</p> |
| | 6.NS.6c | Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. | <p><u>INSTRUCTION:</u> New Concept: Lesson 14, pp. 14-75, Examples 2-3; Lesson 100, pp. 517-521, Examples 1-4 Investigation: Investigation 7, pp. 363-367</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 14 (#4, #5, #6, #12, #29), Lesson 15 (#6), Lesson 34 (#23), Lesson 35 (#25), Lesson 43 (#16), Lesson 46 (#23), Lesson 62 (#22), Lesson 71 (#15, #16), Lesson 73 (#26, #27), Lesson 77 (#27), Lesson 78 (#27), Lesson 87 (#24, #30), Lesson 90 (#30), Lesson 98 (#21), Lesson 100 (#4), Lesson 102 (#29), Lesson 118 (#28)</p> |
| | 6.NS.7 | Understand ordering and absolute value of rational numbers. | |

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Common Core State Standards for Mathematics, Grade 6

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| 6.NS The Number System | 6.NS.7a | Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. | <p>INSTRUCTION: New Concept: Lesson 9, pp. 46-48, Examples 1-3; Lesson 14, pp. 73-75, Examples 1-3, 4-5</p> <p>MAINTENANCE: Written Practice: Lesson 9 (#8, #9, #10, #26, #28), Lesson 10 (#7), Lesson 12 (#8), Lesson 14 (#4, #5, #8, #12, #25), Lesson 19 (#3, #20), Lesson 21 (#10), Lesson 23 (#20)</p> |
| | 6.NS.7b | Write, interpret, and explain statements of order for rational numbers in real-world contexts. | <p>INSTRUCTION: New Concept: Lesson 9, pp. 46-48; Lesson 14, pp. 73-75</p> <p>MAINTENANCE: Written Practice: Lesson 9 (#26, #30), Lesson 15 (#6, #9), Lesson 20 (#5), Lesson 22 (#7)</p> |
| 6.NS.7c | Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. | Standards Success Activity: Activity 2 | |
| 6.NS.7d | Distinguish comparisons of absolute value from statements about order. | Standards Success Activity: Activity 2 | |

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Common Core State Standards for Mathematics, Grade 6

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|------------------------|----------|---|--|
| 6.NS The Number System | 6.NS.8 | Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. | <p><u>INSTRUCTION:</u> Investigation: <i>Investigation 11, pp. 578-581</i> Standards Success Activity: Activity 6</p> |

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Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|----------|--|--|
| 6.EE Expressions and Equations | | Apply and extend previous understandings of arithmetic to algebraic expressions. | Students in <i>Course 1</i> are able to write and evaluate numerical expressions involving exponents. In Lesson 92 the students are able to use exponents in expanded notation and are able to fully understand the order of operations by having problems with exponents in them. Throughout <i>Saxon Math</i> , students are able to practice working with exponents in mental math and in written practice. The teacher can ensure mastery of the concept in the cumulative assessments offered throughout the series. |
| | 6.EE.1 | Write and evaluate numerical expressions involving whole-number exponents. | <p><u>INSTRUCTION:</u> New Concept: Lesson 73, pp. 380-382, Examples 1-3; Lesson 92, pp. 479-481, Examples 1-3</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 73 (#8, #13, #24, #28), Lesson 74 (#8), Lesson 75 (#26), Lesson 79 (#8, #23), Lesson 82 (#24), Lesson 84 (#19), Lesson 92 (#6), Lesson 93 (#8, #9, #10, #20), Lesson 94 (#8, #28), Lesson 104 (#17, #20), Lesson 113 (#16)</p> |
| | 6.EE.2 | Write, read, and evaluate expressions in which letters stand for numbers. | <p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 11, pp. 58-61, Examples 1-2; Lesson 15, pp. 78-79</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 3 (#17, #18, #19, #20, #21), Lesson 4 (#7, #8, #9, #10, #11), Lesson 5 (#5, #22, #23, #24, #25), Lesson 8 (#18, #21, #22, #23, #24), Lesson 9 (#20, #21, #22, #23, #29), Lesson 11 (#7, #8, #9, #10, #14), Lesson 12 (#6, #11, #12, #22, #23), Lesson 13 (#20, #27, #28, #29, #30), Lesson 14 (#17, #19), Lesson 15 (#4, #17, #18, #19, #20), Lesson 19 (#16, #17, #), Lesson 21 (#18, #19), Lesson 27 (#3, #7), Lesson 28 (#3, #3)</p> |

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Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|----------|---|--|
| 6.EE Expressions and Equations | 6.EE.2b | Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. | <p><u>INSTRUCTION:</u> New Concept: Lesson 2, pp. 12-16, Example 2; Lesson 3, pp. 18-20, Example 2; Lesson 12, pp. 12-13, Example 5; Lesson 19, pp. 99-102, Examples 1-2; Lesson 87, pp. 452-453, Examples 1-3 Standards Success Activity: Activity 10A</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 2 (#1, #3, #5, #24), Lesson 3 (#1, #27, #30), Lesson 11 (#2, #21), Lesson 14 (#1), Lesson 17 (#1), Lesson 19 (#9, #10, #18), Lesson 37 (#28), Lesson 42 (#28)</p> |
| | 6.EE.2c | Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). | <p><u>INSTRUCTION:</u> New Concept: Lesson 13, pp. 68-70, Examples 1-3. Lesson 47, pp. 246-247. Lesson 82, pp. 426-429, Examples 1-3; Lesson 91, pp. 474-476 Standards Success Activity: Activity 9, Activity 10B</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 84 (#26); Lesson 86 (#29), Lesson 87 (#19); Lesson 88 (#6); Lesson 99 (#5) Performance Activity: 16</p> |

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Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|----------|---|---|
| 6.EE Expressions and Equations | 6.EE.3 | Apply the properties of operations to generate equivalent expressions. | <p>INSTRUCTION: New Concept: Lesson 1, pp. 7-10, Example 5; Lesson 2, pp. 12-16, Example 4; Lesson 5, pp. 29-30 Standards Success Activity : Activity 10A</p> <p>MAINTENANCE: Problem Solving: Lesson 114, p. 597; Lesson 116, p. 606 Written Practice: Lesson 2 (#21, #22, #23, #26), Lesson 3 (#25, #26, #28), Lesson 6 (#27, #28, #29), Lesson 7 (#23, #26), Lesson 8 (#14, #15), Lesson 11 (#26, #29), Lesson 13 (#23, #26), Lesson 19 (#18)</p> |
| | 6.EE.4 | Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). Reason about and solve one-variable equations and inequalities. | <p>INSTRUCTION: Standards Success Activity: Activity 10A</p> <p>Throughout <i>Course 1</i>, students are able to work with solving equations using the order of operations. Students are able to name all parts of an equation using mathematical terms, (sum, difference, product, and quotient) and are able to evaluate variables in mathematical expressions. Starting in Lesson 3, students are able to solve simple one step equations with one variable in the question. In Lesson 9 students are able to write, solve and graph inequalities and in Lesson 15 the student can solve real world mathematical problems that have one variable in the problem. With Saxon's cumulative review each day the students are able to practice past concepts learned throughout the year and teachers can easily monitor student progress with Power Up, cumulative review and cumulative tests included in the program, again ensuring that students develop a high level of mathematical understanding.</p> |

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Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|---|--|
| 6.EE Expressions and Equations | Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. | <p>INSTRUCTION: New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 106, p. , Examples Standards Success Activity: Activity 1</p> <p>MAINTENANCE: Power Up: Lesson 87, p. 452; Lesson 92, p. 479; Lesson 93, p. 484; Lesson 94, p. 488; Lesson 95, p. 493 Problem Solving : Lesson 114, p. 597; Lesson 116, p. 606; Lesson 118, p. 617; Lesson 119, p. 621 Written Practice Lesson 3 (#17, #18, #19, #20, #21), Lesson 4 (#7, #8, #9, #10, #11), Lesson 5 (#5, #17, #22, #23, #24), Lesson 6 (#18, #19, #20, #21, #22), Lesson 7 (#14, #20, #21, #22, #27), Lesson 9 (#20, #21, #22, #24, #29), Lesson 11 (#7, #8, #9, #10, #14), Lesson 12 (#6, #11, #12, #22, #23), Lesson 13 (#20, #27, #28, #29, #30), Lesson 14 (#17, #19), Lesson 16 (#57, #28, #29), Lesson 17 (#12, #13, #14, #15), Lesson 18 (#15, #16, #17), Lesson 20 (#16, #17, #18, #19, #20), Lesson 21 (#18, #19), Lesson 24 (#24, #25, #26, #27), Lesson 29 (#16, #17, #18), Lesson 33 (#20), Lesson 41 (#21, #22, #24), Lesson 97 (#22)</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|----------|--|---|
| 6.EE Expressions and Equations | 6.EE.6 | Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. | <p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 18-21, Examples 1-4; Lesson 4, pp. 24-26, Examples 1-4; Lesson 11, pp. 58-61, Examples 1-2; Lesson 15, pp. 78-79; Lesson 88, p. 456-458, Examples 1-2</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 87, p. 452; Lesson 92, p. 479; Lesson 93, p. 484; Lesson 94, p. 488; Lesson 95, p. 493 Problem Solving: Lesson 114, p. 597; Lesson 116, p. 606; Lesson 118, p. 617; Lesson 119, p. 621 Written Practice: Lesson 3 (#17, #18, #19, #20, #21), Lesson 5 (#5, #4, #22, #23, #24), Lesson 9 (#20, #21, #22, #23, #29), Lesson 12 (#6, #11, #12, #22, #26), Lesson 16 (#21, #27, #28, #29), Lesson 18 (#15, #16, #17), Lesson 22 (#8, #9), Lesson 29 (#16, #17, #18), Lesson 37 (#3, #7), Lesson 41 (#5, #6, #21, #22, #24), Lesson 74 (#20), Lesson 87 (#1)</p> |
| | 6.EE.7 | Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. | <p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 18-21, Example 2; Lesson 4, pp. 24-26, Examples 1-2; Lesson 15, pp. 78-79; Lesson 87, pp. 452-453, Examples 1-3; Lesson 106, pp. 553-554, Examples 1-2</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 114, p. 597; Lesson 116, p. 606; Lesson 118, p. 617; Lesson 119, p. 621 Written Practice: Lesson 87 (#4, #5, #7), Lesson 88 (#3, #7, #8), Lesson 89 (#87, #21), Lesson 90 (#8), Lesson 91 (#20), Lesson 96 (#22, #23), Lesson 98 (#11)</p> |

Saxon Math Course 1 © 2012 correlated to the
Common Core State Standards for Mathematics, Grade 6

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|--------------------------------|----------|--|---|
| 6.EE Expressions and Equations | 6.EE.8 | Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. | <p><u>INSTRUCTION:</u> Standards Success Activity: Activity 1</p> <p><u>ASSESSMENT:</u> Standards Success Extension Test: Extension Test 1</p> |
| | 6.EE.9 | <p>Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> | <p>Students in <i>Course 1</i> are able write and examine an equation with two variables to represent a relationship between the dependent and independent variables (Lesson 96). They are able to create tables such as function boxes and are able to describe the relationship between the quantities. Throughout the cumulative practice, review, and tests the students are able to master this concept to be ready to move on to seventh grade.</p> <p><u>INSTRUCTION:</u> New Concept: Lesson 96, pp. 497-501, Examples 1-3 Standards Success Activity: Activity 9</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 96 (#12), Lesson 97 (#3), Lesson 99 (#30), Lesson 102 (#25), Lesson 105 (#28), Lesson 109 (#16), Lesson 114 (#30), Lesson 118 (#23), Lesson 119 (#22) Performance Activity 20</p> |

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| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
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| | | Solve real-world and mathematical problems involving area, surface area, and volume. | In <i>Course 1</i> students are able to apply the techniques taught on area, surface area, and volume to solve real world mathematical problems. In Investigation 6, students learn how to break apart polygons and three dimensional shapes to be able to find the area and surface area. In Investigation 7, students are able to plot polygons on coordinate planes and work towards construction of scale drawings for seventh grade. Throughout the school year the students are able to discuss, develop and justify formulas used to find the area and volume of shapes by completing the written practices, extension activities, and investigations. The teacher can ensure mastery by having the students complete the cumulative and benchmark assessments |
| 6.G Geometry | 6.G.1 | Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. | <p><u>INSTRUCTION:</u> New Concept: Lesson 71, pp. 368-372, Example 2; Lesson 79, pp. 408-410, Examples 1-2; Lesson 107, pp. 557-558 Standards Success Activity: Activity 11</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 32, p. 169; Lesson 33, p. 174; Lesson 45 p. 235 Problem Solving: Lesson 41, p. 216; Lesson 69, p. 353 Written Practice Lesson 79 (#7), Lesson 80 (#4, #5), Lesson 81 (#7), Lesson 83 (#23), Lesson 84 (#5, #6, #9), Lesson 89 (#9, #10), Lesson 90 (#9), Lesson 94 (#23), Lesson 100 (#22), Lesson 106 (#27), Lesson 113 (#17, #24), Lesson 115 (#18, #27), Lesson 116 (#1, #18), Lesson 118 (#18), Lesson 119 (#17)</p> |

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Common Core State Standards for Mathematics, Grade 6

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|--------------|----------|--|---|
| 6.G Geometry | 6.G.2 | Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. | <p><u>INSTRUCTION:</u> New Concept: Lesson 82, pp. 426-429, Examples 1-2 Standards Success Activity: Activity 7</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 82 (#27), Lesson 84 (#26), Lesson 85 (#26), Lesson 86 (#5), Lesson 87 (#18), Lesson 88 (#6), Lesson 91 (#23), Lesson 93 (#4), Lesson 98 (#14)</p> |
| | 6.G.3 | Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. | <p><u>INSTRUCTION:</u> Investigation: Investigation 7, pp. 363-367</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 75 (#27), Lesson 76 (#27), Lesson 77 (#27), Lesson 82 (#26), Lesson 88</p> |
| 6.G.4 | | Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. | <p><u>INSTRUCTION:</u> Investigation(s): Investigation 6, pp. 314-319; Investigation 12, pp. 630-636</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 70, p. 358 Written Practice: Lesson 64 (#21, #22), Lesson 74 (#15, #27, #28)</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|--|--|
| 6.SP Statistics and Probability | | Develop understanding of statistical variability. | In Investigation 1 of Course 1, students study the process of data collection. Through this investigation students are able to answer a statistical question and are able to describe the distribution by its center, spread and overall shape. In Investigation 5, students are able to recognize the difference between the measure of center and measure of variability. Statistical variation questions are continuously practiced and reviewed throughout the year and appear both on the practice sets and cumulative tests to ensure deep and long-lasting understanding. |
| | 6.SP.1 | Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. | <p>INSTRUCTION: Investigation(s): Investigation 4, pp. 211-215; Investigation 5, pp. 264-267 Standards Success Activity: Activity 4A</p> <p>MAINTENANCE: Written Practice: Lesson 89 (#23, #24, #25)</p> |
| | 6.SP.2 | Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. | <p>INSTRUCTION: Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215; Investigation 5, pp. 264-267 Standards Success Activity: Activity 5B</p> <p>MAINTENANCE: Written Practice: Lesson 16 (#30), Lesson 24 (#30), Lesson 56 (#17, #23, #24)</p> |

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Common Core State Standards for Mathematics, Grade 6

| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 6.SP Statistics and Probability | 6.SP.3 | Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. | <p><u>INSTRUCTION:</u> Investigation: Investigation 5, pp. 264-267 Standards Success Activity: Activity 5A</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 26, p. 136; Lesson 30, p. 156; Lesson 39, p. 200; Lesson 50, p. 259; Lesson 72, p. 375; Lesson 73, p. 380; Lesson 74, p. 385; Lesson 75, p. 390; Lesson 77, p. 399; Lesson 78, p. 404; Lesson 116, p. 606; Lesson 117, p. 612; Lesson 118, p. 617; Lesson 119, p. 621; Lesson 120, p. 626 Written Practice: Lesson 51 (#30), Lesson 53 (#4), Lesson 59 (#23), Lesson 76 (#18), Lesson 90 (#1), Lesson 99 (#18), Lesson 106 (#28), Lesson 113 (#27, #28), Lesson 115 (#21), Lesson 118 (#7), Lesson 120 (#7)</p> |
| | 6.SP.4 | Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. | <p>Students in <i>Course 1</i> are able to collect, organize, display and interpret numerical data sets (Investigation 4). Furthermore, throughout the cumulative practice in the investigations, extension activities, and written practices the students are able to identify clusters, peaks, gaps and symmetry in the data sets while considering the context in which the data was collected. Teachers can easily monitor student progress by using the cumulative and extension tests included in the program to ensure that students develop a high level of mathematical understanding.</p> <p><u>INSTRUCTION:</u> Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215; Investigation 5, pp. 264-267 Standards Success Activity: Activity 4B</p> |

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| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|---|---|
| 6.SP Statistics and Probability | 6.SP.5 | Summarize numerical data sets in relation to their context, such as by: | |
| | 6.SP.5a | Reporting the number of observations. | <p><u>INSTRUCTION:</u> Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 16 (#30), Lesson 24 (#30), Lesson 56 (#24)</p> |
| | 6.SP.5b | Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. | <p><u>INSTRUCTION:</u> New Concept: Lesson 58, pp. 299-303, Examples 1-5 Investigation(s): Investigation 1, pp. 54-57; Investigation 4, pp. 211-215 Standards Success Activity: Activity 5B</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 61, p. 320; Lesson 82, p. 426; Lesson 83, p. 431; Lesson 84, p. 436; Lesson 115, p. 602 Problem Solving: Lesson 12, p. 63; Lesson 93, p. 484 Written Practice: Lesson 58 (#22), Lesson 60 (#25), Lesson 65 (#7), Lesson 74 (#4), Lesson 82 (#21), Lesson 92 (#1), Lesson 95 (#30), Lesson 97 (#30), Lesson 100 (#9), Lesson 103 (#8, #24), Lesson 109 (#6, #12), Lesson 119 (#27)</p> |

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| Domain | Standard | Text of Objective | Saxon Math Course 1 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|---|---|
| 6.SP Statistics and Probability | 6.SP.5c | Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. | <p><u>INSTRUCTION:</u> Investigation: Investigation 5, pp. 264-267 Standards Success Activity: Activity 4A, Activity 5A, Activity 5B</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 73, p. 380; Lesson 74, p. 385; Lesson 75, p. 390; Lesson 77, p. 399; Lesson 78, p. 404; Lesson 116, p. 606; Lesson 117, p. 612; Lesson 118, p. 617; Lesson 119, p. 621; Lesson 120, p. 626 Written Practice: Lesson 51 (#30), Lesson 53 (#4), Lesson 59 (#23), Lesson 80 (#1, #24, #25), Lesson 99 (#18), Lesson 106 (#28), Lesson 113 (#27, #28), Lesson 120 (#7)</p> |
| | 6.SP.5d | Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. | <p><u>INSTRUCTION:</u> Investigation: Investigation 5, pp. 264-267 Standards Success Activity: Activity 5A, Activity 5B</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 73, p. 380; Lesson 74, p. 385; Lesson 75, p. 390; Lesson 77, p. 399; Lesson 78, p. 404; Lesson 116, p. 606; Lesson 117, p. 612; Lesson 118, p. 617; Lesson 119, p. 621; Lesson 120, p. 626 Written Practice: Lesson 56 (#23), Lesson 62 (#30), Lesson 80 (#1, #24, #25), Lesson 89 (#23, #24, #25), Lesson 94 (#27), Lesson 102 (#1), Lesson 107 (#26, #27), Lesson 114 (#28), Lesson 117 (#24), Lesson 119 (#30)</p> |

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Correlation to the Common Core State Standards

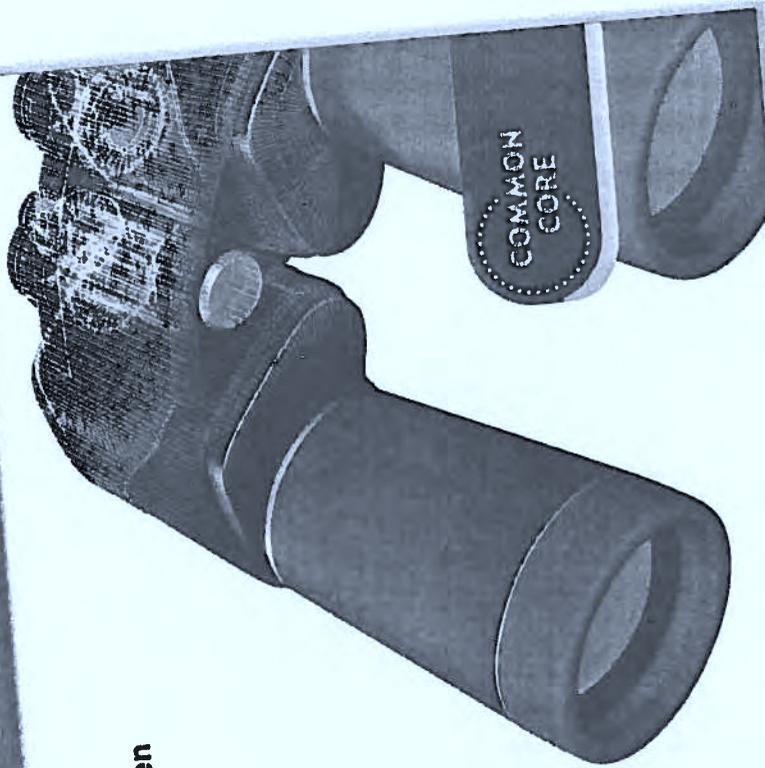
Saxon Math Course 2
© 2012 Grade 7

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SAXON MATH™

Course 2

Stephen
Hake



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Common Core State Standards for Mathematics, Grade 7 correlated to
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| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|---|---|---|
| Standards for Mathematical Practice | 1. | Make sense of problems and persevere in solving them. | <p><u>INSTRUCTION:</u> New Concept: Lesson 1, pp. 7-10; Lesson 11, pp. 75-79; Lesson 14, pp. 93-98; Lesson 22, pp. 157-159; Lesson 28, pp. 194-197; Lesson 41, pp. 296-299; Lesson 50, pp. 352-355; Lesson 52, pp. 369-372; Lesson 55, pp. 386-389; Lesson 81, pp. 562-565; Lesson 106, pp. 739-741 Investigation: Investigation 4, pp. 293-295; Investigation 8, pp. 558-561; Investigation 11, pp. 773-777</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 1, p. 6; Lesson 14, p. 93; Lesson 20, p. 134; Lesson 28, p. 194; Lesson 30, p. 208; Lesson 34, p. 241; Lesson 45, p. 323; Lesson 56, p. 393; Lesson 68, p. 480; Lesson 74, p. 518; Lesson 81, p. 562; Lesson 100, p. 693; Lesson 109, p. 759; Lesson 117, p. 817 Written Practice: Lesson 3, pp. 24-25 (#1, #2, #15); Lesson 14, pp. 98-99 (#1, #2, #5); Lesson 17, pp. 118-119 (#2, #13, #20); Lesson 24, pp. 172-174 (#3, #5); Lesson 31, pp. 225-227 (#1, #2, #16); Lesson 54, pp. 382-385 (#9, #16, #24); Lesson 71, pp. 504-506 (#2, #3, #20); Lesson 87, pp. 600-603 (#2, #17, #18); Lesson 96, pp. 664-667 (#1, #3); Lesson 107, pp. 751-753 (#3, #16, #24); Lesson 115, pp. 806-808 (#1, #9, #12); Lesson 120, pp. 841-843 (#1, #11)</p> <p>Standards Success Activity: Activity 7, pp. 13-14, Activity 9, pp. 17-18, Activity 10, pp. 19-20, Activity 11, pp. 21-22, Activity 12, pp. 23-24, Activity 17, pp. 33-34, Activity 26, pp. 51-52</p> | <p>Developing enthusiastic, independent, and proficient problem solvers is the focus of the <i>Saxon Math</i> series. To reinforce this commitment from day one, <i>Course 2</i> opens with a “Problem-Solving Overview” on pages 1 - 5. Working from Polya’s classic four-step problem solving process, and beginning with ten general strategies, students are guided to understand the information that has been provided and the question being asked, to plan accordingly, to use their plan to solve the problem while remaining open to re-direction, and to check their solution for reasonableness and possible extensions.</p> <p>The process and strategies outlined in the overview are discussed daily in the Problem Solving portion of the daily Power Up, and practiced daily in the integrated Written Practice, where students are not only expected to solve, but to also formulate problems. All problems build in complexity throughout the year, and to support good questioning, teacher materials include a “Problem Solving Discussion Guide” for each Power-Up, and “Math Conversation” prompts for each Lesson and Written Practice.</p> <p>Saxon’s pedagogy of daily integrating and gently evolving domains simultaneously naturally promotes perseverance. Students are provided both the time to master and the material to maintain skill sets. This avoids the current phenomenon of students learning enough to get by on the next test but forgetting those skills shortly thereafter, forcing them to be reviewed again the following year.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|---------------------------------------|--|---|
| Standards for Mathematical Practice | 2. | Reason abstractly and quantitatively. | <p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 21-23; Lesson 12, pp. 83-85; Lesson 14, pp. 93-98; Lesson 79, pp. 545-546; Lesson 96, pp. 660-663; Lesson 100, pp. 693-696 Investigation: Investigation 8, pp. 558-561</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 2, p. 13; Lesson 5, p. 34; Lesson 6, p. 40; Lesson 15, p. 100; Lesson 34, p. 241; Lesson 38, p. 273; Lesson 45, p. 323; Lesson 56, p. 393; Lesson 64, p. 453; Lesson 66, p. 466; Lesson 79, p. 545; Lesson 90, p. 618 Written Practice: Lesson 3, pp. 24-25 (#2, #7, #9); Lesson 4, pp. 32-33 (#7, #9, #10); Lesson 13, pp. 90-92 (#1, #3, #7); Lesson 14, pp. 98-99 (#2, #5, #30); Lesson 16, pp. 111-113 (#1, #4, #14); Lesson 90, pp. 621-623; Lesson 96, pp. 664-667 (#14, #27); Lesson 100, pp. 696-698 (#2, #11, #18); Lesson 101, pp. 707-709 (#7, #10, #28); Lesson 102, pp. 714-716 (#1, #18, #24)</p> <p>Standards Success Activity: Activity 16, pp. 31-32, Activity 17, pp. 33-34, Activity 22, pp. 43-44, Activity 23, pp. 45-46, Activity 26, pp. 51-52, Activity 27, pp. 53-54</p> | <p>The foundation of the <i>Saxon Math</i> series is mathematically proficient students, as measured by computational fluency, effective modeling of conceptual understanding, and meaningful application of concepts. Daily Written Practice does not focus simplistically on one standard at a time, but involves multiple domains just as real-world situations require. Examples and Practice Problems in the student text are marked with blue icons signifying to students the need to coherently “Generalize,” “Represent,” “Formulate,” and “Model” their work. Students develop habits of fluency and flexibility in both contextualizing (generating models of their understanding) and decontextualizing (simplifying a problem into symbolic form).</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|--|---|--|
| Standards for Mathematical Practice | 3. | Construct viable arguments and critique the reasoning of others. | <p>INSTRUCTION: New Concept: Lesson 12, pp. 83-85; Lesson 16, pp. 107-111; Lesson 29, pp. 200-204; Lesson 94, pp. 648-650 Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Problem Solving: Lesson 3, p. 20; Lesson 15, p. 100; Lesson 20, p. 134; Lesson 35, p. 247; Lesson 43, p. 309; Lesson 57, p. 400; Lesson 64, p. 453; Lesson 75, p. 523; Lesson 82, p. 569; Lesson 95, p. 653; Lesson 103, p. 717; Lesson 113, p. 791</p> <p>Written Practice: Lesson 12, pp. 85-87 (#3, #4, #5); Lesson 19, pp. 131-133 (#4, #7, #29); Lesson 22, pp. 161-161 (#27); Lesson 29, pp. 204-207 (#1, #8, #9); Lesson 30, pp. 213-215 (#3, #6, #8); Lesson 33, pp. 239-240 (#4, #28, #29); Lesson 35, pp. 251-254 (#28); Lesson 70, pp. 493-495 (#19); Lesson 94, pp. 650-652 (#30); Lesson 95, pp. 656-659 (#17)</p> <p>Standards Success Activity: Activity 3, pp. 5-6, Activity 4, pp. 7-8, Activity 14, pp. 27-28, Activity 19, pp. 37-38, Activity 24, pp. 47-48</p> | <p>Mathematically proficient students are able to communicate their personal thinking, ask useful questions, and clarify or improve upon the arguments of others. The opening “Power Up” activities of each lesson provided throughout the <i>Saxon Math</i> series are designed to foster discussion within the classroom and amongst classmates as to individual perspectives and preferences, strategies, and techniques of problem solving. Students hear and respond to novel approaches to solve problems, and teachers guide the discussion to ensure that student answers are based on solid mathematical reasoning.</p> <p>Examples, Practice Problems, and “Thinking Skill” prompts in the margins of the student text are marked with blue icons signifying to students the need to “Discuss,” “Explain,” “Justify,” and “Verify” their solutions.</p> <p>Teacher Manuals provide daily “Error Alert” and “Error and Misconceptions Analysis” prompts to emphasize opportunities for evaluative discussion of student thinking.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|------------------------|---|---|
| Standards for Mathematical Practice | 4. | Model with mathematics | <p>INSTRUCTION: New Concept: Lesson 7, pp. 46-50; Lesson 9, pp. 60-61, Examples 2-3; Lesson 22, pp. 157-159; Lesson 25, pp. 175-179; Lesson 98, pp. 677-682, Examples 1-2, 4-5; Lesson 102, pp. 710-713, Examples 1-2, 5 Investigation: Investigation 1, pp. 72-74; Investigation 2, pp. 143-148; Investigation 4, pp. 293-295; Investigation 11, pp. 773-777</p> <p>MAINTENANCE: Problem Solving: Lesson 14, p. 93; Lesson 28, p. 194; Lesson 30, p. 208; Lesson 34, p. 241; Lesson 40, p. 285; Lesson 50, p. 352; Lesson 54, p. 380; Lesson 90, p. 618 Written Practice: Lesson 24, pp. 172-174 (#4, #6, #12); Lesson 26, pp. 185-187 (#8, #10, #30); Lesson 36, pp. 261-263 (#5, #16); Lesson 56, pp. 397-399 (#23, #29); Lesson 62, pp. 444-446 (#6); Lesson 71, pp. 504-506 (#18); Lesson 77, pp. 537-539; Lesson 83, pp. 577-579 (#9); Lesson 87, pp. 600-603; Lesson 100, pp. 696-698 (#13, #14, #25); Lesson 118, pp. 828-830 (#5, #10) Standards Success Activity: Activity 15, pp. 29-30, Activity 18, pp. 35-36, Activity 22, pp. 43-44, Activity 23, pp. 45-46</p> | <p><i>Saxon Math</i> is based on the belief that people learn by doing, and the ultimate “doing” is applying mathematical concepts to everyday life situations. The <i>Saxon Math</i> series seeks to produce mathematically proficient students who can then use the quantitative skills they have honed to create solutions, and apply quantitative methods to practical challenges. Examples and Practice Problems in the student text are marked with blue icons signifying to students the need to “Represent,” “Formulate,” and “Model” their work. Visual support throughout the program ensures that students are able to represent mathematical situations using charts, tables, and other graphic organizers to guide their understanding of increasingly complex problems.</p> <p>One key example in <i>Course 2</i> involves the ratio box. First introduced in Lesson 53, this problem-solving tool serves as an important middle step that allows students to model a concrete mathematical problem before making the leap to an abstract proportional relationship. It is first used for straightforward ratio word problems but gradually builds towards more complicated problem-solving situations, including (but not limited to) percent of change, scale models, and successive discounts.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|--------------------------------------|--|---|
| Standards for Mathematical Practice | 5. | Use appropriate tools strategically. | <p>INSTRUCTION: New Concept: Lesson 17, pp. 115-118; Lesson 34, pp. 241-244; Lesson 37, pp. 264-270; Lesson 43, pp. 309-313; Lesson 51, pp. 363-366; Lesson 52, pp. 369-372; Lesson 57, pp. 400-403; Lesson 65, pp. 459-462; Lesson 112, pp. 784-787 Investigation: Investigation 2, pp. 143-148; Investigation 3, pp. 216-220; Investigation 7, pp. 496-501; Investigation 10, pp. 699-703</p> <p>MAINTENANCE: Problem Solving: Lesson 2, p. 13; Lesson 24, p. 169; Lesson 30, p. 208; Lesson 34, p. 241; Lesson 50, p. 352; Lesson 80, p. 550 Written Practice: Lesson 17, pp. 118-119 (#6, #10); Lesson 18, pp. 124-127 (#25, #26); Lesson 19, pp. 131-133 (#13); Lesson 22, pp. 160-161 (#28); Lesson 25, pp. 179-181 (#2, #4, #15); Lesson 32, pp. 232-234 (#29, #30); Lesson 36, pp. 261-263 (#6, #13, #30); Lesson 37, pp. 270-272 (#7, #15, #29)</p> <p>Standards Success Activity: Activity 5, pp. 9-10, Activity 8, pp. 15-16, Activity 18, pp. 35-36, Activity 25, pp. 49-50, Activity 28, pp. 55-56</p> | <p><i>Saxon Math</i> requests and requires the use of grade level appropriate tools for instruction and problem solving. This begins with concrete models at the primary level, regularly includes representational tools such as graphs, charts, tables and diagrams, and moves to more sophisticated tools like geometry software at the secondary level. Saxon offers instruction and guidance for appropriate use of tools throughout the program, and has compiled a complete manipulative set for grades 6–8. Icons in the margins of the textbook indicate to students appropriate places for use of scientific calculators, and graphing calculator icons indicate related/extension activities available on-line.</p> <p>Alongside the standard use of tools, “Alternate Approach with Manipulatives” notes in the Teacher Manual and the “Adaptation Teaching Guide” provide additional techniques for working with at-risk students via standard manipulatives, reference guides, and adaptation prompts. Students learn how these tools and resources can support them in solving problems without over-relying on them or letting them impede their ability to solve problems independently.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|----------------------|--|---|
| Standards for Mathematical Practice | 6. | Attend to precision. | <p>INSTRUCTION: New Concept: Lesson 8, pp. 54-58; Lesson 15, pp. 100-104; Lesson 17, pp. 115-118; Lesson 20, pp. 134-139; Lesson 32, pp. 228-231; Lesson 34, pp. 241-244; Lesson 35, pp. 247-251 Investigation: Investigation 2, pp. 143-148; Investigation 3, pp. 216-220; Investigation 10, pp. 699-703; Investigation 11, pp. 773-777</p> <p>MAINTENANCE: Problem Solving: Lesson 69, p. 485; Lesson 79, p. 545; Lesson 80, p. 550; Lesson 82, p. 569 Written Practice: Lesson 15, pp. 105-106 (#3, #5, #8); Lesson 16, p. 112 (#5, #6, #9); Lesson 21, pp. 154-156 (#3, #4, #25); Lesson 22, pp. 160-161 (#7, #11, #28); Lesson 32, pp. 233-234 (#15, #29, #30); Lesson 34, pp. 245-246 (#12, #14, #27); Lesson 35, pp. 252-253 (#9, #11, #14); Lesson 37, pp. 270-272 (#3, #16, #28); Lesson 66, pp. 468-471 (#3, #18, #30); Lesson 86, pp. 595-597 (#15, #20)</p> <p>Standards Success Activity: Activity 2, pp. 3-4, Activity 3, pp. 5-6</p> | <p>To ensure students calculate accurately and efficiently, and then maintain that proficiency, 30 fully integrated and evolving Written Practice problems have been designed to daily guarantee students' minds do not go on autopilot, which is the brain's natural tendency when presented with too many of the same thing in a single sitting. Conscientious effort has been made by author Stephen Hake to guarantee that if, for example, a proportional reasoning problem is to be posed daily, that it be presented from different perspectives so as to very naturally require and instill attention to detail. Students may simply define the process on one day, represent the problem symbolically the next day, formulate their own problem, or generate a solution – but for different components each time. Each practice and assessment question is referenced to its lesson of initial instruction to encourage students to reference rather than guess when in doubt.</p> <p>Automaticity of basic skill sets is promoted with a 2-3 minute timed practice set that opens the Power-Up portion of each lesson.</p> <p>Parallel to the student textbook, the “Student Adaptation Workbook” provides additional starting points, hints/tips for progressing, and reminders to label to encourage and reinforce precision with special needs and at-risk students.</p> |

Common Core State Standards for Mathematics, Grade 7 correlated to
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| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|-------------------------------------|---|---|
| Standards for Mathematical Practice | 7. | Look for and make use of structure. | <p>INSTRUCTION: New Concept: Lesson 2, pp. 14-18; Lesson 9, pp. 60-63; Lesson 15, pp. 100-104; Lesson 19, pp. 128-131; Lesson 41, pp. 296-299; Lesson 52, pp. 369-372; Lesson 81, pp. 562-565; Lesson 85, pp. 586-589; Lesson 101, pp. 704-707; Lesson 106, pp. 739-741; Lesson 108, pp. 754-755 Investigation: Investigation 11, pp. 773-777</p> <p>MAINTENANCE: Written Practice Lesson 3, p. 24 (#3, #5, #6); Lesson 7, pp. 51-52 (#2, #23, #24); Lesson 14, p. 99 (#8, #21, #22); Lesson 19, pp. 131-133 (#4, #8, #30); Lesson 27, pp. 191-193 (#9, #6, #16); Lesson 41, pp. 299-301 (#9, #14, #29); Lesson 42, pp. 305-308 (#8, #19, #21); Lesson 59, pp. 417-419 (#14, #28); Lesson 60, pp. 423-426 (#21, #22); Lesson 81, pp. 565-568 (#10, #16, #26); Lesson 85, pp. 585-591 (#17, #28); Lesson 101, pp. 707-709 (#5, #11, #13); Lesson 107, pp. 751-753 (#11, #16, #30)</p> <p>Standards Success Activity: Activity 20, pp. 39-40, Activity 21, pp. 41-42, Activity 27, pp. 53-54</p> | <p><i>Saxon Math</i> builds solid structure throughout the program first by explicitly teaching number properties and how concepts connect, and then by encouraging students to use both problem solving strategies and their skill fluency to notice possible patterns and apply basic structures to new or unique challenges. Saxon’s program gradually evolves from these particulars to the deeper structures inherent in the discipline.</p> <p>The integrated Written Practice takes this one step further by forcing students to develop flexibility in their mathematical understanding. Rather than presenting 20 identical problems with slightly different numeration side-by-side, <i>Saxon Math</i> asks students to practice a myriad of concepts from different strands on a daily basis, ensuring that their use of structure is not simply a function of the problem type.</p> <p>Author Stephen Hake is careful to phrase examples and practice problems of a single concept in a variety of ways to assure flexibility of student thinking exists within the fluency. “What is NOT?” is a frequent form of questioning, and blue icons identify “Connect,” “Classify,” and “Analyze” questions within the Written Practice that require students to step back, get an overview of the problem at hand, and shift their perspective if necessary.</p> |

Common Core State Standards for Mathematics, Grade 7 correlated to
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| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations | Narrative |
|-------------------------------------|----------|--|---|--|
| Standards for Mathematical Practice | 8. | Look for and express regularity in repeated reasoning. | <p><u>INSTRUCTION:</u> New Concept: Lesson 4, pp. 29-31; Lesson 6, pp. 40-43; Lesson 24, pp. 169-172; Lesson 27, pp. 188-191; Lesson 115, pp. 804-806 Investigation: Investigation 8, pp. 558-561, Investigation 11, pp. 773-777</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 1, p. 6; Lesson 12, p. 82; Lesson 16, p. 107; Lesson 21, p. 149; Lesson 42, p. 302 Written Practice: Lesson 4, pp. 32-33 (#4, #5, #17); Lesson 5, pp. 38-39 (#2, #6, #28); Lesson 8, pp. 58-59 (#1, #4, #26); Lesson 25, pp. 179-181 (#9, #13, #30); Lesson 26, pp. 185-187 (#9, #14, #21); Lesson 28, pp. 197-199 (#7, #8, #15); Lesson 31, pp. 225-227 (#21, #29); Lesson 117, pp. 821-824 (#2, #13, #19); Lesson 119, pp. 834-836 (#8)</p> | <p>Distributing the instruction of key concepts over the course of the school year allows Saxon curriculum to daily visit the ever increasing “big picture,” while attending to finer and finer detail. The development of regularity and repeated reasoning in Saxon students happens over the entire year rather than “cramming” repeated exposures to skills and concepts into a massed practice set or a three-week chapter or unit. This is a much more natural progression of skills, allowing students to discover these patterns and develop a deeper mathematical understanding at their own pace.</p> <p>“Shortcuts” are not introduced or utilized in Saxon until students exemplify proficiency with all subskills of the skill set. For instance, in Lesson 16 of <i>Course 2</i> students revisit function tables, and in Investigation 3 the coordinate plane. They proceed to plotting (Lesson 56) and graphing (Investigation 9) functions, solve and transform literal equations (Lesson 106), and define slope (Lesson 107), but not until Lesson 116 is the “aha” – the shortcut - of using the slope-intercept method of graphing linear equations utilized. Frequently in Saxon, the shortcut has already been discovered and utilized by students themselves by the time it is formally introduced.</p> |

| Domain | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---|--|---|
| 7. RP Ratios and Proportional Relationships | Analyze proportional relationships and use them to solve real-world and mathematical problems. | <p><i>Course 2</i> extends students' understanding of ratio to that of proportionality. Students will distinguish proportional from other relationships, represent their work with numbers, words, pictures and equations, relate unit rates of measure to the steepness of the slope of a line, and apply proportional reasoning to solve problems involving percents and scale factors. Knowledge and use of proportional relationships for 7th grade is expanded upon in <i>Course 2</i> at the following points:</p> <ul style="list-style-type: none"> Lesson 14 Problems About Parts of a Whole Lesson 22 Problems About a Fraction of a Group Lesson 36 Ratio Lesson 39 Proportions Lesson 46 Rates Lesson 50 Unit Multipliers Lesson 53 Ratio Word Problems Lesson 54 Rate Word Problems Lesson 55 Rate Problems with Multiple Steps Lesson 60 Fractional Part and the Percent of a Number, Parts 1 Lesson 66 Ratio Problems Involving Totals Lesson 71 Finding the Whole Group When a Fraction is Known Lesson 72 Implied Ratios Lesson 74 Fractional Parts of a Number, Part 2 Lesson 76 Complex Fractions Lesson 77 Percent of a Number, Part 2 Lesson 81 Using Proportions to Solve Percent Problems Lesson 88 Multiple Unit Multipliers Investigation 9 Graphing Functions Lesson 92 Percent of Change Lesson 97 Similar Triangles; Indirect Measurement Lesson 98 Scale Factor Lesson 101 Translating Expressions into Equations Lesson 107 Slope Lesson 110 Successive Discounts Investigation 11 Scale Factor in Surface Area and Volume |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---|----------|--|---|
| 7. RP Ratios and Proportional Relationships | 7.RP.1 | Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. | <p>INSTRUCTION: New Concept: Lesson 46, pp. 329-333; Lesson 53, pp. 375-376 Investigation: Investigation 11, pp. 773-777</p> <p>MAINTENANCE: Problem Solving: Lesson 57, p. 400; Lesson 67, p. 472; Lesson 102, p. 710 Written Practice: Lesson 46, p. 333 (#1, #2, #11); Lesson 48, pp. 344-345 (#1, #5, #15); Lesson 49, pp. 349 (#3); Lesson 50, pp. 356 (#3, #4); Lesson 51, pp. 366 (#4); Lesson 52, pp. 372 (#4, #5); Lesson 55, pp. 390 (#2, #3, #10); Lesson 57, pp. 404 (#11); Lesson 61, pp. 437 (#1, #4); Lesson 62, pp. 444 (#3); Lesson 65, pp. 462 (#1); Lesson 68, pp. 482 (#4, #5, #6); Lesson 70, pp. 493 (#1, #4); Lesson 74, pp. 520 (#2); Lesson 75, pp. 526 (#2); Lesson 76, pp. 531 (#1); Lesson 79, pp. 547 (#2); Lesson 86, pp. 595 (#1, #5); Lesson 91, pp. 633 (#3); Lesson 92, pp. 639 (#3); Lesson 93, pp. 645 (#1); Lesson 98, pp. 683 (#7); Lesson 103, pp. 721 (#3, #4); Lesson 106, pp. 742 (#1, #3); Lesson 112, pp. 788 (#4); Lesson 113, pp. 796 (#4); Lesson 114, pp. 801 (#1, #4)</p> <p>Standards Success Activity: Activity 13, pp. 25-26</p> |
| | 7.RP.2 | Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. | <p>INSTRUCTION: New Concept: Lesson 98, pp. 677-682 Investigation: Investigation 9, pp. 624-630</p> <p>MAINTENANCE: Written Practice: Lesson 91, pp. 634 (#19); Lesson 109, pp. 763 (#11)</p> <p>Standards Success Activity: Activity 19, pp. 37-38</p> |
| | 7.RP.2.a | | |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---|----------|---|---|
| 7. RP Ratios and Proportional Relationships | 7.RP.2.b | Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. | <p>INSTRUCTION: New Concept: Lesson 46, pp. 329-333 Investigation: Investigation 9, pp. 624-630</p> <p>MAINTENANCE: Problem Solving: Lesson 57, p. 400; Lesson 67, p. 472; Lesson 102, p. 710 Written Practice: Lesson 46, p. 333 (#1, #2, #11); Lesson 48, pp. 344-345 (#1, #5, #15); Lesson 49, p. 349 (#3); Lesson 50, p. 356 (#3, #4); Lesson 51, p. 366 (#4); Lesson 52, p. 372 (#4, #5); Lesson 55, p. 390 (#3); Lesson 57, p. 404 (#11); Lesson 61, p. 437 (#1, #4); Lesson 62, p. 444 (#3); Lesson 65, p. 462 (#1); Lesson 68, p. 482 (#4, #5); Lesson 70, p. 493 (#4); Lesson 74, p. 520 (#2); Lesson 75, p. 526 (#2); Lesson 76, p. 531 (#1); Lesson 79, p. 547 (#2); Lesson 86, p. 595 (#1, #5); Lesson 91, p. 633 (#3, #12); Lesson 92, p. 639 (#3); Lesson 93, p. 645 (#1)</p> |
| | 7.RP.2.c | Represent proportional relationships by equations. | <p>Standards Success Activity: Activity 25, pp. 49-50</p> <p>INSTRUCTION: New Concept: Lesson 28, pp. 194-197; Lesson 39, pp. 280-282; Lesson 46, pp. 329-333; Lesson 55, pp. 386-389; Lesson 72, pp. 507-509</p> <p>MAINTENANCE: Problem Solving: Lesson 102, p. 710 Written Practice: Lesson 39, p. 284 (#15, #16, #17); Lesson 40, p. 292 (#16, #17, #18); Lesson 41, p. 301 (#17, #18); Lesson 42, p. 307 (#15, #17); Lesson 43, p. 315 (#22); Lesson 44, p. 322 (#20, #21); Lesson 45, p. 328 (#17, #18); Lesson 46, p. 333 (#4); Lesson 48, p. 344 (#1, #5, #6); Lesson 51, p. 366 (#2, #4); Lesson 52, p. 372 (#4, #5); Lesson 55, p. 390 (#3); Lesson 57, p. 404 (#3, #11); Lesson 61, p. 437 (#1, #4); Lesson 62, p. 444 (#1, #3); Lesson 65, p. 462 (#1); Lesson 68, p. 482 (#4, #5); Lesson 70, p. 493 (#4); Lesson 74, p. 520 (#1, #2)</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---|----------|---|---|
| 7. RP Ratios and Proportional Relationships | 7.RP.2.d | Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. | <p><u>INSTRUCTION:</u> New Concept: Lesson 98, pp. 677-682 Investigation: Investigation 9, pp. 624-630</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 104, p. 729 (#22)</p> <p>Standards Success Activity: Activity 26, pp. 51-52</p> |
| | 7.RP.3 | Use proportional relationships to solve multistep ratio and percent problems. | <p><u>INSTRUCTION:</u> New Concept: Lesson 60, pp. 420-423; Lesson 92, pp. 636-639; Lesson 110, pp. 765-770</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 101, p. 704 Written Practice: Lesson 60, p. 424 (#9, #10); Lesson 74, p. 520 (#10, #11); Lesson 76, p. 532 (#7, #12, #13); Lesson 78, p. 543 (#21); Lesson 79, p. 548 (#15); Lesson 80, p. 557 (#15); Lesson 81, p. 567 (#13); Lesson 84, p. 584 (#15); Lesson 85, p. 590 (#14); Lesson 91, p. 633 (#6); Lesson 92, p. 639 (#6, #7); Lesson 93, p. 646 (#5, #15); Lesson 94, p. 650 (#7, #8); Lesson 95, p. 657 (#7, #8); Lesson 97, pp. 674-675 (#1, #7, #12); Lesson 98, p. 683 (#2, #4, #12); Lesson 99, p. 690 (#7, #10, #11); Lesson 104, p. 727 (#1)</p> |

| Domain | Standard | Text of Objective | <p><i>Saxon Math Course 2 Citations/Examples</i> <i>References in italics indicate foundational.</i></p> |
|------------------------|----------|---|--|
| 7.NS The Number System | | <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> | <p>Operations with fractions are revisited early in <i>Course 2</i>, and are then able to be utilized daily throughout the course. Operations with rational numbers for 7th grade is expanded upon in <i>Course 2</i> at the following points: Lesson 2 Properties of Operations Lesson 42 Repeating Decimals Lesson 43 Converting Fractions to Decimals Lesson 52 Order of Operation Lesson 59 Adding Integers on a Number Line Lesson 63 Symbols of Inclusion (including Absolute Value) Lesson 64 Adding Positive and Negative Numbers Lesson 68 Algebraic Addition Lesson 73 Multiplying and Dividing Positive and Negative Rational Numbers (whole, decimal, fraction) Lesson 76 Complex Fractions Lesson 86 Number Families (Classifying Rational Numbers) Lesson 118 Division by Zero</p> |
| | 7.NS.1 | <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> | |
| | 7.NS.1.a | <p>Describe situations in which opposite quantities combine to make 0.</p> | <p>INSTRUCTION: New Concept: Lesson 59, pp. 413-416; Lesson 68, pp. 480-482</p> <p>MAINTENANCE: Written Practice: Lesson 59, pp. 417-418 (#4, #7, #12); Lesson 60, pp. 424-425 (#8, #11, #13); Lesson 61, p. 439 (#19); Lesson 62, pp. 445-446 (#11, #29); Lesson 63, p. 450 (#5, #11); Lesson 68, p. 483 (#14); Lesson 71, p. 506 (#29); Lesson 73, p. 517 (#29); Lesson 74, p. 522 (#27)</p> <p>Standards Success Activity: Activity 6, pp. 11-12</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|------------------------|----------|---|---|
| 7.NS The Number System | 7.NS.1.b | Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. | <p>INSTRUCTION: New Concept: Lesson 59, pp. 413–416; Lesson 68, pp. 480–482</p> <p>MAINTENANCE: Written Practice: Lesson 59, pp. 417–418 (#4, #7, #12); Lesson 60, pp. 424–425 (#8, #11, #13); Lesson 61, p. 439 (#19); Lesson 62, pp. 445–446 (#11, #29); Lesson 63, p. 450 (#5, #11); Lesson 68, p. 483 (#14); Lesson 71, p. 506 (#29); Lesson 73, p. 517 (#29); Lesson 74, p. 522 (#27)</p> <p>Standards Success Activity: Activity 7, pp. 13–14</p> |
| | 7.NS.1.c | Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. | <p>INSTRUCTION: New Concept: Lesson 59, pp. 413–416; Lesson 64, pp. 453–456; Lesson 68, pp. 480–482</p> <p>MAINTENANCE: Written Practice: Lesson 64, p. 457 (#11, #12); Lesson 65, p. 463 (#13); Lesson 66, p. 469 (#14); Lesson 68, p. 483 (#14); Lesson 71, p. 506 (#29); Lesson 73, p. 517 (#29); Lesson 74, p. 522 (#27)</p> <p>Standards Success Activity: Activity 9, pp. 17–18</p> |
| | 7.NS.1.d | Apply properties of operations as strategies to add and subtract rational numbers. | <p>INSTRUCTION: New Concept: Lesson 59, pp. 413–416; Lesson 64, pp. 453–456; Lesson 68, pp. 480–482</p> <p>MAINTENANCE: Written Practice: Lesson 59, p. 417 (#4, #7); Lesson 60, p. 424 (#8, #11); Lesson 64, p. 457 (#11, #12); Lesson 67, p. 478 (#13, #16); Lesson 68, p. 483 (#14); Lesson 71, p. 506 (#29); Lesson 73, p. 517 (#29); Lesson 74, p. 522 (#27); Lesson 76, p. 533 (#29); Lesson 78, p. 544 (#26, #30)</p> |

| Domain | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 7.NS.2 | Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. | |
| 7.NS.2.a | Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. | <p>INSTRUCTION: New Concept: Lesson 73, pp. 513-515</p> <p>MAINTENANCE: Power Up: Lesson 81, p. 562; Lesson 85, p. 586; Lesson 88, p. 604; Lesson 93, p. 642; Lesson 97, p. 668; Lesson 101, p. 704; Lesson 106, p. 739; Lesson 107, p. 745; Lesson 109, p. 759 Written Practice: Lesson 73, pp. 515-516 (#9, #12); Lesson 74, p. 522 (#28); Lesson 75, p. 527 (#13); Lesson 76, p. 532 (#9); Lesson 77, p. 538 (#12); Lesson 78, p. 543 (#14); Lesson 79, p. 548 (#13); Lesson 80, p. 556 (#14); Lesson 81, p. 568 (#29); Lesson 82, p. 574 (#29); Lesson 83, p. 579 (#27); Lesson 84, p. 585 (#29)</p> <p>Standards Success Activity: Activity 10, pp. 19-20</p> |
| 7.NS.2.b | Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $(p/q) - (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. | <p>INSTRUCTION: New Concept: Lesson 1, pp. 6-10; Lesson 73, pp. 513-515; Lesson 86, pp. 592-595; Lesson 118, pp. 825-828</p> <p>MAINTENANCE: Written Practice: Lesson 2, p. 19 (#8, #9, #10); Lesson 3, p. 25 (#24, #25, #26); Lesson 4, p. 33 (#18, #19, #20); Lesson 5, p. 39 (#17, #18, #19); Lesson 6, p. 44 (#17, #18, #19); Lesson 8, p. 59 (#18, #19, #20); Lesson 9, p. 65 (#20, #21, #22); Lesson 11, p. 80 (#19, #20, #21); Lesson 13, p. 92 (#20, #24, #25); Lesson 14, p. 99 (#20, #23, #24); Lesson 16, p. 112 (#22, #25); Lesson 18, p. 126 (#20, #21, #22); Lesson 28, p. 198 (#25); Lesson 73, p. 515 (#9); Lesson 74, p. 522 (#28); Lesson 75, p. 527 (#13); Lesson 76, p. 532 (#9); Lesson 77, p. 538 (#12); Lesson 79, p. 548 (#13); Lesson 80, p. 556 (#14); Lesson 82, p. 574 (#29); Lesson 84, p. 585 (#29)</p> <p>Standards Success Activity: Activity 11, pp. 21-22</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|------------------------|----------|---|--|
| 7.NS The Number System | 7.NS.2 | Apply properties of operations as strategies to multiply and divide rational numbers. | <p><u>INSTRUCTION:</u> New Concept: Lesson 9, pp. 60-64; Lesson 22, pp. 157-159; Lesson 24, pp. 169-172; Lesson 25, pp. 175-179; Lesson 26, pp. 182-185; Lesson 35, pp. 247-251; Lesson 45, pp. 323-326; Lesson 73, pp. 513-515; Lesson 86, pp. 592-595</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 2, p. 13; Lesson 5, p. 34; Lesson 11, p. 75; Lesson 15, p. 100; Lesson 18, p. 120; Lesson 24, p. 169; Lesson 28, p. 194; Lesson 41, p. 296; Lesson 46, p. 329; Lesson 51, p. 363; Lesson 55, p. 386; Lesson 58, p. 406; Lesson 65, p. 459; Lesson 76, p. 529; Lesson 99, p. 686</p> <p>Problem Solving: Lesson 21, p. 149; Lesson 25, p. 175; Lesson 29, p. 200; Lesson 35, p. 247; Lesson 36, p. 255; Lesson 41, p. 296; Lesson 46, p. 329; Lesson 55, p. 386; Lesson 62, p. 440; Lesson 75, p. 523; Lesson 79, p. 545; Lesson 92, p. 636</p> <p>Written Practice: Lesson 13, p. 90; Lesson 15, p. 105; Lesson 17, p. 118; Lesson 19, p. 132 (#14, #25); Lesson 21, p. 154; Lesson 26, p. 185 (#6); Lesson 28, p. 198 (#9, #19, #22); Lesson 32, p. 233 (#22, #25, #26); Lesson 33, p. 240 (#21, #22, #25); Lesson 37, p. 272 (#19, #20, #21); Lesson 38, p. 279 (#18, #23, #25); Lesson 45, p. 328 (#18, #22, #23); Lesson 46, p. 334 (#20, #24); Lesson 49, p. 351 (#19, #23); Lesson 55, p. 392 (#25, #27); Lesson 57, p. 405 (#24, #28); Lesson 61, p. 439 (#25, #26); Lesson 62, p. 446 (#18, #27); Lesson 63, p. 450 (#10); Lesson 66, p. 468 (#3); Lesson 69, p. 489 (#29, #33); Lesson 70, p. 495 (#28, #29); Lesson 73, p. 515 (#3, #9); Lesson 74, p. 522 (#28); Lesson 75, p. 527 (#8, #13); Lesson 83, p. 579 (#27); Lesson 84, p. 585 (#29); Lesson 109, p. 762 (#1)</p> |
| | 7.NS.2.d | Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. | <p><u>INSTRUCTION:</u> New Concept: Lesson 43, pp. 310-316; Lesson 86, pp. 592-595</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 43, p. 314 (#9, #10); Lesson 44, p. 321 (#8, #9); Lesson 45, p. 327 (#9); Lesson 46, p. 333 (#8, #10); Lesson 51, p. 367 (#8); Lesson 80, p. 557 (#25); Lesson 100, p. 698 (#27, #28)</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|------------------------|----------|--|---|
| 7.NS The Number System | 7.NS.3 | Solve real-world and mathematical problems involving the four operations with rational numbers. ¹ | <p>INSTRUCTION: New Concept: Lesson 13, pp. 88-90; Lesson 22, pp. 157-159; Lesson 25, pp. 175-179; Lesson 26, pp. 182-185; Lesson 28, pp. 194-197; Lesson 44, pp. 317-320; Lesson 45, pp. 323-326</p> <p>MAINTENANCE: Power Up: Lesson 2, p. 13; Lesson 6, p. 40; Lesson 9, p. 60; Lesson 16, p. 107; Lesson 19, p. 128; Lesson 27, p. 188; Lesson 41, p. 296; Lesson 46, p. 329; Lesson 49, p. 347; Lesson 55, p. 386; Lesson 68, p. 480; Lesson 74, p. 518; Lesson 79, p. 545; Lesson 87, p. 598; Lesson 103, p. 717; Lesson 111, p. 778; Lesson 119, p. 832</p> <p>Problem Solving: Lesson 11, p. 75; Lesson 22, p. 157; Lesson 23, p. 163; Lesson 27, p. 188; Lesson 32, p. 228; Lesson 36, p. 255; Lesson 41, p. 296; Lesson 45, p. 323; Lesson 51, p. 363; Lesson 55, p. 386; Lesson 62, p. 440; Lesson 72, p. 507; Lesson 86, p. 592; Lesson 95, p. 653</p> <p>Written Practice: Lesson , pp. 90-91 (#4, #5); Lesson 15, p. 105 (#4); Lesson 16, p. 111 (#2); Lesson 17, p. 118 (#3); Lesson 18, p. 124 (#1); Lesson 19, p. 131 (#3); Lesson 20, p. 140 (#1); Lesson 21, p. 154 (#2); Lesson 24, p. 172 (#2); Lesson 26, p. 185 (#2, #5); Lesson 63, p. 450 (#7, #10); Lesson 64, p. 456 (#3, #6); Lesson 66, p. 468 (#2)</p> <p>Standards Success Activity: Activity 12, pp. 23-24</p> |

¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

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|--------------------------------|----------|--|---|
| 7.EE Expressions and Equations | | Use properties of operations to generate equivalent expressions. | <p>Beginning at Lesson 3 in <i>Course 2</i>, and addressed daily throughout, is the expectation that students will apply to their own experiences their understanding and interpretation of variables. Daily work with contextual and mathematical problems involving unknown values for 7th graders is expanded upon in <i>Course 2</i> at the following points:</p> <p>Lesson 3 Unknowns in Addition, Subtraction, Multiplication, Division Lesson 9 Addition, Subtraction, Multiplication of Fractions Lesson 11 Problems About Combining and Separating Lesson 12 Problems About Comparing and Elapsed Time Lesson 13 Problems About Equal Groups Lesson 14 Problems About Parts of a Group Lesson 22 Problems About Fractions of a Group Lesson 28 Two-step Word Problems Lesson 46 Rates Lesson 50 Unit Multipliers Lesson 53 Ratio Word Problems Lesson 54 Rate Word Problems Lesson 55 Average and Rate Problems with Multiple Steps Lesson 64 Algebraic Addition Lesson 66 Ratio Problems with Totals Lesson 68 Algebraic Addition Lesson 78 Graphing Inequalities Lesson 84 Algebraic Terms Lesson 93 Two-step Equations and Inequalities Lesson 96 Distributive Property with Algebraic Terms Lesson 101 Translate Expressions to Equations Lesson 115 Factoring Algebraic Expressions</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------------------------|----------|---|--|
| 7.EE Expressions and Equations | 7.EE.1 | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | <p>INSTRUCTION: New Concept: Lesson 84, pp. 580-583; Lesson 96, pp. 660-664; Lesson 115, pp. 804-806</p> <p>MAINTENANCE: Written Practice: Lesson 84, p. 583 (#2); Lesson 85, p. 591 (#29); Lesson 86, p. 597 (#29); Lesson 87, p. 603 (#30); Lesson 88, p. 608 (#13, #14); Lesson 89, p. 617 (#25); Lesson 90, p. 621 (#5); Lesson 93, p. 647 (#19); Lesson 96, p. 667 (#27); Lesson 97, p. 676 (#26, #27); Lesson 99, p. 692 (#30); Lesson 100, p. 697 (#11); Lesson 101, pp. 707-709 (#7, #28); Lesson 109, p. 764 (#27); Lesson 116, p. 816 (#27); Lesson 117, pp. 823-824 (#19, #26); Lesson 118, p. 831 (#19, #29); Lesson 119, pp. 835-836 (#8, #22); Lesson 120, p. 841 (#7)</p> <p>Standards Success Activity: Activity 22, pp. 43-44</p> |
| | 7.EE.2 | Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i> | <p>INSTRUCTION: New Concept: Lesson 101, pp. 704-706</p> <p>MAINTENANCE: Problem Solving: Lesson 56, p. 393; Lesson 81, p. 562 Written Practice: Lesson 101, pp. 708-709 (#13, #20); Lesson 102, p. 714 (#2, #8); Lesson 103, p. 722 (#17); Lesson 105, p. 736 (#13); Lesson 106, p. 744 (#26); Lesson 107, p. 751 (#11); Lesson 108, p. 756 (#11, #14); Lesson 109, p. 762 (#3); Lesson 111, p. 781 (#9, #10); Lesson 116, p. 814 (#10, #11); Lesson 117, p. 822 (#10); Lesson 118, p. 829 (#14)</p> <p>Standards Success Activity: Activity 27, pp. 53-54</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 7.EE Expressions and Equations | 7.EE.3 | Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. | <p><u>INSTRUCTION:</u> New Concept: Lesson 11, pp. 75-79</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 47, p. 336; Lesson 87, p. 598 Written Practice: Lesson 11, p. 79 (#1, #2); Lesson 12, pp. 85-86 (#1, #2); Lesson 13, p. 92 (#27); Lesson 14, p. 98 (#1); Lesson 17, p. 118 (#1); Lesson 19, p. 131 (#2); Lesson 20, p. 140 (#2); Lesson 22, p. 160 (#1, #3); Lesson 26, p. 185 (#1, #4); Lesson 27, p. 191 (#1); Lesson 33, p. 239 (#3); Lesson 34, p. 244 (#2, #3)</p> <p>Standards Success Activity: Activity 24, pp. 47-48</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational</i> |
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| 7.EE Expressions and Equations | 7.EE.4 | Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. | |
| | 7.EE.4a | Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. | <p>INSTRUCTION: New Concept: Lesson 3, pp. 20-23; Lesson 11, pp. 75-78; Lesson 12, pp. 82-85; Lesson 13, pp. 88-90; Lesson 14, pp. 93-94; Lesson 92, pp. 636-639; Lesson 101, pp. 704-707</p> <p>MAINTENANCE: Problem Solving: Lesson 59, p. 413</p> <p>Written Practice: Lesson 3, p. 24 (#2, #4); Lesson 4, p. 32 (#2, #7); Lesson 5, p. 39 (#10, #11); Lesson 6, p. 43 (#10, #11); Lesson 7, p. 51 (#1, #12); Lesson 8, p. 59 (#11, #12); Lesson 9, pp. 64-65 (#11, #13); Lesson 11, p. 79 (#1, #2); Lesson 12, p. 86 (#1, #13); Lesson 13, pp. 90-91 (#1, #13); Lesson 14, p. 98 (#1, #2); Lesson 16, p. 111 (#1, #2); Lesson 101, pp. 708-709 (#13, #20); Lesson 102, p. 714 (#2, #8); Lesson 103, p. 722 (#17); Lesson 105, p. 736 (#8, #13); Lesson 106, p. 744 (#26); Lesson 107, p. 751 (#1, #11); Lesson 108, p. 756 (#7, #11); Lesson 109, p. 762 (#3, #5); Lesson 111, p. 781 (#9, #10); Lesson 116, p. 814 (#10, #11); Lesson 117, p. 822 (#10); Lesson 118, p. 829 (#14); Lesson 120, p. 841 (#2)</p> |
| | 7.EE.4b | Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. | <p>Standards Success Activity: Activity 20, pp. 39-40</p> <p>INSTRUCTION: New Concept: Lesson 78, pp. 540-544; Lesson 93, pp. 642-645</p> <p>MAINTENANCE: Written Practice: Lesson 78, p. 542 (#6); Lesson 79, p. 547 (#6); Lesson 80, p. 556 (#7); Lesson 81, p. 566 (#7); Lesson 82, p. 572 (#5); Lesson 83, p. 577 (#6); Lesson 85, p. 589 (#6); Lesson 90, p. 622 (#22); Lesson 93, p. 647 (#22, #25); Lesson 95, p. 658 (#22, #24); Lesson 98, p. 684 (#16); Lesson 102, p. 716 (#23); Lesson 119, p. 834 (#3)</p> <p>Standards Success Activity: Activity 21, pp. 41-42</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 7.G Geometry | | <p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> | <p>Students begin working with two-dimensional figures in Lesson 7 in <i>Course 2</i> so as to allow for opportunities to practice on a daily basis throughout the course. Geometric concepts for 7th grade are built upon at the following points within <i>Course 2</i>:</p> <ul style="list-style-type: none"> Lesson 7 Lines, Angles and Planes Lesson 17 Measuring Angles with a Protractor Lesson 18 Polygons Investigation 2 Use Compass and Straightedge (Part 1) Lesson 37 Area of Triangles Lesson 40 Pairs of Angles Lesson 58 Symmetry Investigation 6 Classify Quadrilaterals Lesson 61 Area / Angles of a Parallelogram Lesson 62 Classify Triangles Lesson 65 Circumference and Pi Lesson 80 Transformations Lesson 89 Diagonals; Interior and Exterior Angles Lesson 97 Similar Triangles Lesson 98 Scale Factor Investigation 10 Using a Compass and Straightedge (Part 2) Lesson 102 Transversals Lesson 117 Copying Geometric Figures |
| | 7.G.1 | <p>Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> | <p>INSTRUCTION: New Concept: Lesson 97, pp. 668-673; Lesson 98, pp. 677-682</p> <p>MAINTENANCE: Written Practice: Lesson 97, p. 676 (#21, #22); Lesson 98, p. 684 (#21, #22); Lesson 99, p. 692 (#21, #25); Lesson 103, p. 722 (#19); Lesson 104, p. 729 (#22); Lesson 105, p. 738 (#25, #27); Lesson 108, pp. 756-757 (#13, #22); Lesson 110, p. 771 (#13, #20); Lesson , p. 798 (#, #); Lesson , p. 808 (#, #); Lesson , p. 829</p> <p>Standards Success Activity: Activity 23, pp. 45-46</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|----------|---|--|
| 7.G Geometry | 7.G.2 | Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. | <p><u>INSTRUCTION:</u> New Concept: Lesson 37, pp. 264-270; Lesson 62, pp. 441-444; Lesson 117, pp. 817-820 Investigation: Investigation 6, p. 427-431</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 19, p. 133; Lesson 37, p. 271 (#15); Lesson 62, p. 446 (#28); Lesson 63, p. 452 (#28); Lesson 65, p. 463 (#9); Lesson 66, p. 471 (#30); Lesson 68, p. 483 (#11); Lesson 69, p. 487 (#8); Lesson 71, p. 506 (#23); Lesson 119, p. 836 (#22)</p> <p>Standards Success Activity: Activity 28, pp. 55-56</p> |
| | 7.G.3 | Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. | <p><u>INSTRUCTION:</u> New Concept: Lesson 67, pp. 472-476</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 90, p. 618; Lesson 100, p. 693 Standards Success Activity: Activity 8, pp. 15-16</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|----------|--|---|
| 7.G Geometry | | Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. | <p>Students revisit and begin utilizing geometric concepts in context in Lesson 7 of Course 2. Applications of angles, area, surface area, and volume for 7th graders are expanded upon in Course 2 at the following points:</p> <ul style="list-style-type: none"> Lesson 7 Lines, Angles and Planes Lesson 17 Measuring Angles with a Protractor Lesson 18 Polygons Lesson 20 Area of a Rectangle Investigation 2 Use Compass and Straightedge Lesson 37 Area of Triangles Lesson 40 Pairs of Angles Lesson 58 Symmetry Investigation 6 Classify Quadrilaterals Lesson 61 Area of Parallelogram Lesson 62 Classify Triangles Lesson 65 Circumference and Pi Lesson 75 Area of Complex Shapes Lesson 80 Transformations Lesson 82 Area of Circles Lesson 89 Diagonals; Interior and Exterior Angles Lesson 95 Volume of Solids Lesson 97 Similar Triangles Lesson 98 Scale Factor Lesson 102 Transversals Lesson 105 Surface Area Investigation 11 Scale Factor in Surface Area and Volume Lesson 113 Volume of Pyramids, Cones and Spheres Lesson 114 Volume, Capacity and Mass in the Metric System |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|---|--|---|
| 7.G Geometry | 7.G.4 | Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. | <p>INSTRUCTION: New Concept: Lesson 65, pp. 459-462; Lesson 82, pp. 569-571</p> <p>MAINTENANCE: Power Up: Lesson 65, p. 459; Lesson 66, p. 466; Lesson 68, p. 480 Problem Solving: Lesson 89, p. 610 Written Practice: Lesson 65, p. 462 (#3); Lesson 66, p. 469 (#8); Lesson 67, p. 478 (#19); Lesson 69, p. 487 (#6, #10); Lesson 70, p. 493 (#9); Lesson 71, p. 505 (#10); Lesson 72, pp. 510-511 (#8, #19); Lesson 73, p. 516 (#14); Lesson 74, p. 521 (#13); Lesson 75, p. 527 (#15); Lesson 76, p. 532 (#10); Lesson 77, p. 539 (#19); Lesson 78, p. 542 (#5, #8); Lesson 79, p. 549 (#19); Lesson 82, p. 572 (#11); Lesson 83, p. 578 (#11); Lesson 84, p. 584 (#11); Lesson 87, p. 601 (#10); Lesson 89, p. 615 (#9); Lesson 90, p. 622 (#18); Lesson 91, p. 634 (#18); Lesson 94, p. 651 (#19); Lesson 96, p. 666 (#20); Lesson 100, p. 698 (#19); Lesson 102, p. 715 (#20); Lesson 104, p. 728 (#9)</p> |
| 7.G.5 | Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. | <p>INSTRUCTION: New Concept: Lesson 40, pp. 285-290; Lesson 101, pp. 704-707</p> <p>MAINTENANCE: Written Practice: Lesson 42, p. 308 (#30); Lesson 44, p. 322 (#30); Lesson 47, p. 341 (#30); Lesson 49, p. 351 (#30); Lesson 101, p. 709 (#20); Lesson 102, p. 714 (#2, #8); Lesson 108, p. 756 (#11, #14); Lesson 116, p. 814 (#10, #23); Lesson 118, p. 829 (#14)</p> | |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|----------|--|--|
| 7.G Geometry | 7.G.6 | Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. | <p><u>INSTRUCTION:</u> New Concept: Lesson 20, pp. 136-140; Lesson 37, pp. 264-270; Lesson 61, pp. 432-437; Lesson 70, pp. 490-493; Lesson 75, pp. 523-526; Lesson 95, pp. 653-656; Lesson 105, pp. 731-735; Lesson 113, pp. 791-795; Lesson 114, pp. 799-801 Investigation: Investigation 3, p. 218; Investigation 11, pp. 773-777</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 49, p. 347; Lesson 50, p. 352; Lesson 69, p. 485; Lesson 79, p. 545; Lesson 82, p. 569; Lesson 99, p. 686 Written Practices: Lesson , p. 161 (#11, #20); Lesson 26, p. 186 (#19, #22); Lesson 27, p. 191 (#4, #6); Lesson 28, p. 197 (#6); Lesson 37, p. 270 (#7); Lesson 60, p. 425 (#17, #21); Lesson 62, p. 445 (#16, #17); Lesson 63, p. 452 (#29); Lesson 85, p. 590 (#11, #19); Lesson 87, p. 601 (#8, #11); Lesson 90, p. 622 (#17); Lesson 94, p. 651 (#18); Lesson 95, p. 658 (#15); Lesson 102, p. 715 (#19); Lesson 114, p. 803 (#20, #21); Lesson 115, p. 808 (#19, #20); Lesson 117, p. 821 (#8)</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|--|--|
| 7.SP Statistics and Probability | 7.SP.1 | <p>Use random sampling to draw inferences about a population.</p> <p>Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences</p> | <p>Concepts regarding sampling for 7th grade are built upon at the following points within Course 2: Lesson 36 Sample Space Investigation 4 Stem and Leaf Plots; Box and Whisker Plots Investigation 5 Create Graphs</p> <p>INSTRUCTION: Investigation: Investigation 4, pp. 293-295; Investigation 5, pp. 359-362</p> <p>MAINTENANCE: Written Practice: Lesson 41, p. 300 (#7, #8); Lesson 43, p. 314 (#6, #7); Lesson 50, p. 358 (#24); Lesson 54, p. 384 (#12, #18); Lesson 57, p. 404 (#12); Lesson 61, p. 438 (#13); Lesson 65, p. 464 (#21); Lesson 68, p. 483 (#7); Lesson 69, p. 486 (#1); Lesson 71, p. 506 (#18); Lesson 84, p. 583 (#3, #4); Lesson 86, p. 595 (#3); Lesson 90, p. 621 (#2); Lesson 95, p. 656 (#2); Lesson 97, p. 674 (#3); Lesson 101, p. 707 (#1); Lesson 103, p. 720 (#1, #2); Lesson 114, p. 801 (#6)</p> <p>This standard is further addressed in Course 3; opportunities to review can be found on pages 606-609</p> <p>Standards Success Activity: Activity 1, pp. 1-2</p> |
| | 7.SP.2 | <p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p> | <p>INSTRUCTION: Investigation: Investigation 5, pp. 359-362</p> <p>This standard is further addressed in Course 3; opportunities to review can be found on pages 606-609</p> <p>Standards Success Activity: Activity 2, pp. 2-3, Activity 3, pp. 5-6</p> |

Common Core State Standards for Mathematics, Grade 7 correlated to
Saxon Math Course 2 © 2012

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|--|---|
| 7.SP Statistics and Probability | 7.SP.3 | Draw informal comparative inferences about two populations. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. | Saxon Math Course 2 builds a foundation for advanced analytical statistics by practicing concepts of central tendency and having students create graphs to draw conclusions about a given population. These skills are introduced and reinforced at the following points: Investigation 4 Stem-and-Leaf Plots, Box-and-Whisker Plots Investigation 5 Creating Graphs Early Finishers Lesson 36 <u>INSTRUCTION:</u> Investigation: Investigation 5, pp. 359-362 <u>MAINTENANCE:</u> Written Practice: Lesson 57, p. 404 (#12, #); Lesson 114, p. 801 (#6) Standards Success Activity: Activity 5, pp. 9-10 |
| | 7.SP.4 | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. | <u>INSTRUCTION:</u> Investigation: Investigation 4, pp. 293-295 <u>MAINTENANCE:</u> Written Practice: Lesson 41, p. 300 (#7, #8); Lesson 43, p. 314 (#6, #7); Lesson 50, p. 358 (#24); Lesson 54, p. 384 (#18); Lesson 61, p. 438 (#13); Lesson 68, p. 483 (#7); Lesson 69, p. 486 (#1); Lesson 71, p. 506 (#18); Lesson 81, p. 566 (#3, #4); Lesson 84, p. 583 (#3, #4); Lesson 86, p. 595 (#3); Lesson 95, p. 656 (#2); Lesson 97, p. 674 (#3); Lesson 101, p. 707 (#1); Lesson 103, p. 720 (#1, #2); Lesson 112, p. 788 (#3) Standards Success Activity: Activity 4, pp. 7-8 |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|---|--|
| 7.SP Statistics and Probability | 7.SP.5 | Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. | <p>Saxon Math Course 2 introduces a variety of concepts related to both theoretical and experimental probability, including multiple opportunities for students to explore chance processes and draw conclusions based on these investigations. Students learn and practice the basics of probability models before diving into deeper applications and critical-thinking activities. The lessons focusing on probability include:</p> <p>Lesson 14 Simple Probability Lesson 36 Sample Spaces Investigation 8 Probability and Odds / Compound Events / Experimental Probability Lesson 94 Probability of Dependent Events</p> <p>INSTRUCTION: New Concept: Lesson 14, pp. 95-98; Lesson 36, pp. 257-258; Lesson 94, pp. 648-650 Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Written Practice: Lesson 38, p. 278 (#11); Lesson 39, p. 284 (#29); Lesson 42, p. 306 (#11); Lesson 44, p. 321 (#9); Lesson 60, p. 426 (#23); Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697 (#15); Lesson 114, p. 801 (#3)</p> |
| | 7.SP.6 | Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. | <p>INSTRUCTION: New Concept: Lesson 14, pp. 95-98; Lesson 36, pp. 257-258 Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Written Practice: Lesson 38, p. 278 (#11); Lesson 39, p. 284 (#29); Lesson 42, p. 306 (#11); Lesson 44, p. 321 (#9); Lesson 60, p. 426 (#23); Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697 (#15); Lesson 114, p. 801 (#3)</p> <p>Standards Success Activity: Activity 14, pp. 27-28</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|--|--|
| 7.SP Statistics and Probability | 7.SP.7 | Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. | Saxon students have numerous opportunities to build an understanding of basic probability and then expand that knowledge to real-world situations, including comparing theoretical probability to experimental results. Concepts regarding probability models for 7 th grade are built upon at the following points within <i>Course 2</i> : Lesson 14 Simple Probability Lesson 36 Sample Spaces Investigation 8 Probability and Odds; Compound Events; Experimental Probability Lesson 94 Probability of Dependent Events |
| | 7.SP.7.a | Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. | <u>INSTRUCTION:</u> New Concept: Lesson 36, pp. 255-260 Investigation: Investigation 8, pp. 558-561 <u>MAINTENANCE:</u> Written Practice: Lesson 38, p. 278 (#11); Lesson 39, p. 284; Lesson 42, p. 306 (#11); Lesson 44, p. 321; Lesson 60, p. 426 (#23); Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697 (#15); Lesson 114, p. 801 (#3) Standards Success Activity: Activity 15, pp. 29-30 |
| | 7.SP.7.b | Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. | <u>INSTRUCTION:</u> Investigation: Investigation 8, pp. 558-561 <u>MAINTENANCE:</u> Written Practice: Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697; Lesson 101, p. 709; Lesson 106, p. 742 (#2); Lesson 109, p. 763 (#12); Lesson 114, p. 801 (#3); Lesson 116, p. 813 (#1); Lesson 117, p. 822 (#13); Lesson , p. 829 |

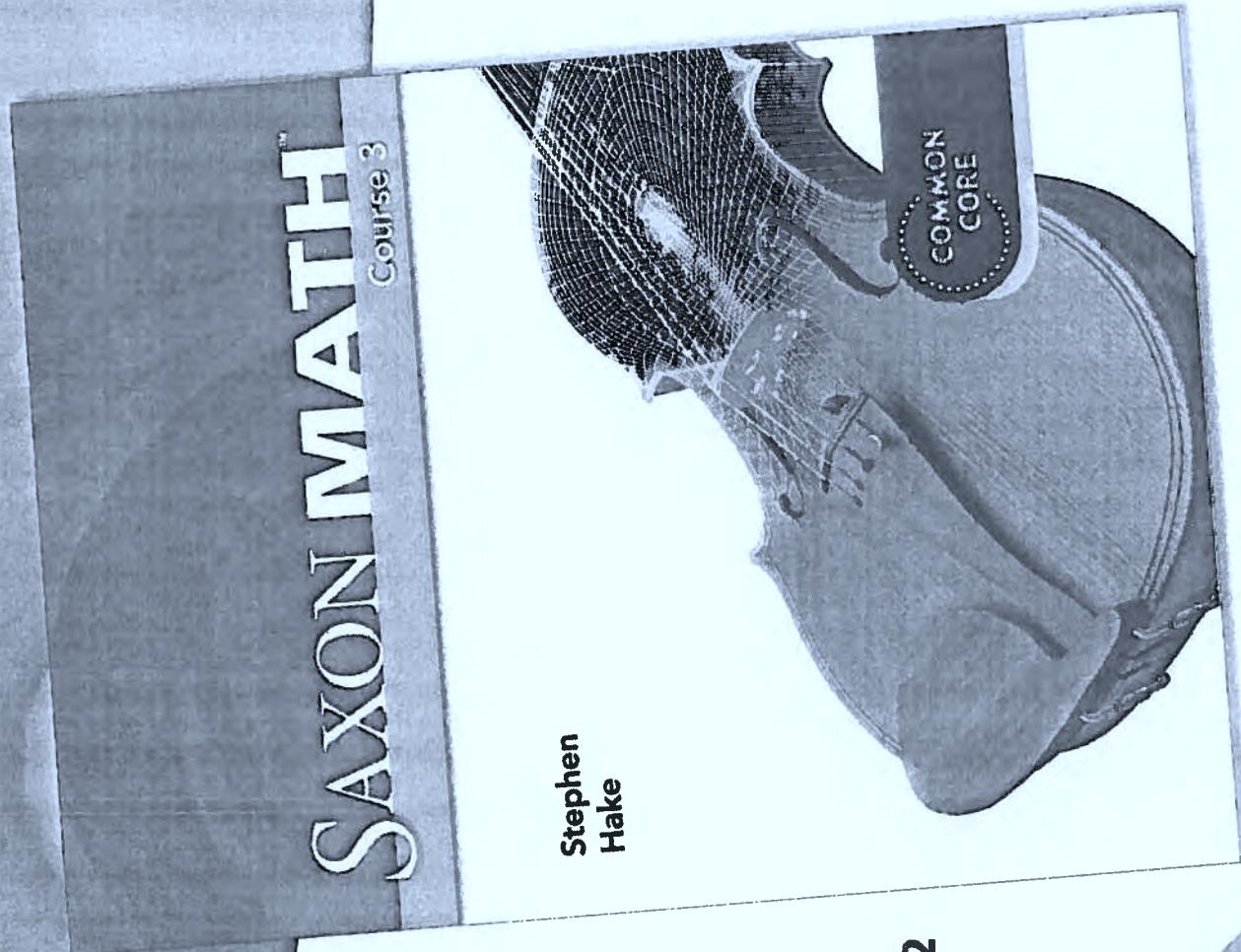
| Domain | Standard | Text of Objective | Saxon Math Course 2 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|---|---|
| 7.SP Statistics and Probability | 7.SP.8 | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. | |
| | 7.SP.8.a | Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. | <p>INSTRUCTION: Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Written Practice: Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697; Lesson 101, p. 709; Lesson 106, p. 742 (#2); Lesson 109, p. 763 (#12); Lesson 114, p. 801 (#3); Lesson 116, p. 813 (#1); Lesson 117, p. 822 (#13); Lesson, p. 829</p> <p>Standards Success Activity: Activity 17, pp. 33-34</p> |
| | 7.SP.8.b | Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. | <p>INSTRUCTION: Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Written Practice: Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697; Lesson 101, p. 709; Lesson 106, p. 742 (#2); Lesson 109, p. 763 (#12); Lesson 114, p. 801 (#3); Lesson 116, p. 813 (#1); Lesson 117, p. 822 (#13); Lesson, p. 829</p> <p>Standards Success Activity: Activity 16, pp. 31-32</p> |
| | 7.SP.8.c | Design and use a simulation to generate frequencies for compound events. | <p>INSTRUCTION: Investigation: Investigation 8, pp. 558-561</p> <p>MAINTENANCE: Written Practice: Lesson 83, p. 577 (#10); Lesson 85, p. 590 (#10); Lesson 100, p. 697; Lesson 101, p. 709; Lesson 106, p. 742 (#2); Lesson 109, p. 763 (#12); Lesson 114, p. 801 (#3); Lesson 116, p. 813 (#1); Lesson 117, p. 822 (#13); Lesson, p. 829</p> <p>Standards Success Activity: Activity 18, pp. 35-36</p> |



Correlation to the Common Core State Standards

Saxon Math Course 3
© 2012 Grade 8

Revised April 2012



| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
|-------------------------------------|----------|---|--|--|
| Standards for Mathematical Practice | 1. | Make sense of problems and persevere in solving them. | <p><u>INSTRUCTION:</u> New Concept: Lesson 3, pp. 19-22; Lesson 4, pp. 27-28; Lesson 34, pp. 223-226; Lesson 87, pp. 580-582; Lesson 89, pp. 593-596; Lesson 105, pp. 697-699 Investigation: Investigation 2, pp. 132-138; Investigation 7, pp. 476-478; Lesson 10, pp. 670-674; Lesson 12, pp. 782-784</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 2, pp. 11-12; Lesson 8, pp. 47-48; Lesson 13, p. 85; Lesson 23, pp. 153-154; Lesson 40, p. 264; Lesson 56, p. 382; Lesson 73, p. 491; Lesson 85, p. 568; Lesson 98, p. 651 Problem Solving: Lesson 1, p. 6; Lesson 12, p. 78; Lesson 23, p. 153; Lesson 35, p. 229; Lesson 45, p. 308; Lesson 53, p. 360; Lesson 64, p. 435; Lesson 76, p. 507; Lesson 83, p. 557; Lesson 92, p. 617; Lesson 102, p. 681; Lesson 115, p. 754 Written Practice: Lesson 3, pp. 23-24(#1, #2, #3, #4, #5, #6, #7); Lesson 4, pp. 28-30(#1, #2, #3, #4, #5, #25); Lesson 5, pp. 33-35(#1, #2, #3, #4, #6, #9, #17); Lesson 6, pp. 38-40 (#1, #2, #3, #11); Lesson 7, pp. 45-46 (#4, #5, #7); Lesson 18, pp. 117-119 (#26, #27); Lesson 26, pp. 174-175; Lesson 37, pp. 248-249 (#11); Lesson 38, pp. 254-256 (#5-#8); Lesson 39, pp. 261-263 (#28); Lesson 40, pp. 268-270 (#4, #5, #27); Lesson 87, pp. 582-583 (#2, #7); Lesson 90, p. 603 (#1); Lesson 91, pp. 603-604 (#1, #16); Lesson 94, p. 631 (#3); Lesson 105, pp. 699-700 (#4, #12); Lesson 106, pp. 704-705 (#2, #5, #9); Lesson 108, pp. 715-716 (#7, #12, #13, #14)</p> <p>Standards Success Activity: Activity 16, pp. 31-32</p> | <p>Developing enthusiastic and proficient problem solvers is the focus of the <i>Saxon Math</i> series. To reinforce this commitment from day one, <i>Course 3</i> opens with a “Problem-Solving Overview” on pages 1 - 5. Working from Polya’s classic four-step problem solving process, and beginning with ten general strategies, students are reminded to understand the information that has been provided and the question being asked, to plan accordingly before beginning, to solve the problem while remaining open to re-direction, and to check their solution for reasonableness and possible extensions. Additional emphasis is placed at this level of problem solving on solving most efficiently, and the ability to effectively communicate in writing a process and results.</p> <p>The process and strategies outlined in the overview are discussed daily in the Problem Solving portion of the daily Power Up, and practiced daily in the integrated Written Practice, where students are not only expected to solve, but to also formulate problems. All problems build in complexity throughout the year, and to support good questioning, teacher materials include a “Problem Solving Discussion Guide” for each Power-Up, and “Math Conversation” prompts for each Lesson and Written Practice.</p> <p>Saxon’s pedagogy of daily integrating and gently evolving domains simultaneously naturally promotes perseverance. Students are provided both the time to master and the material to maintain skill sets. This avoids the current phenomenon of students learning enough to get by on the next test but forgetting those skills shortly thereafter, forcing them to be reviewed again the following year</p> |

Common Core State Standards for Mathematics, Grade 8 correlated to
Saxon Math Course 3 © 2012

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
|-------------------------------------|----------|---------------------------------------|--|---|
| Standards for Mathematical Practice | 2. | Reason abstractly and quantitatively. | <p>INSTRUCTION: New Concept: Lesson 3, pp. 19-23; Lesson 17, pp. 108-111; Lesson 59, pp. 401-403; Lesson 89, pp. 593-596 Investigation: Investigation 7, pp. 476-478; Investigation 9, pp. 606-609</p> <p>MAINTENANCE: Power Up: Lesson 20, p. 126; Lesson 21, p. 139; Lesson 25, p. 163; Lesson 29, p. 186; Lesson 33, p. 218; Lesson 44, p. 300; Lesson 61, p. 415; Lesson 66, p. 446; Lesson 75, p. 502; Lesson 90, p. 599 Problem Solving: Lesson 12, p. 78; Lesson 15, pp. 97-97; Lesson 17, p. 108; Lesson 25, p. 163; Lesson 37, p. 245; Lesson 45, p. 308; Lesson 54, p. 367; Lesson 61, p. 415; Lesson 72, p. 486; Lesson 79, p. 525; Lesson 94, p. 629; Lesson 99, p. 658; Lesson 109, p. 717; Lesson 118, p. 768 Written Practice: Lesson 17, pp. 111-113 (#27, #28); Lesson 18, pp. 117-119 (#26, #27); Lesson 21, pp. 144-145 (#6, #8, #11, #12, #20); Lesson 24, pp. 161-162 (#4, #5,); Lesson 26, pp. 174-175; Lesson 59, Lesson 89, p. 597 (#19); Lesson 93, p. 628 (#17)</p> <p>Standards Success Activity: Activity 6, pp. 11-12; Activity 14, pp. 27-28; Activity 20, pp. 39-40</p> | <p>The foundation of the <i>Saxon Math</i> series is mathematically proficient students, as measured by both computational fluency and in modeling conceptual understanding with numbers and variables in expressions, equations, and inequalities. Daily Written Practice does not focus simplistically on one standard at a time, but rather involves multiple domains just as real-world situations require. Examples and Practice Problems in the student text are marked with blue icons signifying to students the need to coherently “Generalize,” “Represent,” “Formulate,” and “Model” their work. Students develop habits of fluency and flexibility in both contextualizing (generating models of their understanding) and decontextualizing (simplifying a problem into symbolic form).</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
|-------------------------------------|----------|--|--|---|
| Standards for Mathematical Practice | 3. | Construct viable arguments and critique the reasoning of others. | <p>INSTRUCTION: New Concept: Lesson 3, pp. 19-23; Lesson 17, pp. 108-111</p> <p>MAINTENANCE: Problem Solving: Lesson 1, pp. 6-7; Lesson 15, pp. 97-98; Lesson 25, p. 163; Lesson 36, p. 237; Lesson 49, p. 330; Lesson 68, p. 457; Lesson 79, p. 525; Lesson 96, p. 640; Lesson 109, p. 717 Written Practice: Lesson 18, p. 119 (#26); Lesson 19, pp. 151 (#19); Lesson 21, p. 144 (#19); Lesson 22, p. 235 (#11); Lesson 26, p. 189 (#15); Lesson 29, p. 221 (#26); Lesson 35, p. 285 (#6)</p> <p>Standards Success Activity: Activity 5, pp. 9-10</p> | <p>Mathematically proficient students are able to communicate their personal thinking, to ask useful questions, and to clarify or improve upon the arguments of others. The opening “Power Up” activities of each lesson provided throughout the Saxon Math series are designed to foster discussion within the classroom and amongst classmates as to individual perspectives and preferences, strategies, and techniques of problem solving.</p> <p>Examples, Practice Problems, and “Thinking Skill” prompts in the margins of the student text are marked with blue icons signifying to students the need to “Discuss,” “Explain,” “Justify,” and “Verify” their solutions.</p> <p>Teacher Manuals provide daily “Error Alert” and “Error Analysis” prompts to emphasize opportunities for evaluative discussion of student thinking.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
|-------------------------------------|----------|------------------------|--|--|
| Standards for Mathematical Practice | 4. | Model with mathematics | <p><u>INSTRUCTION:</u> New Concept: Lesson 9, pp. 55-57; Lesson 10, pp. 60-65; Lesson 22, pp. 147-150; Lesson 26, pp. 169-174; Lesson 31, pp. 203-207; Lesson 33, pp. 218-220; Lesson 55, pp. 375-378; Lesson 68, pp. 457-458 (Ex.1); Lesson 75, pp. 502-504; Lesson 78, pp. 520-521 (Ex. 1, 2) Investigation: Investigation 1, pp. 68-71; Investigation 4, pp. 271-276; Investigation 5, pp. 342-345; Investigation 8, pp. 538-544</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 6, p. 36; Lesson 9, pp. 4-44; Lesson 11, pp. 72-72; Lesson 22, pp. 146-147; Lesson 26, p. 169; Lesson 34, p. 223; Lesson 59, p. 400; Lesson 74, p. 496; Lesson 84, p.563; Lesson 92, p. 617; Lesson 113, p. 742 Written Practice: Lesson 6, pp. 38-40 (#1-3.); Lesson 10, pp. 66-67 (#5-9, #22); Lesson 27, pp. 178-180 (# 7, #9); Lesson 34, pp. 227-228 (#3, #26, #27); Lesson 36, pp. 242-244 (#9, #11, #12, #15); Lesson 41, pp. 284-286 (#4, #30); Lesson 43, pp. 297-299 (#5, #30); Lesson 45, pp. 310-312 (#1, #3, #4); Lesson 64, p. 438 (#6); Lesson 66, p. 451 (#21); Lesson 108, p. 714 (#3)</p> <p>Standards Success Activity: Activity 15, pp. 29-30; Activity 19, pp. 37-38; Activity 23, pp. 45-46; Activity 28, pp. 55-56</p> | <p><i>Saxon Math</i> is based on the belief that people learn by doing, and the ultimate “doing” is applying mathematical concepts to everyday life situations. The <i>Saxon Math</i> series seeks to produce mathematically proficient students who can then use the quantitative skills they have honed to create solutions, and apply quantitative methods to practical challenges. Examples and Practice Problems in the student text are marked with blue icons signifying to students the need to “Represent,” “Formulate,” and “Model” their work. Activities in the Student Edition and active learning prompts in the margin of the Teacher’s Edition highlight opportunities for students to apply their mathematical understanding as they model real-world situations.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
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| Standards for Mathematical Practice | 5. | Use appropriate tools strategically. | <p>INSTRUCTION: New Concept: Lesson 16, pp. 103-105; Lesson 18, pp. 114-117; Lesson 28, pp. 181-183; Lesson 30, pp. 192-194; Lesson 38, pp. 251-254; Lesson 73, pp. 491-494, Lesson 87, pp. 580-582 Investigation: Investigation 2, pp. 132-138</p> <p>MAINTENANCE: Written Practice: Lesson 39, pp. 261-263 (#28); Lesson 43, pp. 297-299 (#5, #30); Lesson 76, pp. 512-513 (#10, #13, #24)</p> <p>Standards Success Activity: Activity 10, pp. 19-20</p> | <p>Saxon Math requests and requires the use of grade level appropriate tools for instruction and problem solving. This begins with concrete models at the primary level, regularly includes representational tools such as diagrams, graphs and tables, and moves to more sophisticated tools like geometry software at the secondary level. Saxon offers instruction and guidance for appropriate use of tools throughout the program, and has compiled a complete manipulative set for the middle school. Icons in the margins of the textbook indicate to students appropriate places for use of calculators, and formal instruction in the use of graphing calculators is part of Course 3. Graphing calculator icons in the textbook indicate additional related/extension activities available on-line.</p> <p>Alongside the standard use of tools, “Alternate Approach with Manipulatives” notes in the Teacher Manual and the “Adaptation Teaching Guide” provide additional techniques for working with at-risk students via standard manipulatives, reference guides, and adaptation prompts.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
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| Standards for Mathematical Practice | 6 | Attend to precision. | <p>INSTRUCTION: New Concept: Lesson 8, pp. 48 – 51; Lesson 18, pp. 114 – 117; Lesson 42, pp. 287-290; Lesson 43, pp. 294-297; Lesson 76, pp. 507-511, Lesson 86, pp. 574-578; Lesson 87, pp. 580-582; Lesson 91, pp. 610-613; Lesson 117, pp. 763-766</p> <p>MAINTENANCE: Power Up: Lesson 1, pp. 6-7; Lesson 4, pp. 26-27; Lesson 6, p. 36; Lesson 8, p. 47; Lesson 10, p. 60; Lesson 18, p. 114; Lesson 32, p. 210; Lesson 38, pp. 250-251; Lesson 42, p.287; Lesson 49, p. 330; Lesson 61, p. 415; Lesson 79, p. 525; Lesson 95, p. 634</p> <p>Problem Solving: Lesson 32, p. 210</p> <p>Written Practice: Lesson 8, pp. 51-53 (#1-4); Lesson 10, pp. 66-67 (#5-9, #19, #22); Lesson 12, pp. 83-84 (#6-8, #21, #23); Lesson 13, pp. 90-91 (#4, #6-14.); Lesson 22, pp. 150-152 (#8-11, #13); Lesson 26, pp. 174-175; Lesson 42, pp. 290-293 (#3); Lesson 43, pp. 297-299 (#5, #30); Lesson 45, pp. 310-312 (#1, #3, #4); Lesson 47, pp. 324-325; Lesson 77, p. 518 (#22); Lesson 78, p. 523 (#19, #20); Lesson 86, pp. 578-579 (#4, #25); Lesson 87, pp. 582-583 (#1, #2, #5, #7); Lesson 91, pp. 614 (#4, #6, #9, #15); Lesson 94, pp. 631, 633 (#3, #22)</p> <p>Standards Success Activity: Activity 8, pp. 15-16; Activity 9, pp. 17-18; Activity 13, pp. 25-26</p> | <p>To ensure students use appropriate terminology correctly, communicate precisely, calculate accurately and efficiently, and then maintain that proficiency, 30 fully integrated and evolving Written Practice problems have been designed to daily guarantee students' minds do not go on autopilot, which is the brain's natural tendency when presented with too many of the same thing in a single sitting. Conscientious effort has been made by author Stephen Hake to guarantee that if, for example, a function is to be posed daily, that it be presented from different perspectives so as to very naturally require and instill the practice of attention to detail. Students may simply define a function on one day, evaluate or compare functions the next day, and/or use a function to model a relationship between quantities the following day. Each practice and assessment question is referenced to its lesson of initial instruction to encourage students to reference rather than guess when in doubt.</p> <p>Automaticity of basic skill sets is promoted with a 2-3 minute timed practice set that opens the Power-Up portion of each lesson.</p> <p>Parallel to the student textbook, the "Student Adaptation Workbook" provides additional starting points, hints/tips for progressing, and reminders to label to encourage and reinforce precision with special needs and at-risk students.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
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| Standards for Mathematical Practice | 7. | Look for and make use of structure. | <p>INSTRUCTION: New Concept: Lesson 2, pp. 13-16; Lesson 3, pp. 19-23; Lesson 21, pp. 140-143; Lesson 73, pp. 491-494 Investigation: Investigation 2, pp. 132-138</p> <p>MAINTENANCE: Written Practice: Lesson 4, pp. 28-30 (#1-5, #25, #27); Lesson 5, pp. 33-35 (#1-4, #6, #9, 17); Lesson 7, pp. 45-46 (#4, #5, #7); Lesson 9, pp. 57-59 (#7, #26-29); Lesson 21, pp. 144-145 (#6, #8, #11, #12, #20); Lesson 23, pp. 156-158 (#12, #13, #20); Lesson 26, pp. 174-175; Lesson 73, p. 495 (#11, #24); Lesson 74, p. 501 (#13, #15)</p> <p>Standards Success Activity: Activity 11, pp. 21-22; Activity 24, pp. 47-48; Activity 27, pp. 53-54</p> | <p><i>Saxon Math</i> builds solid structure throughout the program first by explicitly teaching number properties and how concepts connect, and then by encouraging students to use both problem solving strategies and their skill fluency to notice possible patterns and apply basic structures to new or unique challenges.</p> <p>Author Stephen Hake is careful to phrase examples and practice problems of a single concept in a variety of ways to assure flexibility of student thinking exists within the fluency. "What is NOT?" is a frequent form of questioning, and blue icons identify "Connect," "Classify," and "Analyze" questions within the Written Practice that require students to step back, get an overview of the problem at hand, and shift their perspective if necessary.</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations | Narrative |
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| Standards for Mathematical Practice | 8. | Look for and express regularity in repeated reasoning. | <p>INSTRUCTION: New Concept: Lesson 15, pp. 98-101; Lesson 21, pp. 140-143; Lesson 61, pp. 415-418; Lesson 73, pp. 491-494; Lesson 97, pp. 646-648; Lesson 102, pp. 681-683 Investigation: Investigation 10, pp. 670-674</p> <p>MAINTENANCE: Problem Solving: Lesson 26, p. 169; Lesson 37, p. 245; Lesson 40, p. 264; Lesson 42, p. 287; Lesson 44, p. 300; Lesson 48, p. 326; Lesson 51, p. 346; Lesson 59, p. 400; Lesson 103, p. 686; Lesson 107, p. 707; Lesson 111, p. 731; Lesson 116, p. 758 Written Practice: Lesson 22, pp. 150-152 (#8-11); Lesson 23, pp. 156-158 (#12, #13, #20); Lesson 26, pp. 174-175; Lesson 29, pp. 189-191; Lesson 73, p. 495 (#11); Lesson 74, pp. 500-501 (#7, #13, #15); Lesson 76, p. 513 (#13, #14); Lesson 97, p. 650 (#12, #23); Lesson 98, p. 655 (#6, #18); Lesson 102, pp. 683-684 (#4, #15, #16, #19); Lesson 108, p. 715 (#10)</p> <p>Standards Success Activity: Activity 2, pp. 3-4</p> | <p>Distributing the instruction of concepts over the course of the year allows Saxon curriculum to visit the ever-increasing “big picture” on a daily basis while attending to finer and finer detail. Multiple opportunities are provided over the course of the school year for students to solve and model like problems to ensure they are developing connections, cohesiveness, and flexibility in their work within the grade level standard.</p> <p>“Shortcuts” are not introduced or utilized in Saxon until students exemplify proficiency with all subtasks of the skill set. For instance, in Investigation 1 of <i>Course 3</i> students revisit graphing points on the coordinate plane, and in Lesson 41 define functions, describe their rules, and identify their graphs. In Lesson 44 they define the slope of a line, and in Lesson 47 graph functions, but not until Lesson 56 is the “aha” – the shortcut - of using the slope-intercept method of graphing linear equations utilized. Frequently in Saxon, the shortcut has already been discovered and utilized by students themselves by the time it is formally introduced.</p> |

| Domain | Standard | Text of Objective | <p style="text-align: center;">Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i></p> |
|------------------------|----------|--|--|
| 8.NS The Number System | 8.NS.1 | <p>Know that there are numbers that are not rational, and approximate them by rational numbers.</p> <p>Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.</p> | <p>Rational and Irrational numbers are defined early in <i>Course 3</i>, and are then able to be utilized daily throughout the course. Knowledge and use of rational and irrational numbers for 8th graders is expanded upon in <i>Course 3</i> at the following points:</p> <ul style="list-style-type: none"> Lesson 10 Rational Numbers Lesson 12 Decimal Numbers Lesson 16 Irrational Numbers (Approximating Values and Position on a Number Line) Investigation 2 The Pythagorean Theorem Lesson 30 Repeating Decimal Numbers Lesson 63 Rational Numbers; Non-terminating Decimals Lesson 66 Special Right Triangles Lesson 84 Selecting Appropriate Rational Numbers <p>INSTRUCTION:</p> <p>New Concept: Lesson 12, pp. 78-82; Lesson 16, pp. 103-105, Lesson 30, pp. 192-194, Lesson 63, pp. 429-432</p> <p>Investigation: Investigation 2, pp. 132-138</p> <p>MAINTENANCE:</p> <p>Problem Solving: Lesson 89, p. 593</p> <p>Written Practice: Lesson 12, pp. 83-84 (#5-8, #21, #23); Lesson 16, pp. 105-107 (#28-30); Lesson 18, pp. 117-119 (#26, #27); Lesson 19, pp. 124-125; Lesson 20, pp. 139-131 (#14); Lesson 30, pp. 195-196 (#13); Lesson 31, pp. 209-209 (#14, #15, #18); Lesson 32, pp. 214-217 (#4, #5, #23, #24); Lesson 35, pp. 234-236 (#17, #28, #29); Lesson 39, pp. 261-263 (#28); Lesson 43, pp. 297-299 (#5, 30); Lesson 47, pp. 324-325; Lesson 50, pp. 338-341 (#4-9, #27); Lesson 56, pp. 386-388 (#5); Lesson 63, pp. 433 (#7, #8), Lesson 81, p. 548 (#16)</p> <p>Graphing Calculator Activities: Activity 3 (Lesson 13)</p> <p>Standards Success Activity: Activity 4, pp. 7-8</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.NS The Number System | 8.NS.2 | Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). | <p><u>INSTRUCTION:</u> New Concept: Lesson 16, pp. 103-105; Lesson 66, pp. 446-449</p> <p><u>MAINTENANCE:</u> Power Up: Lesson 31, p. 202 Problem Solving: Lesson 18, p. 118 Written Practice Lesson 18 pp. 117-119 (#26, #27); Lesson 19, pp. 124-125; Lesson 20, pp. 129-131 (#14); Lesson 78, p. 523 (#15); Lesson 81, p. 548</p> <p>Standards Success Activity: Activity 2, pp. 3-4</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.EE Expressions and Equations | 8.EE.1 | <p>Work with radicals and integer exponents.</p> <p>Know and apply the properties of integer exponents to generate equivalent numerical expressions.</p> | <p>Students revisit and begin utilizing powers and roots to the <i>n</i>th degree in Lesson 15 of <i>Course 3</i>. Work with radicals and exponents for 8th graders is expanded upon in <i>Course 3</i> at the following points:</p> <ul style="list-style-type: none"> Lesson 15 Powers and Roots Lesson 16 Irrational Numbers Lesson 27 Laws of Exponents Lesson 28 Scientific Notation for Large Numbers (w/ notation for Graphing Calculator use) Lesson 36 Multiplying and Dividing Integers Lesson 46 Problems Using Scientific Notation Lesson 51 Negative Exponents; Scientific Notation for Small Numbers Lesson 57 Operations with Small Numbers in Scientific Notation Lesson 66 Special Right Triangles Lesson 74 Simplifying Square Roots Lesson 93 Equations with Exponents Lesson 96 Geometric Measures with Radicals <p>INSTRUCTION: New Concept: Lesson 15, pp. 97-101; Lesson 27, pp. 176-178; Lesson 51, pp. 346-351; Lesson 57, pp. 389-391 Investigation: Investigation 2, pp. 132-138</p> <p>MAINTENANCE: Power Up: Lesson 16, p. 103; Lesson 17, p. 108; Lesson 19, p. 120; Lesson 31, p. 202; Lesson 62, p. 422; Lesson 64, p. 435; Lesson 66, p. 446; Lesson 72, p. 486; Lesson 86, p. 574; Lesson 96, p. 640; Lesson 100, p. 664 Problem Solving: Lesson 62, p. 422 Written Practice: Lesson 16, p. 102; Lesson 25, p. 167; Lesson 28, p. 184; Lesson 29, p. 189; Lesson 30, p. 195; Lesson 31, p. 209; Lesson 32, p. 216; Lesson 33, p. 221; Lesson 34, p. 227; Lesson 41, p. 285</p> <p>Standards Success Activity: Activity 1, pp. 1-2</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.EE Expressions and Equations | 8.EE.2 | <p>Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p> | <p><u>INSTRUCTION:</u> New Concept: Lesson 15, pp. 97-101; Lesson 16, pp. 103-105; Lesson 66, pp. 446-449, Lesson 93, pp. 624-626 Investigation: Investigation 2, pp. 132-138 Appendix Lesson: Lesson A84-A87, pp. 805-807</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 16, pp. 105-107 (#28-#30); Lesson 17, pp. 111-113 (#28, #29); Lesson 85, p. 571 (#7); Lesson 93, p. 627 (#5, #9); Lesson 96, p. 643 (#15); Lesson 98, p. 656 (#17); Lesson 102, p. 684 (#18); Lesson 105, p. 700 (#15, #19); Lesson 107, p. 711 (#15); Lesson 111, p. 735 (#10, #13); Lesson 112, p. 740 (#15); Lesson 115, p. 757 (#9, #10, #16, #20) Graphing Calculator Activities: Activity 16 (Investigation 8), pp. 538-544</p> <p>Standards Success Activity: Activity 19, pp. 37-38</p> |

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| 8.EE Expressions and Equations | 8.EE.3 | Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. | <p>INSTRUCTION: New Concept: Lesson 28, pp. 181-183; Lesson 46, pp. 313-316; Lesson 51, pp.346-351; Lesson 57, pp. 389-391</p> <p>MAINTENANCE: Written Practice: Lesson 30, pp. 195-196 (#13); Lesson 31, pp. 208-209 (#14, #15 #18, #27); Lesson 34, pp. 227 -228(#3, #26, #27); Lesson 39, pp. 261-263 (#28); Lesson 47, pp. 324-325; Lesson 52, pp. 357-359 (#5, #6); Lesson 53, pp. 364-366 (#6); Lesson 55, 378-381; Lesson 56, pp. 386-388 (#5); Lesson 58 , pp. 397- 399 (# 2); Lesson 59, pp. 403- 405 (#4); Lesson 405, Lesson 99, p. 663 (#23)</p> <p>Graphing Calculator Activities: Activity 6 (Lesson 28); Activity 11 (Lesson 51)</p> <p>Standards Success Activity: Activity 12, pp. 23-24</p> |
| | 8.EE.4 | Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. | <p>INSTRUCTION: New Concept: Lesson 28, pp. 181-183; Lesson 46, pp. 313-316; Lesson 51, pp. 346-351; Lesson 57, pp. 389-391;</p> <p>MAINTENANCE: Written Practice: Lesson 28, pp. 181-183; Lesson 46, pp. 313-316; Lesson 51, pp. 346-351; Lesson 57, pp. 389-391;Lesson 99, p. 663 (#23)</p> <p>Graphing Calculator Activities: Activity 6 (Lesson 28); Activity 11 (Lesson 51)</p> <p>Standards Success Activity: Activity 10, pp. 19-20</p> |

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| 8.EE Expressions and Equations | | Understand the connections between proportional relationships, lines, and linear equations. | <p>Beginning at Lesson 7 in <i>Course 3</i>, and addressed daily throughout, is the expectation that students will apply to their own experiences their understanding and interpretation of proportional reasoning. Daily work with proportional relationships for 8th graders is expanded upon in <i>Course 3</i> at the following points:</p> <ul style="list-style-type: none"> Lesson 7 Rates Investigation 1 The Coordinate Plane Lesson 29 Ratio Lesson 34 Proportions and Ratio Word Problems Lesson 35 Similar Polygons Lesson 41 Functions Lesson 44 Solving Proportions with Cross Products; Slope of a Line Lesson 45 Ratio Problems Involving Totals Lesson 47 Graphing Functions Lesson 49 Solving Rate Problems with Proportions and Equations Lesson 52 Using Unit Multipliers to Convert Measurement Lesson 56 Slope-Intercept Equation of a Line Lesson 64 Using Unit Multipliers to Convert a Rate Lesson 66 Applications Involving Similar Triangles Lesson 69 Direct Variation Extension Activity 15 “How can I find and interpret a rate of change?” Lesson 72 Multiple Unit Multipliers Lesson 88 Review of Proportional and Non-proportional Relationships Extension Activity 17 “Describe and Sketch Functions” Lesson 98 Relations and Functions Lesson 99 Inverse Variation Lesson 102 Exponential Growth and Decay Lesson 105 Compound Average Rate Problems |

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| 8.EE Expressions and Equations | 8.EE.5 | Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. | <p>INSTRUCTION: New Concept: Lesson 41, pp. 277-284; Lesson 44, pp. 301-304; Lesson 69, pp. 463-467; Lesson 88, pp. 585-589</p> <p>MAINTENANCE: Written Practice: Lesson 47, pp. 324-325; Lesson 48, pp. 328-329(#4); Lesson 49, pp. 333-335(#1, #2); Lesson 77, p. 517 (#4, #5); Lesson 88, p. 592 (#25)</p> <p>Standards Success Activity: Activity 15, pp. 29-30</p> |
| | 8.EE.6 | Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . | <p>INSTRUCTION: New Concept: Lesson 56, pp. 382-386 Standards Success Activity: Activity 28, pp. 55-56</p> |

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| 8.EE Expressions and Equations | | Analyze and solve linear equations and pairs of simultaneous linear equations. | <p>Students revisit and begin daily solving equations in one variable in Lesson 14 of <i>Course 3</i>. Depth and complexity of work with linear equations for 8th graders are further developed and expanded upon in <i>Course 3</i> at the following points:</p> <p>Lesson 14 Solving Equations by Inspection Lesson 21 Distributive Property; Order of Operation Lesson 31 Collect Like Terms Lesson 38 Property of Equality to Solve Equations Lesson 50 Solving Multi-step Equations Lesson 56 Slope-Intercept Algebra Lesson 61 Equations with Decimals Algebra Lesson 63 Equations with Fractions (Lesson 82 Graphing Equations Using Intercepts) Algebra Lesson 87 Solve Equations with Two Variables Using Substitution Lesson 89 Solving Problems with Two Unknowns by Graphing Extension Activity 18 “Systems of equations with one, none, or infinitely many solutions” Lesson 92 Solving Systems of Equations by Substitution, Part 1 Lesson 93 Equations with Exponents Lesson 99 Solving Systems of Equations by Elimination, Part 1 Lesson 102 Solving Systems of Equations by Substitution, Part 2 Lesson 104 Solving Systems of Equations by Elimination, Part 2 Algebra Lesson 112 Solving Systems of Inequalities Algebra Lesson 114 Solving Systems of Inequalities from Word Problems</p> |

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| 8.EE Expressions and Equations | 8.EE.7 | Solve linear equations in one variable. | |
| | 8.EE.7.a | Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). | <p><u>INSTRUCTION:</u> New Concept: Lesson 14, pp. 92-94</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 14, pp. 94-95(#5-#10, #15-#18); Lesson 16, pp. 105-107(#28, #29, #30); Lesson 17, pp. 111-113(#27, #28); Lesson 18, pp. 117-119(#26, #27); Lesson 19, pp. 124-125; Lesson 20, pp. 129-131(#14); Lesson 21, pp. 144-145(#6, #8, #11, #12, #20); Lesson 23, pp. 156-157 (#12, #13); Lesson 46, pp. 316-318 (#4, #5); Lesson 57, pp. 391-393</p> <p>Standards Success Activity: Activity 7, pp. 13-14</p> |
| 8.EE.7.b | Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. | <p><u>INSTRUCTION:</u> New Concept: Lesson 38, pp. 250-254; Lesson 50, pp. 336-338; Lesson 56, pp. 382-386; Lesson A61, pp. 787-790</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 50, pp. 338-340(#4-#9); Lesson 51, pp. 351-353(#16); Lesson 52, pp. 357-359(#5, #6); Lesson 54, pp. 371-374(#5, #6); Lesson 55, pp. 378-381; Lesson 56, pp. 386-388(#5); Lesson 57, pp. 391-393; Lesson 58, pp. 397-399(#2); Lesson 61, p. 419 (#10, #11, #12, #13, #14, #15); Lesson 62, p. 428 (#18, #19, #20, #21, #22); Lesson 64, p. 439 (#20, #21, #22); Lesson 66, p. 451 (#22, #223); Lesson 69, p. 469 (#19, #20, #21)</p> <p>Standards Success Activity: Activity 25, pp. 49-50</p> | |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.EE Expressions and Equations | 8.EE.8 | Analyze and solve pairs of simultaneous linear equations. | |
| | 8.EE.8a | Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. | <p>INSTRUCTION: New Concept: Lesson 89, pp. 593-596 Appendix Lesson: Lesson A92-A95, pp. 809-811; Lesson A97, pp. 814-815; Lesson A99-A100, pp. 827-829</p> <p>MAINTENANCE: Written Practice: Lesson A92, p. 811; Lesson A97, p. 816; Lesson A99-A100, p. 821; Lesson A104, p. 829</p> <p>Standards Success Activity: Activity 18, pp. 35-36</p> |
| | 8.EE.8b | Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. | <p>INSTRUCTION: Appendix Lesson: Lesson A92-A94, pp. 809-811; Lesson A99-A100, pp. 818-821; Lesson A102-A104, pp. 824-827; Lesson A104, pp. 827-829</p> <p>MAINTENANCE: Written Practice: Lesson A92-A94, p. 811; Lesson A99-A100, p. 821; Lesson A102, p. 826; Lesson A204, p. 829</p> <p>Standards Success Activity: Activity 18, pp. 35-36</p> |
| | 8.EE.8c | Solve real-world and mathematical problems leading to two linear equations in two variables. | <p>INSTRUCTION: Appendix Lesson: Lesson A92-A94, pp. 809-811; Lesson A97, pp. 814-815</p> |

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| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.F Functions | 8.F | Define, evaluate, and compare functions. | <p><i>Course 3</i> has students revisit basic concepts of “input, output” tables in Lesson 41 in preparation for applying their understanding of functions as they model contextual situations. Work with functions for 8th graders is expanded upon in <i>Course 3</i> at the following points:</p> <ul style="list-style-type: none"> Lesson 41 Functions Lesson 44 Solving Proportions; Slope of a Line Lesson 47 Graphing Functions Lesson 56 Slope-Intercept Equation of a Line Lesson 61 Sequences Extension Activity 26 Comparing Linear Functions Lesson 69 Direct Variation Lesson 70 Solve Direct Variation Problems Extension Activity 28 Deriving the Equation of a Line Lesson 73 Formulas for Sequences Lesson 82 Graphing Equations Using Intercepts Lesson 88 Review of Proportional and Non-proportional Relationships Lesson 97 Recursive Rules for Sequences Lesson 98 Relations and Functions Lesson 99 Inverse Variation Investigation 11 Nonlinear Functions Extension Activity 21 Applying Nonlinear Functions Extension Activity 22 Linear, Quadratic and Exponential Functions |

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|---------------|----------|---|---|
| 8.F Functions | 8.F.1 | Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. ¹ | <p>INSTRUCTION: New Concept: Lesson 41, pp. 277-284; Lesson 47, pp. 319-323; Lesson 98, pp. 651-655 Investigation: Investigation 11, pp. 727-730 Appendix Lesson: Lesson A98, pp. 816-818</p> <p>MAINTENANCE: Problem Solving: Lesson 18, p. 114; Lesson 40, p. 264; Lesson 48, p. 326 Written Practice: Lesson 42, pp. 290-293(#3, #18); Lesson 34, pp. 297-299(#5); Lesson 44, pp. 305-307; Lesson 45, pp. 310-312(#1, #3, #4); Lesson 46, pp. 316-318 (#4); Lesson 47, 324- 325; Lesson 48, pp. 328- 329(#4); Lesson 49, pp. 333- 335(#1, #2); Lesson 50, pp. 338- 341(#4-9); Lesson 51, pp. 351-353 (#16); Lesson 53, pp. 364 -366 (#6); Lesson 98, p.655 (#4, #5); Lesson 103, p. 688 (#4, #5); Lesson A98, p. 818 Graphing Calculator Activities: Activity 9 (Lesson 47), pp. ; Activity 22 (Lesson 11)</p> |
| | 8.F.2 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | <p>Standards Success Activity: Activity 21, pp. 41-42</p> <p>INSTRUCTION: New Concept: Lesson 41, pp. 277-284, Lesson 88, pp. 585-589 Investigation: Investigation 11, pp. 727-730</p> <p>MAINTENANCE: Written Practice Lesson 41, pp. 284-286(#4, #30); Lesson 42, pp. 290-293(#3 #18); Lesson 44, pp. 305- 307; Lesson 45, pp. 310-312 (#1,#3, #4); Lesson 46, pp. 316-318 (#4); Lesson 47, pp. 324- 325; Lesson 48, pp. 328-329(# 4); Lesson 49, pp. 333- 335(#1, #2); Lesson 50, pp. 338 – 341 (#4-9, #27), Lesson 98, p. 655 (#7) Standards Success Activity: Activity 26, pp. 51-52</p> |

¹ Function notation is not required in Grade 8.

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------|--|---|---|
| 8.F Functions | 8.F.3 | Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. | <p>INSTRUCTION: New Concept: Lesson 56, 382-38; Lesson 69, pp. 463-467, Lesson 82, pp. 550-553 Investigation: Investigation 11, pp. 727-730</p> <p>MAINTENANCE: Written Practice: Lesson 56, pp. 387(#5); Lesson 57, p. 391; Lesson 58, p. 397(#2); Lesson 61, p. 420 (#20); Lesson 62, p. 428 (#22); Lesson 71, p. 483 (#6); Lesson 72, p. 489 (#4); Lesson 75, p. 506 (#25); Lesson 77, p. 517 (#4, #5); Lesson 88, p. 592 (#25)</p> <p>Graphing Calculator Activities: Activity 13 (Investigation 69); Activity 17 (Lesson 82), pp. 550-556</p> <p>Standards Success Activity: Activity 22, pp. 43-44</p> |
| | Use functions to model relationships between quantities. | <p>In <i>Course 3</i>, students build a foundation of functions as a relationship of quantities first through an input-output table before moving into abstract representations of sequences and patterns expressed algebraically. Functions are used as quantitative models in the following <i>Course 3</i> lessons:</p> <ul style="list-style-type: none"> Lesson 41 Functions Lesson 44 Solving Proportions; Slope of a Line Lesson 47 Graphing Functions Lesson 61 Sequences Lesson 69 Direct Variation Lesson 70 Solve Direct Variation Problems Lesson 73 Formulas for Sequences Lesson 88 Review of Proportional and Non-proportional Relationships Lesson 97 Recursive Rules for Sequences Lesson 98 Relations and Functions Lesson 99 Inverse Variation Investigation 11 Nonlinear Functions Extension Activity 21 Applying Nonlinear Functions Extension Activity 22 Linear, Quadratic and Exponential Functions | |

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|---------------|----------|---|--|
| 8.F Functions | 8.F.4 | Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. | <p>INSTRUCTION: New Concept: Lesson 41, p. 277-284, Lesson 44, p. 300-304, Lesson 47, p. 319-323, Lesson 69, pp. 463-467 Appendix Lesson: A68, pp. 793-794; Lesson A98, pp. 816-818</p> <p>MAINTENANCE: Problem Solving: Lesson 18, p. 114; Lesson 40, p. 264; Lesson 48, p. 326 Written Practice: Lesson 44, p. 307(#29); Lesson 50, p. 340(#27); Lesson 69, p. 468 (#14); Lesson 70, p. 475 (#25); Lesson 77, p. 517 (#5); Lesson 95, p. 639 (#25); Lesson 100, p. 669 (325); Lesson A98, p. 818 Graphing Calculator Activities: Activity 9 (Lesson 47); Activity 13 (Lesson 69), pp. 463-469</p> <p>Standards Success Activity: Activity 27, pp. 53-54</p> |
| | 8.F.5 | Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. | <p>INSTRUCTION: New Concept: Lesson 41, p. 277-284; Lesson 69, pp. 463-467; Lesson 88, pp. 585-589 Investigation: Investigation 11, pp. 727-730 Appendix Lesson: Lesson A98, pp. 816-818</p> <p>MAINTENANCE: Written Practice: Lesson 42, p. 286; Lesson 42, p. 292(#18); Lesson 43, p. 297(#5); Lesson 44, p. 307(#29); Lesson 47, p. 325; Lesson 48, p. 329; Lesson 49, p. 335; Lesson 50, p. 341; Lesson 71, p. 483 (#4, #6); Lesson 72, p. 489 (#4, #8) Graphing Calculator Activities: Activity 13 (Lesson 69), pp. 463-469</p> <p>Standards Success Activity: Activity 17, pp. 33-34</p> |

| Domain | Standard | Text of Objective | <p style="text-align: center;">Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i></p> |
|--------------|----------|---|--|
| 8.G Geometry | | <p>Understand congruence and similarity using physical models, transparencies, or geometry software.</p> | <p>Students begin working with two-dimensional figures in Investigation 1 in Course 3 so as to allow for opportunities to practice on a daily basis throughout the course. Geometric concepts for 8th grade are built upon at the following points within Course 3:</p> <ul style="list-style-type: none"> Investigation 1 Coordinate Plane Lesson 19 Polygons Lesson 20 Triangles Lesson 26 Transformations Lesson 35 Similar Polygons Lesson 37 Combined Polygons Investigation 5 Graphing Transformations Lesson 54 Angles Relationships Lesson 65 Applications Using Similar Triangles Lesson 71 Percent Change in Dimensions Lesson 88 Review of Proportional Relationships Lesson 95 Slant Heights of Pyramids and Cones Lesson 96 Geometric Measures with Radicals Lesson 112 Ratios of Side Lengths of Right Triangles Lesson 115 Relative Sizes of Sides and Angles of a Triangle |

| Domain | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------|---|---|
| 8.G.1 | Verify experimentally the properties of rotations, reflections, and translations: | |
| 8.G.1.a | Lines are taken to lines, and line segments to line segments of the same length. | <p><u>INSTRUCTION:</u> New Concept: Lesson 25, pp. 169-174 Investigation: Investigation 5, pp. 342-345</p> <p><u>MAINTENANCE:</u> Problem Solving: Lesson 22, p. 146, Lesson 84, p. 563 Written Practice: Lesson 27, p. 179 (#7, #9); Lesson 29, p. 189; Lesson 51, p. 353; Lesson 58, p. 399; Lesson 59, p. 405; Lesson 68, p. 462 (#25); Lesson 71, p. 484 (#15); Lesson 76, p. 513 (#25); Lesson 79, p. 530 (#25); Lesson 81, p. 548 (#3, #4); Lesson 83, p. 561 (#12); Lesson 85, p. 573 (#25)</p> <p>Graphing Calculator Activities: Activity 10 (Investigation 5), pp. 342-345</p> |
| 8.G.1.b | Angles are taken to angles of the same measure. | <p><u>INSTRUCTION:</u> New Concept: Lesson 26, pp. 169-174 Investigation: Investigation 5, pp. 342-345</p> <p><u>MAINTENANCE:</u> Problem Solving : Lesson 22, p. 146, Lesson 84, p. 563 Written Practice Lesson 27, p. 179(#7, #9); Lesson 51, p. 353; Lesson 58, p. 399; Lesson 59, p. 405; Lesson 68, p. 462 (#25); Lesson 71, p. 484 (#15); Lesson 76, p. 513 (#25); Lesson 79, p. 530 (#25); Lesson 81, p. 548 (#3, #4); Lesson 83, p. 561 (#12); Lesson 85, p. 573 (#25)</p> <p>Standards Success Activity: Activity 3, pp. 5-6</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|--|---|---|
| | 8.G.1.c | Parallel lines are taken to parallel lines. | <p>INSTRUCTION: New Concept: Lesson 26, pp.169-174</p> <p>MAINTENANCE: Problem Solving: Lesson 42, p. 146, Lesson 84, p.563 Written Practice: Lesson 29, p. 189; Lesson 51, p. 353; Lesson 58, p. 399; Lesson 59, p. 405; Lesson 76, p.513 (#25); Lesson 81, p. 548 (#3) Graphing Calculator Activities: Activity 10 (Investigation 5), pp. 342-345</p> <p>Standards Success Activity: Activity 3, pp. 5-6</p> |
| 8.G Geometry | 8.G.2 | Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. | <p>INSTRUCTION: New Concept: Lesson 19, pp. 120-123, Lesson 26, pp. 169-174 Investigation: Investigation 5, pp. 342-345</p> <p>MAINTENANCE: Written Practice Lesson 51, p.353; Lesson 58, p. 399; Lesson 59, p. 405; Lesson 68, p. 462 (#25); Lesson 76, p. 513 (#25); Lesson 79, p. 530 (#25); Lesson 83, p. 561 (#12); Lesson 85, p. 573 (#25)</p> <p>Standards Success Activity: Activity 8, pp. 15-16</p> |
| 8.G.3 | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. | <p>INSTRUCTION: New Concept: Lesson 26, pp. 169-174, Lesson 71, pp. 479-483 Investigation: Investigation 5, pp. 342-345</p> <p>MAINTENANCE: Written Practice: Lesson 51, p. 352; Lesson 56, p. 387; Lesson 58, p. 399; Lesson 68, p. 462 (#25); Lesson 76, p. 513 (#25); Lesson 79, p. 530 (#25); Lesson 81, p. 548 (#3); Lesson 93, p. 627 (#4); Lesson 114, p. 753 (#16) Graphing Calculator Activities: Activity 10 (Investigation 5), pp. 342-345</p> | |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|--------------|----------|---|---|
| 8.G Geometry | 8.G.4 | Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. | <p>INSTRUCTION: New Concept: Lesson 19, pp. 120-123, Lesson 26, pp. 169-174, Lesson 71, pp. 479-483 Investigation: Investigation 5, pp. 342-345</p> <p>MAINTENANCE: Written Practice Lesson 27, p.179; Lesson 34, p. 228; Lesson 36, p.242, Lesson 39, p. 256, Lesson 40, p. 268, Lesson 57, p. 387, Lesson 60, p. 410, Lesson 71, p. 484 (#10, #16); Lesson 81, p. 548 (#3, #4); Lesson 93, p. 627 (#4); Lesson 643</p> <p>Standards Success Activity: Activity 9, pp. 17-18</p> |
| | 8.G.5 | Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. | <p>INSTRUCTION: New Concept: Lesson 54, pp. 367-371, Lesson 65, pp. 440-443, Lesson 115, pp. 754-756</p> <p>MAINTENANCE: Power Up: Lesson 11, p. 72, Lesson 14, p. 92, Lesson 16, p.103, Lesson 19, p.120, Lesson 19, p. 120, Lesson 64, p. 435, Lesson 66, p. 446 Problem Solving : Lesson 92, p. 617, Lesson 65, p. 443 Written Practice: Lesson 27, p.179; Lesson 34, p. 228; Lesson 36, p.242, Lesson 39, p. 256, Lesson 40, p. 268, Lesson 57, p. 387, Lesson 60, p. 410, Lesson 61, p. 419 (#5); Lesson 62, p. 426 (#5); Lesson 63, p. 433 (#5); Lesson 64, p. 437 (#5); Lesson 66, p. 450 (#5, #6); Lesson 68, p. 461 (#5, #12)</p> <p>Standards Success Activity: Activity 11, pp. 21-22; Activity 14, pp. 27-28; Activity 24, pp. 47-48</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| | | <p>Understand and apply the Pythagorean Theorem.</p> | <p>Students begin using the Pythagorean Theorem early in <i>Course 3</i> and practice and apply its principals meaningfully throughout the course in order to be able to utilize it in problem-solving situations and eventually prove its origins. These applications occur at the following points in <i>Course 3</i>:</p> <p>Investigation 2 Pythagorean Theorem Extension Activity 5 The Pythagorean Theorem and Its Converse Extension Activity 6 The Pythagorean Theorem and Distance Lesson 95 Slant Heights of Pyramids and Cones Lesson 96 Geometric Measures with Radicals Extension Activity 20 Using the Pythagorean Theorem in 2-D and 3-D Figures Investigation 12 Proof of the Pythagorean Theorem</p> |
| 8.G Geometry | 8.G.6 | <p>Explain a proof of the Pythagorean Theorem and its converse.</p> | <p>INSTRUCTION: Investigation: Investigation 12, pp. 782-784</p> <p>Standards Success Activity: Activity 5, pp. 9-10</p> |
| | 8.G.7 | <p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> | <p>INSTRUCTION: New Concept: Lesson 37, pp. 245-247, Lesson 95, pp. 634-636 Investigation: Investigation 2, pp. 132-138</p> <p>MAINTENANCE: Written Practice: Lesson 21, p.145, Lesson 28, p. 185, Lesson 32, p. 215, Lesson 39, p.263, Lesson 46, p.318, Lesson 55, p. 379, Lesson 59, p. 404, Lesson 62, p. 427 (#8, #13); Lesson 65, p. 444 (#10); Lesson 68, p. 46 (#10); Lesson 70, p. 475; Lesson 72, p. 489 (#9); Lesson 75, p. 505 (#7); Lesson 82, p. 553 (#5); Lesson 88, p. 591 (#10); Lesson 91, p. 614 (#8); Lesson 92, p. 622 (#15); Lesson 93, p. 628 (#25); Lesson 94, p. 632 (#6); Lesson 97, p. 649 (#10); Lesson 99, p. 662 (#4); Lesson 103, p. 689 (#11); Lesson 108, p. 716 (#14); Lesson 110, p. 726 (#12); Lesson 111, p. 735 (#10); Lesson 112, p. 741 (#22); Lesson 115, p. 757 (#6, #16)</p> <p>Standards Success Activity: Activity 20, pp. 39-40</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
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| 8.G Geometry | 8.G.8 | Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | <p><u>INSTRUCTION:</u> New Concept: Lesson 96, pp. 640-642</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 96, pp. 644 (#19); Lesson 104, p. 695; Lesson 111, p. 736 (#22); Lesson 114, p. 753 (#15); Lesson 115, p. 757 (#13); Lesson 119, p. 777 (#23) Standards Success Activity: Activity 6, pp. 11-12</p> |
| | 8.G.9 | Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. | <p>Students revisit and begin utilizing volume in context in Lesson 76 of Course 3. Applications of volume for 8th graders are expanded upon in Course 3 at the following points: Lesson 76 Volume of Prisms and Cylinders Lesson 86 Volume of Pyramids and Cones Lesson 106 Review of the Effect of Scale on Volume Lesson 107 Volume and Surface Area of Compound Solids Lesson 111 Volume and Surface Area of the Sphere</p> <p><u>INSTRUCTION:</u> New Concept: Lesson 76, pp. 507-511, Lesson 86, pp. 574-578, Lesson 106, pp. 702-704, Lesson 107, pp. 707-709, Lesson 111, pp. 731-734</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 76, p. 512 (#5, #6); Lesson 78, p. 523 (#19); Lesson 79, p. 529 (#20, #22); Lesson 80, p. 536 (#6); Lesson 87, p. 583 (#5); Lesson 96, p. 643; Lesson 111, p. 735 (#1); Lesson 112, p. 740 (#8); Lesson 113, p. 746</p> |

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| 8.SP Statistics and Probability | 8.SP.1 | Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. | <p>Students in <i>Course 3</i> will build upon basic plotting of data points (Investigation 1) to begin determining relationships between two sets of data points: is the association negative or positive, and to what degree? Were “outlier” data points valid or a measurement error? Students begin working with two sets of data points in Investigation 6 of <i>Course 3</i> and provide opportunities to practice on a daily basis throughout the remainder of the course. Concepts regarding bivariate data for 8th grade are built upon at the following points within <i>Course 3</i>:</p> <p>Investigation 1 Graphing on a Coordinate Plane Investigation 6 Collect, Display, Interpret Data Extension Activity 13 Two-way Tables Investigation 8 Scatter Plots Extension Activity 16 Scatter Plots and Model Fit Lesson 113 Using Scatter Plots to Make Predictions Extension Activity 23 Patterns in Scatter Plots</p> <p>INSTRUCTION: New Concept: Lesson 113, pp. 742-745 Investigation: Investigation 8, pp. 538-544</p> <p>MAINTENANCE: Written Practice: Lesson 97, p. 650 (#25); Lesson 101, p. 680 (#24) Graphing Calculator Activities: Activity 16 (Investigation 8), pp. 538-544</p> <p>Standards Success Activity: Activity 23, pp. 45-46</p> |
| | 8.SP.2 | Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. | <p>INSTRUCTION: New Concept: Lesson 113, pp. 742-745 Investigation: Investigation 8, pp. 538-544</p> <p>MAINTENANCE: Written Practice: Lesson 97, p. 650 (#25); Lesson 101, p. 680 (#24) Graphing Calculator Activities: Activity 16 (Investigation 8), pp. 538-544</p> <p>Standards Success Activity: Activity 16, pp. 31-32</p> |

| Domain | Standard | Text of Objective | Saxon Math Course 3 Citations/Examples <i>References in italics indicate foundational.</i> |
|---------------------------------|----------|---|--|
| 8.SP Statistics and Probability | 8.SP.3 | Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. | <p><u>INSTRUCTION:</u> New Concept: Lesson 96, p. 642; Lesson 113, pp. 742-745 Investigation: Investigation 8, pp. 538-544</p> <p><u>MAINTENANCE:</u> Problem Solving : 382 Written Practice: Lesson 66, p. 451; Lesson 90, p. 604; Lesson 101, p. 680 (#24)</p> |
| | 8.SP.4 | Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. | <p><u>INSTRUCTION:</u> Investigation: Investigation 8, pp. 538-544 Investigation: Investigation 6, pp. 412-414</p> <p><u>MAINTENANCE:</u> Written Practice: Lesson 66, p. 451</p> <p>Standards Success Activity: Activity 13, pp. 25-26</p> |

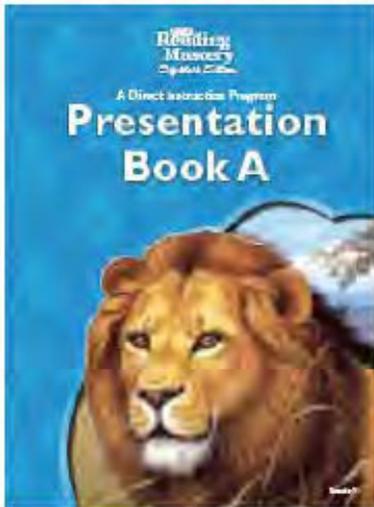
Third Grade





**SRA
Wright Group**

English Language Arts Standards
Grade 3



**Reading Mastery
Signature Edition
Grade 3
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| GRADE 3 STANDARDS | | PAGE REFERENCES |
|--|---|--|
| Reading Standards for Literature: Key Ideas and Details | | |
| RL.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <p>Reading Presentation Book A: (Lesson Exercise) 1.4, 2.4, 4.3, 4.4, 5.4, 6.4, 7.3, 8.2, 8.3, 9.3, 11.2, 11.3, 12.3, 12.4, 13.4, 14.4, 15.4, 16.3, 16.4, 17.3, 18.3, 18.4, 19.3, 21.3, 21.4, 22.4, 23.3, 24.3, 24.4, 25.3, 26.3, 27.4, 28.3, 29.3, 31.3, 32.3, 33.5, 34.4, 35.3, 36.5, 37.3, 38.3, 39.4, 41.3, 42.3, 43.4, 44.3, 45.3, 46.4, 47.3, 48.3, 49.4, 51.3, 53.4, 54.4, 55.4, 56.6, 57.3, 58.4, 59.4, 61.4, 63.3, 64.4, 65.3, 66.3, 67.6, 68.3, 69.3, 69.4</p> <p>Reading Presentation Book B: (Lesson Exercise) 71.4, 71.5, 72.4, 73.3, 74.4, 75.3, 76.3, 77.3, 78.3, 79.4, 81.3, 82.3, 83.4, 84.4, 85.3, 86.5, 87.4, 88.3, 89.5, 92.4, 93.3, 94.3, 95.4, 96.4, 97.3, 98.3, 98.4, 99.2, 101.2, 103.5, 103.3, 105.3, 106.3, 107.4, 108.3, 109.3, 111.3, 112.3, 113.4, 114.4, 115.3, 116.3, 117.4, 118.3, 119.3, 121.4, 122.3, 123.3, 124.3, 125.3, 126.3, 127.3, 128.3, 129.3, 129.4, 131.4, 132.3, 133.3, 133.4, 134.3, 135.4, 136.3, 137.2, 138.2, 139.2</p> <p>Reading Textbook I: Lessons 1.C, 2.C, 4.B, 4.C, 5.C, 6.C, 7.C, 8.B, 8.C, 9.C, 11.B, 11.C, 12.B, 12.C, 13.D, 14.C, 15.C, 16.B, 16.C, 17.B, 18.B, 18.C, 19.B, 21.B, 21.C, 22.C, 23.B, 24.B, 24.C, 25.C, 26.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.C, 34.C, 35.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 53.B, 54.C, 55.B, 56.C, 57.B, 58.C, 59.B.</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | <p>61.B, 63.B, 64.B, 65.B, 66.B, 67.C, 68.B, 69.B, 69.C Reading Textbook 2: Lessons 71.B, 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.C, 81.B, 82.B, 83.B, 84.C, 85.B, 86.C, 87.B, 88.B, 89.C, 92.C, 93.B, 94.B, 95.C, 96.C, 97.B, 98.B, 98.C, 99.B, 101.B, 102.C, 103.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.B, 126.C, 127.B, 128.B, 129.B, 129.C, 131.B, 132.B, 133.B, 133.C, 134.B, 135.C, 136.B, 137.B, 138.B, 139.B Lesson Connections: (Lesson.Part.Activity) 21.B.2, 22.B.2, 26.B.2, 27.B.2, 28.B.2, 29.B.2, 31.B.2, 32.B.1, 32.B.2, 33.B.1, 33.B.3, 34.B.1, 34.B.2, 37.B.1, 38.B.1, 39.B.1, 39.B.2, 41.B.1, 42.B.2, 42.B.3, 43.B.2, 43.B.3, 44.B.2, 44.B.3, 46.B.2, 46.B.3, 47.B.1, 47.B.3, 47.B.3, 48.B.2, 48.B.3, 49.B.2, 49.B.3, 51.B.2, 51.B.3, 52.B.2, 53.B.2, 54.B.2, 56.B.2, 57.B.2, 58.B.1, 58.B.2, 59.B.1, 61.B.2, 62.B.2, 63.B.1, 64.B.1, 66.B.1, 68.B.1, 69.B.1, 71.B.1, 72.B.1, 73.B.1, 74.B.1, 76.B.1, 77.B.1, 78.B.1, 79.B.1, 81.B.2, 82.B.2, 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 117.B.1, 118.B.1, 122.B.1, 126.B.1, 127.B.1, 128.B.1, 129.B.1, 131.B.1, 132.B.1, 133.B.1, 134.B.1, 136.B.1, 137.B.1, 138.B.1, 139.B.1 Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> |
| RL.3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | <p>Lesson Connections: (Lesson.Part.Activity) 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 131.B.1, 132.B.1 Activities Across the Curriculum: Activity 4 Literature Anthology/Literature Guide: Lessons 1, 3, 4, 5.5, 6.1, 6.2, 9, 11, 12, 15</p> |
| RL.3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | <p>Reading Presentation Book A: (Lesson.Exercise) 4.4, 8.3, 16.4, 21.4, 24.4, 26.3, 43.4, 45.3, 65.3, 69.4 Reading Presentation Book B: (Lesson.Exercise) 75.3, 76.3, 81.3, 96.4, 101.2, 1102.5, 104.4, 113.4, 117.4, 129.4, 136.3 Reading Textbook 1: Lessons 4.C, 8.C, 16.C, 21.C, 24.C, 26.B, 43.B, 45.B, 65.B, 69.C Reading Textbook 2: Lessons 75.B, 76.B, 81.B, 96.C, 101.B, 102.C, 104.B, 113.B, 117.B, 129.C, 136.B Lesson Connections: (Lesson.Part.Activity) 21.B.2, 22.B.2, 26.B.2, 27.B.2, 28.B.2, 29.B.2, 31.B.2, 32.B.1, 32.B.2, 33.B.3, 34.B.2, 37.B.1, 38.B.2, 39.B.1, 39.B.2, 41.B.2, 42.B.2, 42.B.3, 43.B.2, 43.B.3, 44.B.2, 44.B.3, 46.B.1-3, 47.B.1-3, 48.B.1-3, 49.B.1-3, 51.B.2, 51.B.3, 52.B.2, 53.B.1, 53.B.2, 54.B.2, 56.B.1, 56.B.2, 57.B.1, 58.B.1, 58.B.2, 59.B.1, 61.B.2, 62.B.2, 63.B.1, 64.B.1, 66.B.1, 68.B.1, 69.B.1, 81.B.1, 82.B.1, 82.B.2, 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 11.B.1, 113.B.1, 114.B.1, 116.B.1, 131.B.1, 132.B.1, 138.B.1, 139.B.1</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | Activities Across the Curriculum: Activity 33 Literature Anthology/Literature Guide: Lessons 4, 5.1, 6.2, 7, 11, 12.2, 14 |
| Reading Standards for Literature: Craft and Structure | | |
| RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | <p>Reading Presentation Book A: (Lesson Exercise) 3.1, 4.1, 5.1, 6.1, 12.1, 13.1, 14.1, 15.1, 16.1, 17.1, 18.1, 19.1, 21.1, 22.1, 23.1, 24.1, 25.1, 26.1, 27.1, 28.1, 29.1, 31.1, 32.1, 33.1, 34.1, 35.1, 36.1, 36.2, 37.1, 38.1, 39.1, 39.2, 41.1, 42.1, 43.1, 43.2, 44.1, 45.1, 46.1, 46.2, 47.1, 48.1, 49.1, 49.2, 51.1, 52.1, 53.1, 53.2, 54.1, 55.1, 56.1, 56.2, 57.1, 58.1, 59.1, 59.2, 61.1, 61.2, 62.1, 63.1, 64.1, 65.1, 66.1, 67.1, 67.2, 68.1, 69.1</p> <p>Reading Presentation Book B: (Lesson Exercise) 71.1, 71.2, 72.1, 73.1, 74.1, 74.2, 75.1, 76.1, 77.1, 78.1, 79.1, 81.1, 82.1, 83.1, 84.1, 85.1, 86.1, 86.2, 87.1, 88.1, 89.1, 91.1, 92.1, 93.1, 94.1, 95.1, 96.1, 97.1, 98.1, 102.1, 103.1, 104.1, 104.2, 105.1, 106.1, 107.1, 107.2, 108.1, 109.1, 111.1, 112.1, 113.1, 113.2, 114.1, 114.2, 115.1, 116.1, 117.1, 117.2, 118.1, 119.1, 121.1, 122.1, 123.1, 124.1, 125.1, 127.1, 128.1, 129.1, 131.1, 132.1, 133.1, 134.1, 135.1, 136.1, 136.2</p> <p>Language Presentation Book B: (Lesson Exercise) 101.2, 102.3, 103.4, 104.4, 124.4, 125.2, 126.2, 126.3, 127.2, 127.3, 128.2, 128.3, 128.3, 129.3, 131.4, 132.4, 134.2, 135.2</p> <p>Language Textbook: (Lesson Exercise) 104.C, 124.C, 125.A, 126.A, 126.B, 127.A, 127.B, 128.A, 128.B, 128.C, 129.B, 131.C, 132.C, 134.A, 135.A</p> <p>Language Workbook: (Lesson Exercise) 101.A, 102.B, 103.C</p> <p>Lesson Connections: (Lesson Part Activity) 1.A.3, 2.A.1, 3.A.1, 4.A.1, 6.A.2, 7.A.1, 8.A.1, 9.A.1, 11.A.2, 12.A.1, 13.A.1, 14.A.1, 16.A.2, 17.A.1, 18.A.1, 19.A.1, 21.A.2, 22.A.1, 23.A.1, 24.A.1, 26.A.2, 27.A.1, 28.A.1, 29.A.1, 31.A.2, 32.A.1, 33.A.1, 34.A.1, 35.A.2, 37.A.1, 38.A.1, 39.A.1, 41.A.2, 42.A.1, 43.A.1, 44.A.1, 46.A.2, 47.B.1, 48.A.1, 49.A.1, 51.A.2, 52.A.1, 53.A.1, 54.A.1, 56.A.2, 57.A.2, 58.A.1, 59.A.1, 61.A.1, 62.A.1, 63.A.1, 64.A.1, 66.A.2, 67.A.1, 68.A.1, 69.A.1, 71.A.2, 72.A.1, 73.A.1, 74.A.1, 76.A.2, 77.A.1, 78.A.1, 79.A.1, 81.A.3, 82.A.2, 83.A.1, 84.A.1, 86.A.2, 87.A.1, 88.A.1, 89.A.1, 91.A.3, 92.A.2, 93.A.1, 94.A.1, 96.A.2, 97.A.1, 98.A.1, 99.A.1, 101.A.2, 102.A.1, 103.A.1, 104.A.1, 106.A.2, 107.A.1, 108.A.1, 109.A.1, 111.A.2, 112.A.1, 113.A.1, 114.A.1, 116.A.2, 117.A.1, 118.A.1, 119.A.1, 121.A.2, 122.A.2, 123.A.1, 124.A.1, 126.A.2, 127.A.1, 128.A.1, 129.A.1, 131.A.2, 132.A.1, 133.A.1, 134.A.1, 136.A.2, 137.A.1, 138.A.1, 139.A.1</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p>Student Practice CD</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|---|---|--|
| | | Research Projects |
| RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | Language Presentation Book B: (Lesson Exercise) 115.4, 116.5, 117.4 Language Textbook: (Lesson Exercise) 115.C, 116.D, 117.C Activities Across the Curriculum: Activities 4, 13, 20, 28, 33 Literature Anthology/Literature Guide: Lessons 1, 2.1, 2.2, 3, 5, 7, 8, 10.1, 11.1, 12.1, 13, 14, 15 |
| RL.3.6 | Distinguish their own point of view from that of the narrator or those of the characters. | Literature Anthology/Literature Guide: Lessons 5.1, 8, 10.1, 14, 15 |
| Reading Standards for Literature: Integration of Knowledge and Ideas | | |
| RL.3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | Reading Presentation Book A: (Lesson Exercise) 1.4, 2.4, 4.3, 4.4, 5.4, 6.4, 7.3, 8.2, 8.3, 9.3, 11.2, 11.3, 12.3, 12.4, 13.4, 14.4, 15.4, 16.3, 16.4, 17.3, 18.3, 18.4, 19.3, 21.3, 21.4, 22.4, 23.3, 24.3, 24.4, 25.3, 26.3, 27.4, 28.3, 29.3, 31.3, 32.3, 33.5, 34.4, 35.3, 36.5, 37.3, 38.3, 39.4, 41.3, 42.3, 43.4, 44.3, 45.3, 46.4, 47.3, 48.3, 49.4, 51.3, 53.4, 54.4, 55.4, 56.6, 57.3, 58.4, 59.4, 61.4, 63.3, 64.4, 65.3, 66.3, 67.6, 68.3, 69.3, 69.4 Reading Presentation Book B: (Lesson Exercise) 71.4, 71.5, 72.4, 73.3, 74.4, 75.3, 76.3, 77.3, 78.3, 79.4, 81.3, 82.3, 83.4, 84.4, 85.3, 86.5, 87.4, 88.3, 89.5, 92.4, 93.3, 94.3, 95.4, 96.4, 97.3, 98.3, 98.4, 99.2, 101.2, 103.5, 103.3, 105.3, 106.3, 107.4, 108.3, 109.3, 111.3, 112.3, 113.4, 114.4, 115.3, 116.3, 117.4, 118.3, 119.3, 121.4, 122.3, 123.3, 124.3, 125.3, 126.3, 127.3, 128.3, 129.3, 129.4, 131.4, 132.3, 133.3, 133.4, 134.3, 135.4, 136.3, 137.2, 138.2, 139.2 Reading Textbook 1: Lessons 1.C, 2.C, 4.B, 4.C, 5.C, 6.C, 7.C, 8.B, 8.C, 9.C, 11.B, 11.C, 12.B, 12.C, 13.D, 14.C, 15.C, 16.B, 16.C, 17.B, 18.B, 18.C, 19.B, 21.B, 21.C, 22.C, 23.B, 24.B, 24.C, 25.C, 26.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.C, 34.C, 35.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 53.B, 54.C, 55.B, 56.C, 57.B, 58.C, 59.B, 61.B, 63.B, 64.B, 65.B, 66.B, 67.C, 68.B, 69.B, 69.C Reading Textbook 2: Lessons 71.B, 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.C, 81.B, 82.B, 83.B, 84.C, 85.B, 86.C, 87.B, 88.B, 89.C, 92.C, 93.B, 94.B, 95.C, 96.C, 97.B, 98.B, 98.C, 99.B, 101.B, 102.C, 103.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.B, 126.C, 127.B, 128.B, 129.B, 129.C, 131.B, 132.B, 133.B, 133.C, 134.B, 135.C, 136.B, 137.B, 138.B, 139.B Lesson Connections: (Lesson Part Activity) 31.B.2, 32.B.1, 32.B.2, 33.B.1, 33.B.3, 34.B.1, 34.B.2, 35.B., |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|--|---|--|
| | | 36.B.1, 37.B.1, 38.B.1, 39.B.1, 41.B.1, 42.B.1, 42.B.3, 43.B.1, 43.B.3, 44.B.1, 44.B.3, 46.B.1, 46.B.3, 47.B.1, 47.B.3, 48.B.1, 48.B.3, 49.B.1, 49.B.3, 51.B.2, 52.B.2, 53.B.1, 54.B.1, 56.B.1, 57.B.1, 58.B.1, 59.B.1, 61.B.2, 62.B.2, 63.B.1, 64.B.2, 66.B.1, 68.B.1, 69.B.1, 81.B.2, 82.B.2, 138.B.1, 139.B.1 Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 |
| RL.3.8 | <i>(Not applicable to literature)</i> | |
| RL.3.9 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | Reading Presentation Book A: (Lesson Exercise) 55.A Reading Textbook A: Lessons 55.B Lesson Connections: (Lesson Part Activity) 83.B.2, 84.B.1, 87.B.1, 88.B.1, 89.B.1 Activities Across the Curriculum: Activity 4 |
| Reading Standards for Literature: Range of Reading and Level of Text Complexity | | |
| RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | Reading Presentation Book A: (Lesson Exercise) 1.4, 2.4, 3.5, 4.4, 5.4, 6.4, 7.3, 8.3, 9.3, 11.3, 12.4, 13.4, 14.4, 15.4, 16.4, 17.3, 18.4, 19.3, 21.4, 22.4, 23.3, 24.4, 25.3, 26.3, 27.4, 28.3, 29.3, 31.3, 32.3, 33.5, 34.4, 35.3, 36.5, 37.3, 38.3, 39.4, 41.3, 42.3, 43.4, 44.3, 45.3, 46.4, 47.3, 48.3, 49.4, 51.3, 52.4, 53.5, 54.4, 55.4, 56.6, 57.3, 58.4, 59.4, 61.4, 62.4, 63.3, 64.4, 65.3, 66.3, 67.6, 68.3, 69.4 Reading Presentation Book B: (Lesson Exercise) 71.5, 72.4, 73.3, 74.4, 75.3, 76.3, 77.3, 78.3, 79.4, 81.3, 82.3, 83.4, 84.4, 85.4, 86.5, 87.4, 88.3, 89.5, 91.4, 92.4, 93.3, 94.3, 95.4, 96.4, 97.3, 98.4, 99.2, 101.2, 102.5, 103.3, 104.4, 105.3, 106.3, 107.4, 109.3, 109.3, 111.3, 112.3, 113.4, 114.4, 115.3, 116.3, 117.4, 118.3, 119.3, 121.4, 122.3, 123.3, 124.3, 125.4, 126.3, 127.3, 128.3, 129.3, 131.3, 132.3, 133.4, 134.3, 135.4, 136.3, 137.2, 138.2, 139.2 Reading Textbook 1: Lessons 1.C, 2.C, 3.C, 4.C, 5.C, 6.C, 7.C, 8.C, 9.C, 11.C, 12.C, 13.D, 14.C, 15.C, 16.C, 17.B, 18.C, 19.B, 21.C, 22.C, 23.B, 24.C, 25.C, 26.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.C, 34.C, 35.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 52.C, 53.C, 54.C, 55.B, 56.C, 57.B, 58.C, 59.B, 61.B, 62.C, 63.B, 64.B, 65.B, 66.B, 67.C, 68.B, 69.C Reading Textbook 2: Lessons 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.C, 81.B, 82.B, 83.B, 84.B, 85.B, 86.B, 87.B, 88.B, 89.B, 91.C, 92.C, 93.B, 94.B, 95.C, 96.C, 97.B, 98.C, 99.B, 101.B, 102.C, 103.B, 104.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.C, 126.C, 127.B, 128.B, 129.C, 131.B, 132.B, 133.C, 134.B, 135.C, 136.B, 137.B, 138.B, 139.B |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|--|---|---|
| | | <p>Lesson Connections: (Lesson.Part.Activity) 21.B.2, 22.B.2, 23.B.2, 24.B.2, 26.B.2, 27.B.2, 28.B.2, 29.B.2, 31.B.2, 32.B.1, 32.B.2, 33.B.1, 33.B.3, 34.B.1, 34.B.2, 36.B.1, 36.B.2, 37.B.1, 38.B.1, 38.B.2, 39.B.1, 39.B.2, 41.B.1, 41.B.2, 42.B.1, 42.B.2, 42.B.3, 43.B.1, 43.B.2, 43.B.3, 44.B.1, 44.B.2, 44.B.3, 46.B.1, 46.B.2, 46.B.1, 47.B.1, 47.B.2, 47.B.3, 48.B.1, 48.B.2, 48.B.3, 49.B.1, 49.B.2, 49.B.3, 51.B.2, 51.B.3, 52.B.1, 52.B.2, 53.B.1, 53.B.2, 54.B.1, 54.B.2, 56.B.1, 56.B.2, 57.B.1, 58.B.1, 58.B.2, 61.B.2, 63.B.1, 64.B.2, 66.B.1, 68.B.1, 69.B.1, 71.B.1, 72.B.1, 73.B.1, 74.B.1, 76.B.1, 77.B.1, 78.B.1, 79.B.1, 81.B.1, 81.B.2, 82.B.1, 82.B.2, 83.B.1, 83.B.2, 84.B.1, 86.B.1, 87.B.1, 88.B.1, 89.B.1, 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 117.B.1, 118.B.1, 119.B.1, 121.B.1, 122.B.1, 123.B.1, 124.B.1, 126.B.1, 127.B.1, 128.B.1, 129.B.1, 131.B.1, 132.B.1, 133.B.1, 134.B.1, 136.B.1, 137.B.1, 138.B.1, 129.B.1</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> |
| Reading Standards for Informational Text: Key Ideas and Details | | |
| RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <p>Reading Presentation Book A: (Lesson Exercise) 1.2, 2.2, 3.3, 4.3, 5.3, 6.3, 7.2, 8.2, 9.2, 11.2, 12.3, 13.3, 14.3, 15.3, 16.3, 18.3, 21.3, 22.3, 24.3, 27.3, 33.4, 336.4, 52.3, 53.4, 54.3, 56.4, 58.3, 62.3, 64.3, 67.4, 67.5, 69.3</p> <p>Reading Presentation Book B: (Lesson Exercise) 71.4, 79.3, 86.4, 89.4, 91.3, 92.4, 95.3, 96.3, 98.3, 102.4, 125.2, 126.2, 129.3, 133.3, 135.3</p> <p>Reading Textbook 1: Lessons 1.B, 2.B, 3.B, 4.B, 5.B, 6.B, 7.B, 8.B, 9.B, 11.B, 12.B, 13.B, 13.C, 14.B, 15.B, 16.B, 18.B, 21.B, 22.B, 24.B, 27.B, 33.B, 36.B, 52.B, 53.B, 54.B, 56.B, 58.B, 62.B, 67.B, 69.B</p> <p>Reading Textbook 2: Lessons 71.B, 79.B, 86.B, 89.B, 91.B, 92.B, 95.B, 96.B, 98.B, 102.B, 125.B, 126.B, 129.B, 133.B, 135.B</p> <p>Lesson Connections: (Lesson.Part.Activity) 2.B.2, 3.B.2, 4.B.1, 6.B.1, 7.B.2, 8.B.1, 9.B.1, 11.B.2, 12.B.1, 12.B.2, 13.B.1, 13.B.2, 14.B.1, 14.B.2, 16.B.1, 16.B.2, 17.B.1, 17.B.2, 18.B.1, 19.B.1, 19.B.2, 67.B.1, 91.B.1, 92.B.1, 93.B.1, 94.B.1, 96.B.1, 97.B.1, 98.B.1, 99.B.1, 101.B.1, 102.B.1, 103.B.1, 104.B.1</p> <p>Research Projects</p> |
| RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. | <p>Reading Presentation Book A: (Lesson Exercise) 1.2, 2.2, 3.3, 4.3, 5.3, 6.3, 7.2, 8.2, 9.2, 11.2, 12.3, 13.3, 14.3, 15.3, 16.3, 18.3, 21.3, 22.3, 24.3, 27.3, 33.4, 336.4, 52.3, 53.4, 54.3, 56.4, 58.3, 62.3, 64.3, 67.4, 67.5, 69.3</p> <p>Reading Presentation Book B: (Lesson Exercise) 71.4, 79.3, 86.4, 89.4, 91.3, 92.4, 95.3, 96.3, 98.3, 102.4, 125.2, 126.2, 129.3, 133.3, 135.3</p> <p>Reading Textbook 1: Lessons 1.B, 2.B, 3.B, 4.B, 5.B, 6.B, 7.B, 8.B, 9.B, 11.B, 12.B, 13.B, 13.C, 14.B, 15.B,</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | 16.B, 18.B, 21.B, 22.B, 24.B, 27.B, 33.B, 36.B, 52.B, 53.B, 54.B, 56.B, 58.B, 62.B, 67.B, 69.B Reading Textbook 2: Lessons 71.B, 79.B, 86.B, 89.B, 91.B, 92.B, 95.B, 96.B, 98.B, 102.B, 125.B, 126.B, 129.B, 133.B, 135.B Lesson Connections: (Lesson Part Activity) 2.B.2, 3.B.2, 4.B.1, 6.B.1, 7.B.2, 8.B.1, 9.B.1, 11.B.2, 12.B.1, 12.B.2, 13.B.1, 13.B.2, 14.B.1, 14.B.2, 16.B.1, 16.B.2, 17.B.1, 17.B.2, 18.B.1, 19.B.1, 19.B.2, 67.B.1, 91.B.1, 92.B.1, 93.B.1, 94.B.1, 96.B.1, 97.B.1, 98.B.1, 99.B.1, 101.B.1, 102.B.1, 103.B.1, 104.B.1 Research Projects |
| RI.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | Language Presentation Book A: (Lesson.Exercise) 16.2, 17.4, 18.4, 19.2, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 61.4, 63.5, 65.5, 67.5, 69.5 Language Presentation Book B: (Lesson.Exercise) 71.5 Language Textbook: (Lesson.Exercise) 18.C, 19.A, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E., 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D Language Workbook: (Lesson.Exercise) 16.A, 17.C, 18.C, 19.A Activities Across the Curriculum: Activities 10, 11, 12, 22, 23, 24, 25, 26, 27, 29, 31 Literature Anthology/Literature Guide: Lesson 6 |
| Reading Standards for Informational Text: Craft and Structure | | |
| RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . | Reading Presentation Book A: (Lesson.Exercise) 1.1, 2.1, 3.2, 4.2, 5.2, 6.2, 7.1, 8.1, 9.1, 11.1, 12.2, 13.2, 14.2, 15.2, 16.2, 17.2, 18.2, 19.2, 21.2, 22.2, 23.2, 24.2, 25.2, 26.2, 27.2, 28.2, 29.2, 31.2, 32.2, 33.2, 34.2, 35.2, 36.3, 37.2, 38.2, 39.4, 41.2, 42.2, 43.3, 44.2, 45.2, 46.3, 47.2, 48.2, 49.3, 51.2, 52.2, 53.3, 54.2, 55.2, 56.3, 57.2, 58.2, 59.3, 61.3, 62.2, 63.2, 64.2, 65.2, 66.2, 67.3, 68.2, 69.2 Reading Presentation Book B: (Lesson.Exercise) 71.3, 72.2, 73.2, 74.3, 75.2, 76.2, 77.2, 78.2, 79.2, 81.2, 82.2, 83.2, 84.2, 85.2, 86.3, 87.2, 88.2, 89.2, 91.2, 92.2, 93.2, 94.2, 95.2, 96.2, 97.2, 98.2, 99.1, 101.1, 102.2, 103.2, 104.3, 105.2, 106.2, 107.3, 108.2, 109.2, 111.2, 112.2, 113.3, 114.3, 115.2, 116.2, 117.3, 118.2, 119.2, 121.2, 122.2, 123.2, 124.2, 125.2, 126.1, 127.2, 128.2, 129.2, 131.2, 132.2, 133.2, 134.2, 135.2, 136.3, 137.1, 138.1, 139.1 Reading Textbook 1: Lessons 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, |

| | GRADE 3 STANDARDS | PAGE REFERENCES |
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| | | <p>67A., 68.A, 69.A</p> <p>Reading Textbook 2: Lessons 71.A, 72.A, 73.A, 74.A, 77.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p> <p>Language Presentation Book B: (Lesson Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 101.2, 102.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 124.4, 125.2, 125.3, 126.2, 126.3, 126.4, 127.2, 127.3, 128.2, 128.3, 128.4, 129.3, 131.4, 132.4, 134.2, 135.2</p> <p>Language Textbook: (Lesson Exercise) 84.D, 88.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.C, 125.A, 125.B, 126.A, 126.B, 126.C, 127.A, 127.B, 128.A, 128.B, 128.C, 129.B, 131.C, 132.C, 134.A, 135.A</p> <p>Language Workbook: (Lesson Exercise) 85.A, 86.B, 87.B, 89.C, 90.B, 92.D, 93.C, 101.A, 102.B, 103.C</p> <p>Lesson Connections: (Lesson Part Activity) 1.A.3, 2.A.1, 2.A.2, 3.A.1, 3.A.2, 4.A.1, 4.A.2, 5.A.1, 5.A.2, 6.A.1-3, 7.A.1, 7.A.2, 8.A.1, 8.A.2, 9.A.A, 9.A.2, 10.A.1, 10.A.2, 11.A.1-3, 12.A.1, 12.A.2, 13.A.1, 13.A.2, 14.A.1, 14.A.2, 15.A.1, 15.2, 16.A.1-3, 17.A.1, 17.A.2, 18.A.1, 18.A.2, 19.A.1, 19.A.2, 20.A.1-3, 21.A.1-3, 22.A.1, 22.A.2, 23.A.1, 23.A.2, 24.A.1, 24.A.2, 25.A.1-3, 26.A.1-3, 27.A.1, 27.A.2, 28.A.1, 28.A.2, 29.A.1, 29.A.2, 30.A.1-3, 31.A.1-4, 32.A.1, 32.A.2, 33.A.1, 33.A.2, 34.A.1, 34.A.2, 35.A.1-3, 36.A.1-3, 37.A.1, 37.A.2, 38.A.1, 38.A.2, 39.A.1, 39.A.2, 40.A.1-3, 41.A.1-3, 42.A.1, 42.A.2, 43.A.1, 43.A.2, 44.A.1, 44.A.2, 45.A.1-3, 46.A.1-3, 47.A.1, 47.A.2, 48.A.1, 48.A.2, 49.A.1, 49.A.2, 50.A.1-3, 51.A.1-4, 52.A.1, 52.A.2, 53.A.1, 53.A.2, 54.A.1, 54.A.2, 55.A.1-3, 56.A-13, 57.A.1-3, 58.A.1, 58.A.2, 59.A.1-3, 60.A.1-3, 61.A.1-3, 62.A.1, 62.A.2, 63.A.1, 63.A.2, 64.A.1, 64.A.2, 65.A.1-3, 66.A.1-3, 67.A.1, 67.A.2, 68.A.1, 68.A.2, 69.A.1, 69.A.2, 70.A.1-3, 71.A.1-4, 72.A.1, 72.A.2, 73.A.1, 73.A.2, 74.A.1, 74.A.2, 75.A.1-3, 76.A.1-4, 77.A.1, 77.A.2, 78.A.1, 78.A.2, 79.A.1, 79.A.2, 80.A.1-3, 91.A.1-4, 82.A.1, 82.A.2, 83.A.1, 83.A.2, 84.A.1, 84.A.2, 85.A.1-3, 86.A.1-3, 87.A.1, 87.A.2, 88.A.1, 88.A.2, 89.A.1, 89.A.2, 90.A.1-3, 91.A.1-4, 92.A.1-3, 93.A.1, 93.A.2, 94.A.1, 94.A.2, 95.A.1-3, 96.A.1-3, 97.A.1, 97.A.2,</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | 98.A.1, 98.A.2, 99.A.1, 99.A.2, 100.A.1-3, 101.A.1-4, 1102.A.1,, 102.A.2, 103.A.1, 103.A.2, 104.A.1, 104.A.2, 105.A.1-3, 106.A.1-3, 107.A.1, 107.A.2, 108.A.1, 108.A.2, 109.A.1, 109.A.2, 110.A.1-3, 111.A.1-4, 112.A.1, 112.A.2, 113.A.1, 113.A.2, 114.A.1, 114.A.2, 115.A.1-3, 116.A.1-3, 117.A.1, 117.A.2, 118.A.1, 118.A.2, 119.A.1, 119.A.2, 120.A.1-3, 121.A.1-4, 122.A.1, 122.A.2, 123.A.1, 123.A.2, 124.A.1, 124.A.2, 125.A.1-3, 126.A.1-4, 127.A.1-3, 128.A.1-3, 129.A.1-3, 130.A.1-3, 131.A.1.1-3, 132.A.1, 132.A.2, 133.A.1, 133.A.2, 134.A.1, 134.A.2, 135.A.1-3, 136.A.1-3, 137.A.1, 137.A.2, 138.A.1, 138.A.2, 139.A.1-3, 140.A.1-3 Research Projects Activities Across the Curriculum: Activities 10, 22, 24, 25, 27 |
| RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Reading Presentation Book A: (Lesson Exercise) 28.3, 34.4, 35.3, 47.3, 55.4, 66.3 Reading Presentation Book B: (Lesson Exercise) 74.4, 79.4, 81.3, 89.5 Reading Textbook 1: Lessons 28.B, 34.C, 35.B, 47.B, 55.B, 66.B Reading Textbook 2: Lessons 74.B, 79.C, 81.B, 89.C Research Projects Activities Across the Curriculum: Activity 24 |
| RI.3.6 | Distinguish their own point of view from that of the author of a text. | This concept is not covered at this level. |
| Reading Standards for Informational Text: Integration of Knowledge and Ideas | | |
| RI.3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | Reading Presentation Book A: (Lesson Exercise) 2.2, 3.3, 4.3, 5.3, 6.3, 7.2, 8.2, 8.3, 9.3, 11.2, 12.3, 13.3, 13.4, 15.3, 17.3, 19.3, 21.3, 22.3, 23.3, 24.4, 25.3, 26.3, 27.3, 33.4, 34.3, 43.4, 44.3, 45.3, 46.4, 53.4, 53.5, 54.3, 54.4, 56.4, 57.3, 59.4, 61.4, 67.5 Reading Presentation Book B: (Lesson Exercise) 74.4, 78.3, 79.3, 79.4, 81.3, 82.3, 83.4, 86.4, 87.4, 89.4, 89.5, 91.3, 92.3, 93.3, 97.3, 98.3, 98.4, 115.3, 116.3, 117.4, 119.3, 121.4, 122.3, 125.3, 126.2, 126.3, 127.3, 129.3, 131.3, 133.3, 133.4, 135.3, 138.2, 139.2 Reading Textbook 1: Lessons 2.B, 3.B, 4.B, 5.B, 6.B, 7.B, 8.B, 8.C, 9.C, 11.B, 12.B, 13.B, 13.C, 13.D, 15.B, 17.B, 19.B, 21.B, 22.B, 23.B, 24.C, 25.C, 26.B, 27.B, 33.B, 34.B, 43.B, 44.B, 45.B, 46.B, 53.B, 53.C, 54.B, 54.C, 56.B, 57.B, 59.B, 61.B, 67.B Reading Textbook 2: Lessons 74.B, 78.B, 79.B, 79.C, 81.B, 82.B, 83.B, 86.B, 87.B, 88.B, 88.C, 91.B, 92.B, 93.B, 97.B, 98.B, 115.B, 116.B, 117.B, 119.B, 121.B, 122.B, 125.B, 126.B, 126.C, 127.B, 129.B, 131.B, 133.B, 1333.C, 135.B, 138.B, 139.B Language Presentation Book B: (Lesson Exercise) 82.2, 83.2, 84.2, 87.2, 89.3, 91.1, 92.2, 93.2, 94.2, 95.2, |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|--|---|---|
| | | 96.3, 98.4, 99.4, 111.3, 112.3, 113.3, 114.2, 118.4, 119.4, 120.2, 121.2, 122.3, 123.3, 123.4, 124.3, 133.4, 135.4 Language Textbook: (Lesson Exercise) 89.B, 91.A, 93.A, 94.A, 98.C, 99.C, 111.B, 112.A, 118.C, 119.B, 120.A, 121.B, 122.B, 123.B, 123.C, 124.B, 133.C, 135.C Language Workbook: (Lesson Exercise) 82.A, 83.A, 87.A, 92.A, 95.A, 96.B, 113.A, 114.A Research Projects |
| RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | Language Presentation Book A: (Lesson Exercise) 16.2, 17.4, 18.4, 19.2, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 61.4, 63.5, 65.5, 67.5, 69.5 Language Presentation Book B: (Lesson Exercise) 71.5 Language Textbook: (Lesson Exercise) 18.C, 19.A, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E., 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D Language Workbook: (Lesson Exercise) 16.A, 17.C, 18.C, 19.A Activities Across the Curriculum: Activities 8, 25, 26, 29 Research Projects |
| RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. | Research Projects |
| Reading Standards for Informational Text: Range of Reading and Level of Text Complexity | | |
| RI.3.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | Reading Presentation Book A: (Lesson Exercise) 1.2, 2.2, 3.3, 4.3, 5.3, 6.3, 7.2, 8.2, 9.2, 11.2, 12.3, 13.3, 14.3, 15.3, 16.3, 18.3, 21.3, 22.3, 24.3, 27.3, 33.4, 336.4, 52.3, 53.4, 54.3, 56.4, 58.3, 62.3, 64.3, 67.4, 67.5, 69.3 Reading Presentation Book B: (Lesson Exercise) 71.4, 79.3, 86.4, 89.4, 91.3, 92.4, 95.3, 96.3, 98.3, 102.4, 125.2, 126.2, 129.3, 133.3, 135.3 Reading Textbook 1: Lessons 1.B, 2.B, 3.B, 4.B, 5.B, 6.B, 7.B, 8.B, 9.B, 11.B, 12.B, 13.B, 13.C, 14.B, 15.B, 16.B, 18.B, 21.B, 22.B, 24.B, 27.B, 33.B, 36.B, 52.B, 53.B, 54.B, 56.B, 58.B, 62.B, 67.B, 69.B Reading Textbook 2: Lessons 71.B, 79.B, 86.B, 89.B, 91.B, 92.B, 95.B, 96.B, 98.B, 102.B, 125.B, 126.B, 129.B, 133.B, 135.B Lesson Connections: (Lesson Part Activity) 1.B.2, 2.B.2, 3.B.2, 4.B.1, 6.B.1, 7.B.1, 8.B.1, 9.B.1, 11.B.1, 12.B.2, 13.B.2, 14.B.2, 16.B.2, 17.B.2, 18.B.1, 19.B.1, 91.B.1, 92.B.1, 93.B.1, 94.B.1, 96.B.1, 97.B.1, 98.B.1, 99.B.1, 101.B.1, 102.B.1, 103.B.1, 104.B.1, 106.B.1, |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | 107.B.1, 108.B.1, 109.B.1 Research Projects |
| Reading Standards for Foundational Skills: Print Concepts | | |
| RF.3.1 | (NOT APPLICABLE TO GRADE 3) | |
| Reading Standards for Foundational Skills: Phonological Awareness | | |
| RF.3.2 | (NOT APPLICABLE TO GRADE 3) | |
| Reading Standards for Foundational Skills: Phonics and Word Recognition | | |
| RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | |
| RF.3.3a | Identify and know the meaning of the most common prefixes and derivational suffixes. | <p>Language Presentation Book B: (Lesson Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 110.2, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 125.3, 126.4</p> <p>Language Textbook: (Lesson Exercise) 84.D, 88.C, 89.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 103.C, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 110.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.B, 126.C</p> <p>Language Workbook: (Lesson Exercise) 85.A, 86.B, 87.B, 90.B, 92.D</p> <p>Lesson Connections: (Lesson.Part.Activity) 6.A.2, 6.A.3, 7.A.2, 31.A.2, 31.A.3, 32.A.2, 51.A.2, 51.A.3, 52.A.2, 71.A.2, 71.A.3, 72.A.2, 101.A.2, 101.A.3, 102.A.2, 111.A.2, 111.A.3, 112.A.2, 126.A.2, 126.A.3, 127.A.3, 139.A.1, 39.A.2</p> <p>Spelling Teacher Presentation Book: Lessons 18.1, 19.1, 39.2, 41.2, 42.2, 43.2, 44.2, 46.2, 49.2, 51.1, 51.2, 52.1, 52.2, 53.1, 53.2, 54.1, 54.2, 58.2, 59.2, 61.2, 62.2, 63.2, 64.2, 66.2, 67.2, 68.2, 71.1, 71.2, 72.1, 73.1, 74.1, 74.2, 76.1, 76.2, 77.1, 78.1, 78.2, 79.1, 79.2, 83.2, 84.2, 86.1, 87.2, 88.2, 89.1, 91.1, 92.1, 92.2, 93.1, 93.2, 94.1, 94.2, 96.1, 97.1, 97.2, 98.1, 98.2, 99.1, 99.2, 101.1, 102.1, 102.2, 103.1, 104.1, 106.1, 107.1, 108.2, 109.2, 111.2, 112.1, 113.2, 114.1, 116.1, 117.1, 118.1, 119.1, 122.1, 124.1, 126.1, 127.1, 129.2, 131.1, 132.1, 134.1, 134.2, 136.1, 136., 137.2, 139.2</p> <p>Student Practice CD</p> |
| RF.3.3b | Decode words with common Latin suffixes. | <p>Language Presentation Book B: (Lesson Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 110.2, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 125.3, 126.4</p> <p>Language Textbook: (Lesson Exercise) 84.D, 88.C, 89.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 103.C, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 110.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.B,</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | <p>126.C Language Workbook: (Lesson.Exercise)85.A, 86.B, 87.B, 90.B, 92.D Lesson Connections: (Lesson.Part.Activity) 6.A.2, 6.A.3, 7.A.2, 31.A.2, 31.A.3, 32.A.2, 51.A.2, 51.A.3, 52.A.2, 71.A.2, 71.A.3, 72.A.2, 101.A.2, 101.A.3, 102.A.2, 111.A.2, 111.A.3, 112.A.2, 126.A.2, 126.A.3, 127.A.3, 139.A.1, 39.A.2 Spelling Teacher Presentation Book: Lessons 18.1, 19.A, 39.2, 41.2, 42.2, 43.2, 44.2, 46.2, 49.2, 51.2, 52.2, 53.2, 54.2, 62.2, 66.2, 67.2, 68.2, 71.2, 74.2, 88.2, 98.2, 109.2, 111.1, 114.1, 116.1, 117.1, 118.1, 124.1 Student Practice CD</p> |
| RF.3.3c | Decode multisyllable words. | <p>Reading Presentation Book A: (Lesson.Exercise) 1.1, 2.1, 3.2, 4.2, 5.2, 6.2, 7.1, 8.1, 9.1, 11.1, 12.2, 13.2, 14.2, 15.2, 16.2, 17.2, 18.2, 19.2, 21.2, 22.2, 23.2, 24.2, 25.2, 26.2, 27.2, 28.2, 29.2, 31.2, 32.2, 33.2, 34.2, 35.2, 36.3, 37.2, 38.2, 39.4, 41.2, 42.2, 43.3, 44.2, 45.2, 46.3, 47.2, 48.2, 49.3, 51.2, 52.2, 53.3, 54.2, 55.2, 56.3, 57.2, 58.2, 59.3, 61.3, 62.2, 63.2, 64.2, 65.2, 66.2, 67.3, 68.2, 69.2 Reading Presentation Book B: (Lesson.Exercise) 71.3, 72.2, 73.2, 74.3, 75.2, 76.2, 77.2, 78.2, 79.2, 81.2, 82.2, 83.2, 84.2, 85.2, 86.3, 87.2, 88.2, 89.2, 91.2, 92.2, 93.2, 94.2, 95.2, 96.2, 97.2, 98.2, 99.1, 101.1, 102.2, 103.2, 104.3, 105.2, 106.2, 107.3, 108.2, 109.2, 111.2, 112.2, 113.3, 114.3, 115.2, 116.2, 117.3, 118.2, 119.2, 121.2, 122.2, 123.2, 124.2, 125.2, 126.1, 127.2, 128.2, 129.2, 131.2, 132.2, 133.2, 134.2, 135.2, 136.3, 137.1, 138.1, 139.1 Reading Textbook 1: Lessons 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A Reading Textbook 2: Lessons 71.A, 72.A, 73.A, 74.A, 77.5.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A Language Presentation Book B: (Lesson.Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 101.2, 102.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 124.4, 125.2, 125.3, 126.2,</p> |

| GRADE 3 STANDARDS | PAGE REFERENCES |
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| | <p>126.3, 126.4, 127.2, 127.3, 128.2, 128.3, 128.4, 129.3, 131.4, 132.4, 134.2, 135.2</p> <p>Language Textbook: (Lesson Exercise) 84.D, 88.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.C, 125.A, 125.B, 126.A, 126.B, 126.C, 127.A, 127.B, 128.A, 128.B, 128.C, 129.B, 131.C, 132.C, 134.A, 135.A</p> <p>Language Workbook: (Lesson Exercise) 85.A, 86.B, 87.B, 89.C, 90.B, 92.D, 93.C, 101.A, 102.B, 103.C</p> <p>Lesson Connections: (Lesson Part Activity) 1.A.3, 2.A.1, 2.A.2, 3.A.1, 3.A.2, 4.A.1, 4.A.2, 5.A.1, 5.A.2, 6.A.1-3, 7.A.1, 7.A.2, 8.A.1, 8.A.2, 9.A.A, 9.A.2, 10.A.1, 10.A.2, 11.A.1-3, 12.A.1, 12.A.2, 13.A.1, 13.A.2, 14.A.1, 14.A.2, 15.A.1, 15.2, 16.A.1-3, 17.A.1, 17.A.2, 18.A.1, 18.A.2, 19.A.1, 19.A.2, 20.A.1-3, 21.A.1-3, 22.A.1, 22.A.2, 23.A.1, 23.A.2, 24.A.1, 24.A.2, 25.A.1-3, 26.A.1-3, 27.A.1, 27.A.2, 28.A.1, 28.A.2, 29.A.1, 29.A.2, 30.A.1-3, 31.A.1-4, 32.A.1, 32.A.2, 33.A.1, 33.A.2, 34.A.1, 34.A.2, 35.A.1-3, 36.A.1-3, 37.A.1, 37.A.2, 38.A.1, 38.A.2, 39.A.1, 39.A.2, 40.A.1-3, 41.A.1-3, 42.A.1, 42.A.2, 43.A.1, 43.A.2, 44.A.1, 44.A.2, 45.A.1-3, 46.A.1-3, 47.A.1, 47.A.2, 48.A.1, 48.A.2, 49.A.1, 49.A.2, 50.A.1-3, 51.A.1-4, 52.A.1, 52.A.2, 53.A.1, 53.A.2, 54.A.1, 54.A.2, 55.A.1-3, 56.A.1-3, 57.A.1-3, 58.A.1, 58.A.2, 59.A.1-3, 60.A.1-3, 61.A.1-3, 62.A.1, 62.A.2, 63.A.1, 63.A.2, 64.A.1, 64.A.2, 65.A.1-3, 66.A.1-3, 67.A.1, 67.A.2, 68.A.1, 68.A.2, 69.A.1, 69.A.2, 70.A.1-3, 71.A.1-4, 72.A.1, 72.A.2, 73.A.1, 73.A.2, 74.A.1, 74.A.2, 75.A.1-3, 76.A.1-4, 77.A.1, 77.A.2, 78.A.1, 78.A.2, 79.A.1, 79.A.2, 80.A.1-3, 91.A.1-4, 82.A.1, 82.A.2, 83.A.1, 83.A.2, 84.A.1, 84.A.2, 85.A.1-3, 86.A.1-3, 87.A.1, 87.A.2, 88.A.1, 88.A.2, 89.A.1, 89.A.2, 90.A.1-3, 91.A.1-4, 92.A.1-3, 93.A.1, 93.A.2, 94.A.1, 94.A.2, 95.A.1-3, 96.A.1-3, 97.A.1, 97.A.2, 98.A.1, 98.A.2, 99.A.1, 99.A.2, 100.A.1-3, 101.A.1-4, 1102.A.1, 102.A.2, 103.A.1, 103.A.2, 104.A.1, 104.A.2, 105.A.1-3, 106.A.1-3, 107.A.1, 107.A.2, 108.A.1, 108.A.2, 109.A.1, 109.A.2, 110.A.1-3, 111.A.1-4, 112.A.1, 112.A.2, 113.A.1, 113.A.2, 114.A.1, 114.A.2, 115.A.1-3, 116.A.1-3, 117.A.1, 117.A.2, 118.A.1, 118.A.2, 119.A.1, 119.A.2, 120.A.1-3, 121.A.1-4, 122.A.1, 122.A.2, 123.A.1, 123.A.2, 124.A.1, 124.A.2, 125.A.1-3, 126.A.1-4, 127.A.1-3, 128.A.1-3, 129.A.1-3, 130.A.1-3, 131.A.1.1-3, 132.A.1, 132.A.2, 133.A.1, 133.A.2, 134.A.1, 134.A.2, 135.A.1-3, 136.A.1-3, 137.A.1, 137.A.2, 138.A.1, 138.A.2, 139.A.1-3, 140.A.1-3</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | Student Practice CD |
| RF.3.3d | Read grade-appropriate irregularly spelled words. | <p>Reading Presentation Book A: (Lesson Exercise) 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 8.1, 9.1, 11.1, 12.1, 12.2, 13.1, 13.2, 14.1, 14.2, 15.1, 15.2, 16.1, 16.2, 17.1, 17.2, 18.1, 18.2, 19.1, 19.2, 21.1, 21.2, 22.1, 23.1, 23.2, 24.1, 24.2, 25.1, 25.2, 26.1, 26.2, 27.1, 27.2, 28.1, 28.2, 29.1, 29.2, 31.1, 31.2, 32.1, 32.2, 32.3, 33.1, 33.2, 33.3, 34.1, 34.2, 35.1, 35.2, 36.1, 36.2, 36.3, 37.1, 37.2, 38.1, 38.2, 39.1, 39.2, 41.1, 41.2, 42.1, 42.2, 43.1, 43.2, 43.3, 44.1, 44.2, 45.1, 45.2, 45.3, 46.1, 46.2, 46.3, 47.1, 47.2, 47.3, 48.1, 48.2, 49.1, 49.2, 49.3, 51.1, 51.2, 52.1, 52.2, 53.1, 53.2, 53.3, 54.1, 54.2, 55.1, 55.2, 56.1, 56.2, 56.3, 57.1, 57.2, 58.1, 58.2, 59.1, 59.2, 59.3, 61.1, 61.2, 62.1, 62.2, 63.1, 63.2, 64.1, 64.2, 65.1, 65.2, 66.1, 66.2, 67.1, 67.2, 67.3, 68.1, 68.2, 69.1, 69.2</p> <p>Reading Presentation Book B: (Lesson Exercise) 71.1, 71.2, 71.3, 72.1, 72.2, 73.1, 73.2, 74.1, 74.2, 74.3, 75.1, 75.2, 75.4, 76.1, 76.2, 76.5, 77.1, 77.2, 77.5, 78.1, 78.2, 79.1, 79.2, 81.1, 81.2, 82.1, 82.2, 83.1, 83.2, 84.1, 84.2, 85.1, 85.2, 86.1, 86.2, 86.3, 87.1, 87.2, 88.1, 88.2, 89.1, 89.2, 91.1, 91.2, 92.1, 92.2, 93.1, 93.2, 94.1, 94.2, 95.1, 95.2, 96.1, 96.2, 97.1, 97.2, 98.1, 98.2, 99.1, 101.1, 102.1, 102.2, 103.1, 103.2, 104.2, 104.3, 105.1, 105.2, 106.1, 106.2, 107.2, 107.3, 108.1, 108.2, 109.1, 109.2, 111.1, 111.2, 112.1, 112.2, 113.1, 113.2, 114.1, 114.2, 114.4, 115.1, 115.2, 116.1, 116.2, 117.1, 117.2, 117.3, 118.1, 118.2, 119.1, 119.2, 121.1, 121.2, 122.1, 122.2, 123.1, 123.2, 124.1, 124.2, 125.1, 125.2, 126.1, 127.1, 127.2, 127.3, 128.1, 128.2, 129.1, 129.2, 131.1, 131.2, 132.1, 132.2, 133.1, 133.2, 134.1, 34.2, 135.1, 135.2, 136.1, 136.2, 137.1, 138.1, 139.1</p> <p>Reading Textbook A: (Lesson Exercise) 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A</p> <p>Reading Textbook B: (Lesson Exercise) 71.A, 72.A, 73.A, 74.A, 75.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p> <p>Lesson Connections: (Lesson Part Activity) 1.A.2, 1.A.3, 2.A.1, 2.A.2, 3.A.1, 3.A.2, 4.A.1, 4.A.2, 5.A.1, 5.A.2, 6.A.1-4, 7.A.1, 7.A.2, 8.A.1, 8.A.2, 9.A.1, 9.A.2</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | 10.A.1, 10.A.2, 11.A.1-3, 12.A.1, 12.A.2, 13.A.1, 13.A.2, 14.A.2, 15.A.1-3, 16.A.1-3, 17.A.1, 17.A.2, 18.A.1, 18.A.2, 19.A.1, 19.A.2, 20.A.1-3, 21.A.1, 21.A.2, 22.A.1, 22.A.2, 23.A.1, 23.A.2, 24.A.1, 24.A.2, 25.A.1-3, 26.A.1-3, 27.A.1, 27.A.2, 28.A.1, 28.A.2, 29.A.1, 29.A.2, 30.A.1-3, 31.A.1-4, 32.A.1, 32.A.2, 33.A.1, 33.A.2, 34.A.1, 34.A.2, 35.A.1-3, 36.A.1-3, 37.A.1, 37.A.2, 38.A.1, 38.A.2, 39.A.1, 39.A.2, 40.A.1-3, 41.A.1-3, 42.A.1, 42.A.2, 43.A.1, 43.A.2, 44.A.1, 44.A.2, 45.A.1-3, 46.A.1-3, 47.A.1, 47.A.2, 48.A.1, 48.A.2, 49.A.1, 49.A.2, 50.A.1-3, 51.A.1-4, 52.A.1, 52.A.2, 53.A.1, 53.A.2, 54.A.1, 54.A.2, 55.A.1-3, 56.A.1-3, 57.A.1-3, 58.A.1, 58.A.2, 59.A.1-3, 60.A.1-3, 61.A.1-3, 62.A.1, 62.A.2, 63.A.1, 63.A.2, 64.A.1, 64.A.2, 65.A.1-3, 66.A.1-3, 67.A.1, 67.A.2, 68.A.1, 68.A.2, 69.A.1, 69.A.2, 70.A.1-3, 71.A.1-4, 72.A.1, 72.A.2, 73.A.1, 73.A.2, 74.A.1, 74.A.2, 75.A.1-3, 76.A.1-3, 77.A.1, 77.A.2, 78.A.1, 78.A.2, 79.A.1, 79.A.2, 80.A.1-3, 81.A.1-4, 82.A.3, 83.A.1, 83.A.2, 84.A.1, 84.A.2, 85.A.1-3, 86.A.1-3, 87.A.1, 87.A.2, 88.A.1, 88.A.2, 89.A.1, 89.A.2, 90.A.1-3, 91.A.1-4, 92.A.1-3, 93.A.1, 93.A.2, 94.A.1, 95.A.1-3, 96.A.1-3, 97.A.1, 97.A.2, 98.A.1, 98.A.2, 99.A.1, 99.A.2, 100.A.1-3, 101.A.1-4, 102.A.1, 102.A.2, 103.A.1, 103.A.2, 104.A.1, 104.A.2, 105.A.1-3, 106.A.1-3, 107.A.1, 107.A.2, 108.A.1, 108.A.2, 109.A.1, 109.A.2, 110.A.1-3, 111.A.1-4, 112.A.1, 112.A.2, 113.A.1, 113.A.2, 114.A.1, 114.A.2, 115.A.1-5, 116.A.1-3, 117.A.1, 117.A.2, 118.A.1, 118.A.2, 119.A.1, 119.A.2, 120.A.1-3, 121.A.1-4, 122.A.1-3, 123.A.1-3, 124.A.1-3, 125.A.1-3, 126.A.1-4, 127.A.1-3, 128.A.1-3, 129.A.1-3, 130.A.1-3, 131.A.1-3, 132.A.1, 132.A.2, 133.A.1, 133.A.2, 134.A.1, 134.A.2, 135.A.1-3, 136.A.1-3, 137.A.1, 137.A.2, 138.A.1, 138.A.2, 139.A.1-3, 140.A.1-3 Student Practice CD Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 |
| Reading Standards for Foundational Skills: Fluency | | |
| RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. | |
| RF.3.4a | Read grade-level text with purpose and understanding. | Reading Presentation Book A: (Lesson Exercise) 1.2, 1.4, 2.2, 2.4, 3.3, 3.5, 4.3, 4.4, 5.3, 5.4, 6.3, 6.4, 7.2, 7.3, 8.2, 8.3, 9.2, 9.3, 10.2, 11.2, 11.3, 12.3, 12.4, 13.3, 13.4, 14.3, 14.4, 15.3, 15.4, 15.5, 16.3, 16.4, 17.3, 18.3, 18.4, 19.3, 20.2, 21.3, 21.4, 22.3, 22.4, 23.3, 24.3, 24.4, 25.3, 25.4, 26.3, 27.3, 27.4, 28.3, 29.3, 30.2, 31.3, 32.3, 33.4, 33.5, 34.3, 34.4, 35.3, 35.4, 36.4, 36.5, 37.3, 38.3, 39.4, 40.2, 41.3, 42.3, 43.4, 44.3, 45.3, 45.4, 46.4, 47.3, 48.3, 49.4, 50.2, 51.3, 52.3, 52.4, 53.4, 53.5, 54.3, 54.4, 55.3, |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|-------------------|---|--|
| | | <p>55.4, 55.5, 56.4, 56.6, 57.3, 58.3, 58.4, 59.4, 60.2, 61.4, 62.3, 62.4, 63.3, 64.4, 65.3, 65.4, 66.3, 67.5, 67.6, 68.3, 69.3, 69.4, 70.2</p> <p>Reading Presentation Book B: (Lesson.Exercise) 71.4, 71.5, 72.3, 72.4, 73.3, 74.4, 75.3, 75.5, 76.3, 77.3, 78.3, 79.3, 79.4, 80.2, 81.3, 82.3, 83.3, 83.4, 84.3, 84.4, 85.3, 85.4, 86.4, 86.5, 87.4, 88.3, 89.3, 89.4, 89.5, 90.2, 91.3, 91.4, 92.3, 92.4, 93.3, 94.3, 95.3, 95.4, 95.5, 96.3, 97.3, 98.3, 99.4, 99.2, 100.2, 101.2, 102.3, 102.4, 102.5, 103.3, 104.4, 105.3, 105.4, 105.5, 106.3, 107.4, 108.3, 109.3, 110.2, 111.3, 112.3, 113.4, 114.4, 115.3, 115.4, 116.3, 117.4, 118.3, 119.3, 120.2, 121.3, 121.4, 122.3, 123.3, 123.5, 124.3, 125.3, 125.4, 125.5, 126.2, 126.3, 127.3, 128.3, 129.3, 129.4, 130.2, 131.3, 132.3, 133.3, 133.4, 134.4, 135.3, 135.4, 135.5, 136.3, 137.2, 138.2, 139.2, 140.2</p> <p>Reading Textbook 1: Lessons 1.B, 1.C, 2.B, 2.C, 3.B, 3.C, 4.B, 4.C, 5.B, 5.C, 6.B, 6.C, 7.B, 7.C, 8.B, 8.C, 9.B, 9.C, 11.B, 11.C, 12.B, 12.C, 13.B, 13.C, 13.D, 14.B, 14.C, 15.B, 15.C, 16.B, 16.C, 17.B, 18.B, 18.C, 19.B, 21.B, 21.C, 22.B, 22.C, 23.B, 24.B, 24.C, 25.C, 26.B, 27.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.B, 33.C, 34.B, 34.C, 35.B, 36.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 52.B, 52.C, 53.B, 53.C, 54.B, 54.C, 55.B, 56.B, 56.C, 57.B, 57.C, 58.B, 58.C, 59.B, 61.B, 62.B, 62.C, 63.B, 64.B, 65.B, 66.B, 67.B, 67.C, 68.B, 69.B, 69.C</p> <p>Reading Textbook 2: Lessons 71.B, 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.B, 79.C, 81.B, 82.3, 83.B, 84.B, 84.C, 85.B, 86.B, 86.C, 87.B, 88.B, 89.B, 89.C, 91.B, 91.C, 92.B, 92.C, 9.B, 94.B, 95.B, 95.C, 96.B, 97.B, 98.B, 98.C, 99.B, 101.B, 102.B, 102.C, 103.B, 104.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.B, 125.C, 126.B, 126.C, 127.B, 128.B, 129.B, 129.C, 131.B, 132.B, 133.B, 133.C, 134.B, 135.B, 135.C, 136.B, 137.B, 138.B, 139.B</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> |
| RF.3.4b | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | <p>Reading Presentation Book A: (Lesson.Exercise) 1.2, 1.4, 2.2, 2.4, 3.3, 3.5, 4.3, 4.4, 5.3, 5.4, 6.3, 6.4, 7.2, 7.3, 8.2, 8.3, 9.2, 9.3, 10.2, 11.2, 11.3, 12.3, 12.4, 13.3, 13.4, 14.3, 14.4, 15.3, 15.4, 15.5, 16.3, 16.4, 17.3, 18.3, 18.4, 19.3, 20.2, 21.3, 21.4, 22.3, 22.4, 23.3, 24.3, 24.4, 25.3, 25.4, 26.3, 27.3, 27.4, 28.3, 29.3, 30.2, 31.3, 32.3, 33.4, 33.5, 34.3, 34.4, 35.3, 35.4, 36.4, 36.5, 37.3, 38.3, 39.4, 40.2, 41.3, 42.3, 43.4, 44.3, 45.3, 45.4, 46.4, 47.3, 48.3, 49.4, 50.2, 51.3, 52.3, 52.4, 53.4, 53.5, 54.3, 54.4, 55.3, 55.4, 55.5, 56.4, 56.6, 57.3, 58.3, 58.4, 59.4, 60.2, 61.4, 62.3, 62.4, 63.3, 64.4, 65.3, 65.4, 66.3, 67.5, 67.6, 68.3,</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|-------------------|--|--|
| | | <p>69.3, 69.4, 70.2</p> <p>Reading Presentation Book B: (Lesson Exercise) 71.4, 71.5, 72.3, 72.4, 73.3, 74.4, 75.3, 75.5, 76.3, 77.3, 78.3, 79.3, 79.4, 80.2, 81.3, 82.3, 83.3, 83.4, 84.3, 84.4, 85.3, 85.4, 86.4, 86.5, 87.4, 88.3, 89.3, 89.4, 89.5, 90.2, 91.3, 91.4, 92.3, 92.4, 93.3, 94.3, 95.3, 95.4, 95.5, 96.3, 97.3, 98.3, 99.4, 99.2, 100.2, 101.2, 102.3, 102.4, 102.5, 103.3, 104.4, 105.3, 105.4, 105.5, 106.3, 107.4, 108.3, 109.3, 110.2, 111.3, 112.3, 113.4, 114.4, 115.3, 115.4, 116.3, 117.4, 118.3, 119.3, 120.2, 121.3, 121.4, 122.3, 123.3, 123.5, 124.3, 125.3, 125.4, 125.5, 126.2, 126.3, 127.3, 128.3, 129.3, 129.4, 130.2, 131.3, 132.3, 133.3, 133.4, 134.4, 135.3, 135.4, 135.5, 136.3, 137.2, 138.2, 139.2, 140.2</p> <p>Reading Textbook 1: Lessons 1.B, 1.C, 2.B, 2.C, 3.B, 3.C, 4.B, 4.C, 5.B, 5.C, 6.B, 6.C, 7.B, 7.C, 8.B, 8.C, 9.B, 9.C, 11.B, 11.C, 12.B, 12.C, 13.B, 13.C, 13.D, 14.B, 14.C, 15.B, 15.C, 16.B, 16.C, 17.B, 18.B, 18.C, 19.B, 21.B, 21.C, 22.B, 22.C, 23.B, 24.B, 24.C, 25.C, 26.B, 27.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.B, 33.C, 34.B, 34.C, 35.B, 36.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 52.B, 52.C, 53.B, 53.C, 54.B, 54.C, 55.B, 56.B, 56.C, 57.B, 57.C, 58.B, 58.C, 59.B, 61.B, 62.B, 62.C, 63.B, 64.B, 65.B, 66.B, 67.B, 67.C, 68.B, 69.B, 69.C</p> <p>Reading Textbook 2: Lessons 71.B, 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.B, 79.C, 81.B, 82.3, 83.B, 84.B, 84.C, 85.B, 86.B, 86.C, 87.B, 88.B, 89.B, 89.C, 91.B, 91.C, 92.B, 92.C, 9.B, 94.B, 95.B, 95.C, 96.B, 97.B, 98.B, 98.C, 99.B, 101.B, 102.B, 102.C, 103.B, 104.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.B, 125.C, 126.B, 126.C, 127.B, 128.B, 129.B, 129.C, 131.B, 132.B, 133.B, 133.C, 134.B, 135.B, 135.C, 136.B, 137.B, 138.B, 139.B</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> |
| RF.3.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>Reading Presentation Book A: (Lesson Exercise) 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 8.1, 9.1, 11.1, 12.1, 12.2, 13.1, 13.2, 14.1, 14.2, 15.1, 15.2, 16.1, 16.2, 17.1, 17.2, 18.1, 18.2, 19.1, 19.2, 21.1, 21.2, 22.1, 23.1, 23.2, 24.1, 24.2, 25.1, 25.2, 26.1, 26.2, 27.1, 27.2, 28.1, 28.2, 29.1, 29.2, 31.1, 31.2, 32.1, 32.2, 32.3, 33.1, 33.2, 33.3, 34.1, 34.2, 35.1, 35.2, 36.1, 36.2, 36.3, 37.1, 37.2, 38.1, 38.2, 39.1, 39.2, 41.1, 41.2, 42.1, 42.2, 43.1, 43.2, 43.3, 44.1, 44.2, 45.1, 45.2, 45.3, 46.1, 46.2, 46.3, 47.1, 47.2, 47.3, 48.1, 48.2, 49.1, 49.2, 49.3, 51.1, 51.2, 52.1, 52.2, 53.1, 53.2, 53.3, 54.1, 54.2, 55.1, 55.2, 56.1, 56.2, 56.3, 57.1, 57.2, 58.1, 58.2, 59.1, 59.2, 59.3, 61.1, 61.2, 62.1, 62.2, 63.1, 63.2, 64.1, 64.2, 65.1, 65.2, 66.1,</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|---|--|---|
| | | <p>66.2, 67.1, 67.2, 67.3, 68.1, 68.2, 69.1, 69.2</p> <p>Reading Presentation Book B: (Lesson Exercise) 71.1, 71.2, 71.3, 72.1, 72.2, 73.1, 73.2, 74.1, 74.2, 74.3, 75.1, 75.2, 75.4, 76.1, 76.2, 76.5, 77.1, 77.2, 77.5, 78.1, 78.2, 79.1, 79.2, 81.1, 81.2, 82.1, 82.2, 83.1, 83.2, 84.1, 84.2, 85.1, 85.2, 86.1, 86.2, 86.3, 87.1, 87.2, 88.1, 88.2, 89.1, 89.2, 91.1, 91.2, 92.1, 92.2, 93.1, 93.2, 94.1, 94.2, 95.1, 95.2, 96.1, 96.2, 97.1, 97.2, 98.1, 98.2, 99.1, 101.1, 102.1, 102.2, 103.1, 103.2, 104.2, 104.3, 105.1, 105.2, 106.1, 106.2, 107.2, 107.3, 108.1, 108.2, 109.1, 109.2, 111.1, 111.2, 112.1, 112.2, 113.1, 113.2, 114.1, 114.2, 114.4, 115.1, 115.2, 116.1, 116.2, 117.1, 117.2, 117.3, 118.1, 118.2, 119.1, 119.2, 121.1, 121.2, 122.1, 122.2, 123.1, 123.2, 124.1, 124.2, 125.1, 125.2, 126.1, 127.1, 127.2, 127.3, 128.1, 128.2, 129.1, 129.2, 131.1, 131.2</p> <p>Reading Workbook A: (Lesson Exercise) 1-9, 11-19, 21-29, 31-39, 41-49, 51-59, 61-69</p> <p>Reading Workbook B: (Lesson Exercise) 71-79, 81-89, 91-99, 101-109, 111-119, 121-129, 131-139</p> <p>Reading Textbook A: (Lesson Exercise) 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A</p> <p>Reading Textbook B: (Lesson Exercise) 71.A, 72.A, 73.A, 74.A, 75.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p> <p>Language Presentation Book B: (Lesson Exercise) 126.3, 127.3, 128.3</p> <p>Language Textbook: (Lesson Exercise) 126.B, 127.B, 128.B</p> <p>Student Practice CD</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> |
| Writing Standards: Text Types and Purposes | | |
| W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. | |
| W.3.1a | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | <p>Language Presentation Book B: (Lesson Exercise) 109.5, 110.4, 111.5, 112.5, 113.4</p> <p>Language Textbook: (Lesson Exercise) 109.C, 110.B, 111.D, 113.B</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|-------------------|--|---|
| | | Lesson Connections: (Lesson.Part.Activity) 100.B.1, 105.B.1, 130.B.1 Activities Across the Curriculum: Activities 9, 14 Literature Anthology/Literature Guide: Lessons 1, 14 |
| W.3.1b | Provide reasons that support the opinion. | Language Presentation Book B: (Lesson.Exercise) 109.5, 110.4, 111.5, 112.5, 113.4 Language Textbook: (Lesson.Exercise) 109.C, 110.B, 111.D, 113.B Lesson Connections: (Lesson.Part.Activity) 100.B.1, 105.B.1, 130.B.1 Activities Across the Curriculum: Activities 9, 14 Literature Anthology/Literature Guide: Lessons 1, 14 |
| W.3.1c | Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. | Language Presentation Book B: (Lesson.Exercise) 109.5, 110.4, 111.5, 112.5, 113.4 Language Textbook: (Lesson.Exercise) 109.C, 110.B, 111.D, 113.B Lesson Connections: (Lesson.Part.Activity) 100.B.1, 105.B.1, 130.B.1 Activities Across the Curriculum: Activities 9, 14 Literature Anthology/Literature Guide: Lessons 1, 14 |
| W.3.1d | Provide a concluding statement or section. | Language Presentation Book B: (Lesson.Exercise) 109.5, 110.4, 111.5, 112.5, 113.4 Language Textbook: (Lesson.Exercise) 109.C, 110.B, 111.D, 113.B Lesson Connections: (Lesson.Part.Activity) 100.B.1, 105.B.1, 130.B.1 Activities Across the Curriculum: Activities 9, 14 Literature Anthology/Literature Guide: Lessons 1, 14 |
| W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| W.3.2a | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | Reading Presentation Book A: (Lesson.Exercise) 22 Special Project, 35 Special Project, 66 Special Project Reading Presentation Book B: (Lesson.Exercise) 106 Special Project, 111 Special Project, 116 Special Project Reading Textbook 1: Lessons 22 Special Project, 35 Special Project, 66 Special Project Reading Textbook 2: Lessons 106 Special Project, 111 Special Project, 116 Special Project Lesson Connections: (Lesson.Part.Activity) 10.B.1, 20.B.1, 100.B.1, 105.B.1, 125.B.1 Activities Across the Curriculum: Activities 1, 2, 3, 18, 25, 31 Literature Anthology/Literature Guide: Lessons 9, 12.1 Research Projects |
| W.3.2b | Develop the topic with facts, definitions, and details. | Reading Presentation Book A: (Lesson.Exercise) 22 Special Project, 35 Special Project, 66 Special Project Reading Presentation Book B: (Lesson.Exercise) 106 Special Project, 111 Special Project, 116 Special Project |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|-------------------|---|---|
| | | Reading Textbook 1: Lessons 22 Special Project, 35 Special Project, 66 Special Project Reading Textbook 2: Lessons 106 Special Project, 111 Special Project, 116 Special Project Lesson Connections: (Lesson.Part.Activity) 10.B.1, 20.B.1, 100.B.1, 105.B.1, 125.B.1 Activities Across the Curriculum: Activities 1, 2, 3, 18, 25, 31 Literature Anthology/Literature Guide: Lessons 9, 12.1 Research Projects |
| W.3.2c | Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. | Reading Presentation Book A: (Lesson.Exercise) 22 Special Project, 35 Special Project, 66 Special Project Reading Presentation Book B: (Lesson.Exercise) 106 Special Project, 111 Special Project, 116 Special Project Reading Textbook 1: Lessons 22 Special Project, 35 Special Project, 66 Special Project Reading Textbook 2: Lessons 106 Special Project, 111 Special Project, 116 Special Project Lesson Connections: (Lesson.Part.Activity) 10.B.1, 20.B.1, 100.B.1, 105.B.1, 125.B.1 Activities Across the Curriculum: Activities 1, 2, 3, 18, 25, 31 Literature Anthology/Literature Guide: Lessons 9, 12.1 Research Projects |
| W.3.2d | Provide a concluding statement or section. | Reading Presentation Book A: (Lesson.Exercise) 22 Special Project, 35 Special Project, 66 Special Project Reading Presentation Book B: (Lesson.Exercise) 106 Special Project, 111 Special Project, 116 Special Project Reading Textbook 1: Lessons 22 Special Project, 35 Special Project, 66 Special Project Reading Textbook 2: Lessons 106 Special Project, 111 Special Project, 116 Special Project Lesson Connections: (Lesson.Part.Activity) 10.B.1, 20.B.1, 100.B.1, 105.B.1, 125.B.1 Activities Across the Curriculum: Activities 1, 2, 3, 18, 25, 31 Literature Anthology/Literature Guide: Lessons 9, 12.1 Research Projects |
| W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| W.3.3a | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | Reading Presentation Book A: (Lesson.Exercise) 12 Special Project 2 Reading Textbook 1: Lessons 12 Special Project 2 Language Presentation Book A: (Lesson.Exercise) 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.7, 19.6, 21.5, 23.6, 25.6, |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|-------------------|--|--|
| | | <p>27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p>Language Presentation Book B: (Lesson Exercise) 71.5, 73.6, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 1110.5, 113.4, 115.4, 1165, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5</p> <p>Language Textbook: (Lesson Exercise) 4.F, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p>Lesson Connections: (Lesson Part Activity) 40.B.1, 50.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activities 4, 5, 6, 13, 20, 28</p> <p>Literature Anthology/Literature Guide: Lessons 3, 4, 5.1, 6.2, 7, 10.1, 11, 12.2, 14</p> |
| W.3.3b | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | <p>Reading Presentation Book A: (Lesson Exercise) 12 Special Project 2</p> <p>Reading Textbook 1: Lessons 12 Special Project 2</p> <p>Language Presentation Book A: (Lesson Exercise) 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.7, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p>Language Presentation Book B: (Lesson Exercise) 71.5, 73.6, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 1110.5, 113.4, 115.4, 1165, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5</p> <p>Language Textbook: (Lesson Exercise) 4.F, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p>Lesson Connections: (Lesson Part Activity) 40.B.1, 50.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1,</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1 Activities Across the Curriculum: Activities 4, 5, 6, 13, 20, 28 Literature Anthology/Literature Guide: Lessons 3, 4, 5.1, 6.2, 7, 10.1, 11, 12.2, 14 |
| W.3.3c | Use temporal words and phrases to signal event order. | Reading Presentation Book A: (Lesson Exercise) 12 Special Project 2 Reading Textbook 1: Lessons 12 Special Project 2 Language Presentation Book A: (Lesson Exercise) 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.7, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5 Language Presentation Book B: (Lesson Exercise) 71.5, 73.6, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 1110.5, 113.4, 115.4, 1165, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5 Language Textbook: (Lesson Exercise) 4.F, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D Lesson Connections: (Lesson.Part.Activity) 40.B.1, 50.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1 Activities Across the Curriculum: Activities 4, 5, 6, 13, 20, 28 Literature Anthology/Literature Guide: Lessons 3, 4, 5.1, 6.2, 7, 10.1, 11, 12.2, 14 |
| W.3.3d | Provide a sense of closure. | Reading Presentation Book A: (Lesson Exercise) 12 Special Project 2 Reading Textbook 1: Lessons 12 Special Project 2 Language Presentation Book A: (Lesson Exercise) 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.7, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 41.4, 43.5, 45.5, 47.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5 Language Presentation Book B: (Lesson Exercise) 71.5, 73.6, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 1110.5, 113.4, 115.4, 1165, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5 |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | <p>Language Textbook: (Lesson Exercise) 4.F, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.E, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p>Lesson Connections: (Lesson.Part.Activity) 40.B.1, 50.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activities 4, 5, 6, 13, 20, 28</p> <p>Literature Anthology/Literature Guide: Lessons 3, 4, 5.1, 6.2, 7, 10.1, 11, 12.2, 14</p> |
| Writing Standards: Production and Distribution of Writing | | |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | <p>Reading Presentation Book A: (Lesson Exercise) 12 Special Project 2, 52 Special Project</p> <p>Reading Presentation Book B: (Lesson Exercise) 84 Special Project</p> <p>Reading Textbook 1: Lessons 12 Special Project 2</p> <p>Reading Textbook 2: Lessons 84 Special Project</p> <p>Reading Workbook A: (Lesson Exercise) 52 Special Project</p> <p>Language Presentation Book A: (Lesson Exercise) 5.7, 7.9, 9.8, 12.7, 14.6, 16.7, 18.7, 20.3, 22.6, 24.7, 26.7, 28.7, 30.3, 32.6, 34.8, 36.7, 38.7, 40.2, 42.7, 44.6, 46.6, 48.6, 50.3, 52.7, 54.5, 56.6, 58.6, 60.5, 62.6, 64.6, 66.6, 68.6, 70.4</p> <p>Language Presentation Book B: (Lesson Exercise) 72.6, 74.6, 76.6, 78.6, 80.5, 82.6, 84.7, 86.5, 88.6, 90.5, 92.6, 94.6, 96.6, 98.5, 100.2, 102.4, 104.5, 106.5, 108.5, 110.4, 112.5, 114.5, 116.5, 119.5, 122.5, 124.5, 126.5, 128.5, 130.3, 132.5, 134.5</p> <p>Language Textbook: (Lesson Exercise) 104.D, 106.C, 110.B</p> <p>Activities Across the Curriculum: Activities 1, 2, 3, 4, 5, 6, 9, 12, 13, 14, 20, 25, 28, 29, 31, 33</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2.1, 3, 4, 5.1, 6.2, 7, 8, 9, 10.1, 11, 12.1, 12.2, 13, 14</p> <p>Research Projects</p> |
| W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | <p>Reading Presentation Book A: (Lesson Exercise) 22 Special Project, 35 Special Project, 37.5, 38.5, 44.5, 65.5, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson Exercise) 100 Special Project 1, 100 Special Project, 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Textbook 1: Lessons 22 Special Project, 35 Special Project, 37.C, 38.C, 65.C, 66 Special Project</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | Reading Textbook 2: Lessons 106 Special Project, 111 Special Project, 116 Special Project Reading Workbook A: (Lesson.Exercise) 44.C Research Projects |
| W.3.6 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | Reading Presentation Book A: (Lesson.Exercise) 22 Special Project, 35 Special Project, 37.5, 38.5, 44.5, 65.5, 66 Special Project Reading Presentation Book B: (Lesson.Exercise) 100 Special Project 1, 100 Special Project, 2, 106 Special Project, 111 Special Project, 116 Special Project Reading Textbook 1: Lessons 22 Special Project, 35 Special Project, 37.C, 38.C, 65.C, 66 Special Project Reading Textbook 2: Lessons 106 Special Project, 111 Special Project, 116 Special Project Reading Workbook A: (Lesson.Exercise) 44.C Research Projects |
| Writing Standards: Research to Build and Present Knowledge | | |
| W.3.7 | Conduct short research projects that build knowledge about a topic. | Reading Presentation Book A: (Lesson.Exercise) 22 Special Project, 35 Special Project, 37.5, 38.5, 51.5, 65.5, 66 Special Project Reading Presentation Book B: (Lesson.Exercise) 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project Reading Textbook 1: Lessons 22 Special Project, 35 Special Project, 37.C, 38.C, 51.C, 65.C, 66 Special Project Reading Textbook 2: Lessons 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project Activities Across the Curriculum: Activity 24 Literature Anthology/Literature Guide: Lesson 9 Research Projects |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | Reading Presentation Book A: (Lesson.Exercise) 22 Special Project, 35 Special Project, 37.5, 38.5, 51.5, 65.5, 66 Special Project Reading Presentation Book B: (Lesson.Exercise) 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project Reading Textbook 1: Lessons 22 Special Project, 35 Special Project, 37.C, 38.C, 51.C, 65.C, 66 Special Project Reading Textbook 2: Lessons 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project Activities Across the Curriculum: Activity 24 Literature Anthology/Literature Guide: Lesson 9 Research Projects |
| W.3.9 | <i>(Begins in Grade 4)</i> | |
| Writing Standards: Range of Writing | | |
| W.3.10 | Write routinely over extended time frames (time for research, reflection, and | Reading Presentation Book A: (Lesson.Exercise) 12 Special Project 1, 22 Special Project, 35 Special Project, |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <p>52 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson Exercise) 84 Special Project, 100 Special Project, 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project</p> <p>Reading Textbook 1: Lessons 12 Special Project, 22 Special Project, 35 Special Project</p> <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 112 Special Project, 116 Special Project, 140 Special Project</p> <p>Language Presentation Book A: (Lesson Exercise) 3.6, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 17.7, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p>Language Presentation Book B: (Lesson Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 1120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 13.5</p> <p>Language Textbook: (Lesson Exercise) 4.E, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.D, 53.E, 55.D, 57.D, 62.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 91.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p>Language Workbook: (Lesson Exercise) 3.F, 17.C, 18.C, 101.A, 54.B</p> <p>Lesson Connections: (Lesson Part Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activities 1, 2, 3, 4, 5, 6, 9, 12, 13, 14, 20, 25, 28, 29, 31, 33</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2.1, 3, 4, 5.1, 6.2, 7, 8, 9, 10.1, 11, 12.1, 12.2, 13, 14</p> <p>Research Projects</p> |
| Speaking & Listening Standards: Comprehension and Collaboration | | |
| SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> . | |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | building on others' ideas and expressing their own clearly. | |
| SL.3.1a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | <p>Reading Presentation Book A: (Lesson.Exercise) 10 Special Project, 12 Special Project 1, 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 1'01 Special Project 1, 101 Special Project 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Textbook 1: Lessons 10 Special Project. 12 Special Project 1, 22 Special Project, 35 Special Project, 66 Special Project</p> <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Workbook A: (Lesson.Exercise) 52 Special Project</p> <p>Lesson Connections: (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activity 12</p> <p>Literature Anthology/Literature Guide: Lessons 1-15</p> <p>Research Projects</p> |
| SL.3.1b | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | <p>Reading Presentation Book A: (Lesson.Exercise) 10 Special Project, 12 Special Project 1, 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 1'01 Special Project 1, 101 Special Project 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Textbook 1: Lessons 10 Special Project. 12 Special Project 1, 22 Special Project, 35 Special Project, 66 Special Project</p> <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Workbook A: (Lesson.Exercise) 52 Special Project</p> <p>Lesson Connections: (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activity 12</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p>Research Projects</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| SL.3.1c | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | <p>Reading Presentation Book A: (Lesson.Exercise) 10 Special Project, 12 Special Project 1, 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 1'01 Special Project 1, 101 Special Project 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Textbook 1: Lessons 10 Special Project. 12 Special Project 1, 22 Special Project, 35 Special Project, 66 Special Project</p> <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Workbook A: (Lesson.Exercise) 52 Special Project</p> <p>Lesson Connections: (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activity 12</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p>Research Projects</p> |
| SL.3.1d | Explain their own ideas and understanding in light of the discussion. | <p>Reading Presentation Book A: (Lesson.Exercise) 10 Special Project, 12 Special Project 1, 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 1'01 Special Project 1, 101 Special Project 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Textbook 1: Lessons 10 Special Project. 12 Special Project 1, 22 Special Project, 35 Special Project, 66 Special Project</p> <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Workbook A: (Lesson.Exercise) 52 Special Project</p> <p>Lesson Connections: (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activity 12</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p>Research Projects</p> |
| SL.3.2 | Determine the main ideas and supporting | <p>Reading Presentation Book A: (Lesson.Exercise) 1.4,</p> |

| GRADE 3 STANDARDS | PAGE REFERENCES |
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| | <p>2.4, 3.5, 4.4, 5.4, 6.4, 7.3, 8.3, 9.3, 11.3, 12.4, 13.4, 14.4, 15.4, 16.4, 17.3, 18.4, 19.3, 21.4, 22.4, 23.3, 24.4, 25.3, 26.3, 27.4, 28.3, 29.3, 31.3, 32.3, 33.5, 34.4, 35.3, 36.5, 37.3, 38.3, 39.4, 41.3, 42.3, 43.4, 44.3, 45.3, 46.4, 47.3, 48.3, 49.4, 51.3, 52.4, 53.5, 54.4, 55.4, 56.6, 57.3, 58.4, 59.4, 61.4, 62.4, 63.3, 64.4, 65.3, 66.3, 67.6, 68.3, 69.4</p> <p>Reading Presentation Book B: (Lesson.Exercise) 71.5, 72.4, 73.3, 74.4, 75.3, 76.3, 77.3, 78.3, 79.4, 81.3, 82.3, 83.4, 84.4, 85.4, 86.5, 87.4, 88.3, 89.5, 91.4, 92.4, 93.3, 94.3, 95.4, 96.4, 97.3, 98.4, 99.2, 101.2, 102.5, 103.3, 104.4, 105.3, 106.3, 107.4, 109.3, 109.3, 111.3, 112.3, 113.4, 114.4, 115.3, 116.3, 117.4, 118.3, 119.3, 121.4, 122.3, 123.3, 124.3, 125.4, 126.3, 127.3, 128.3, 129.3, 131.3, 132.3, 133.4, 134.3, 135.4, 136.3, 137.2, 138.2, 139.2</p> <p>Reading Textbook 1: Lessons 1.C, 2.C, 3.C, 4.C, 5.C, 6.C, 7.C, 8.C, 9.C, 11.C, 12.C, 13.D, 14.C, 15.C, 16.C, 17.B, 18.C, 19.B, 21.C, 22.C, 23.B, 24.C, 25.C, 26.B, 27.C, 28.B, 29.B, 31.B, 32.B, 33.C, 34.C, 35.B, 36.C, 37.B, 38.B, 39.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 51.B, 52.C, 53.C, 54.C, 55.B, 56.C, 57.B, 58.C, 59.B, 61.B, 62.C, 63.B, 64.B, 65.B, 66.B, 67.C, 68.B, 69.C</p> <p>Reading Textbook 2: Lessons 71.C, 72.B, 73.B, 74.B, 75.B, 76.B, 77.B, 78.B, 79.C, 81.B, 82.B, 83.B, 84.B, 85.B, 86.B, 87.B, 88.B, 89.B, 91.C, 92.C, 93.B, 94.B, 95.C, 96.C, 97.B, 98.C, 99.B, 101.B, 102.C, 103.B, 104.B, 105.B, 106.B, 107.B, 108.B, 109.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B, 119.B, 121.B, 122.B, 123.B, 124.B, 125.C, 126.C, 127.B, 128.B, 129.C, 131.B, 132.B, 133.C, 134.B, 135.C, 136.B, 137.B, 138.B, 139.B</p> <p>Lesson Connections: (Lesson.Part.Activity) 38.B.2, 39.B.2, 41.B.2, 42.B.2, 43.B.2, 44.B.2, 46.B.2, 47.B.2, 48.B.2, 49.B.2, 51.B.3, 53.B.2, 56.B.2, 58.B.1, 58.B.2, 61.B.2, 63.B.1, 66.B.1, 69.B.1, 82.B.2, 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 131.B.1, 132.B.1, 138.B.1, 129.B.1</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> |
| SL.3.3 | <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Reading Presentation Book A: (Lesson.Exercise) 10 Special Project, 12 Special Project 1, 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 101 Special Project 1, 101 Special Project 2, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Textbook 1: Lessons 10 Special Project. 12 Special Project 1, 22 Special Project, 35 Special Project, 66 Special Project</p> |

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| | | <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project</p> <p>Reading Workbook A: (Lesson.Exercise) 52 Special Project</p> <p>Lesson Connections: (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activity 12</p> <p>Research Projects</p> |
| Speaking & Listening Standards: Presentation of Knowledge and Ideas | | |
| SL.3.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | <p>Reading Presentation Book A: (Lesson.Exercise) 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 106 Special Project, 140 Special Project</p> <p>Reading Textbook 1: Lessons 12 Special Project2, 22 Special Project, 35 Special Project, 52 Special Project, 666 Special Project</p> <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 140 Special Project</p> <p>Lesson Connections: (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activity 14</p> <p>Literature Anthology/Literature Guide: Lesson 15</p> <p>Research Projects</p> |
| SL.3.5 | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | <p>Reading Presentation Book A: (Lesson.Exercise) 10 Special Project, 12 Special Project, 22 Special Project, 35 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project, 140 Special Project</p> <p>Reading Textbook 1: Lessons 10 Special Project, 12 Special Project, 22 Special Project, 35 Special Project, 66 Special Project</p> <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project, 140 Special Project</p> <p>Activities Across the Curriculum: Activities 7, 9, 11, 24, 27, 29, 33</p> <p>Literature Anthology/Literature Guide: Lessons 2.1, 4, 13</p> <p>Research Projects</p> |
| SL.3.6 | Speak in complete sentences when | <p>Reading Presentation Book A: (Lesson.Exercise) 12 Special Project 2, 22 Special Project, 35 Special Project.</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | appropriate to task and situation in order to provide requested detail or clarification. | <p>52 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 106 Special Project, 111 Special Project</p> <p>Reading Textbook 1: Lessons 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project</p> <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 111 Special Project</p> <p>Language Presentation Book A: (Lesson.Exercise) 3.6, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 17.7, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p>Language Presentation Book B: (Lesson.Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 1120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 13.5</p> <p>Language Textbook: (Lesson.Exercise) 4.E, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.D, 53.E, 55.D, 57.D, 62.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 91.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p>Language Workbook: (Lesson.Exercise) 3.F, 17.C, 18.C, 101.A, 54.B</p> <p>Lesson Connections: (Lesson.Part.Activity) 10.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p>Research Projects</p> |
| Language Standards: Conventions of Standard English | | |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| L.3.1a | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | <p>Language Presentation Book A: (Lesson.Exercise) 1.3, 1.5, 2.2, 2.3, 2.5, 3.2, 3.4, 4.1, 4.3, 4.4, 5.3, 5.4, 5.5, 6.4, 6.5, 7.2, 7.4, 7.5, 8.4, 8.5, 9.2, 9.5, 9.6, 10.2, 10.3, 11.3, 11.4, 12.2, 12.4, 13.2, 14.3, 15.3, 15.5, 16.3, 17.5, 18.5, 19.3, 22.4, 23.4, 24.3, 24.4, 25.3, 26.2, 27.2, 27.4, 28.4, 29.4, 31.2, 33.4, 33.5, 34.5, 34.6, 35.2, 35.3, 36.2, 36.3, 37.2, 37.4, 38.2, 39.4, 41.3, 42.2, 42.3, 43.2, 44.3, 45.2,</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | 46.2, 51.1, 52.2, 53.2, 54.2, 57.2, 58.2, 61.2, 62.2, 62.3, 63.3, 64.2, 65.2, 65.4, 66.2, 67.4, 68.3 Language Presentation Book B: (Lesson Exercise) 71.3, 72.3, 73.3, 74.2, 75.2, 75.3, 76.2, 76.4, 77.3, 79.2, 79.3, 80.2, 85.3, 86.2, 87.4, 88.2, 89.2, 92.4, 94.3, 95.3, 96.2, 97.2, 110.2 Language Textbook: (Lesson Exercise) 17.B, 18.D, 19.B, 24.C, 27.C, 28.C, 29.C, 33.C, 33.D, 34.D, 34.E, 37.C, 62.B, 77.B, 79.B, 85.A, 110.C Language Workbook: (Lesson Exercise) 1.C, 1.E, 2.B, 2.C, 2.E, 3.A, 3.D, 4.A, 4.C, 4.D, 5.C, 5.D, 5.E, 6.D, 6.E, 7.B, 7.D, 7.E, 8.D, 8.E, 9.B, 9.E, 9.F, 10.B, 11.C, 12.A, 12.C, 13.A, 14.B, 15.B, 15.D, 16.B, 22.C, 23.C, 24.B, 25.A, 26.A, 27.A, 31.B, 35.A, 35.B, 36.A, 36.B, 37.A, 38.A, 39.C, 41.C, 42.A, 42.B, 43.A, 44.B, 45.A, 46.A, 51.A, 52.A, 53.A, 54.A, 57.A, 58.A, 61.B, 62.A, 63.B, 64.A, 65.A, 65.C, 66.A, 67.C, 68.B, 71.B, 72.B, 73.B, 74.A, 75.A, 75.B, 76.A, 76.C, 77.B, 79.A, 79.B, 85.B, 86.A, 87.C, 88.A, 89.A, 92.C, 94.B, 95.B, 96.A, 97.A Lesson Connections: (Lesson Part Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1 Activities Across the Curriculum: Activity 21 |
| L.3.1b | Form and use regular and irregular plural nouns. | Reading Presentation Book A: (Lesson Exercise) 5.2, 16.2 Reading Presentation Book B: (Lesson Exercise) 137.1 Reading Textbook 1: (Lesson Exercise) 5.A, 16.A Reading Textbook 2: (Lesson Exercise) 137.A Language Presentation Book B: (Lesson Exercise) 96.2, 97.2 Language Workbook: (Lesson Exercise) 96.A, 97.A Spelling Teacher Presentation Book: (Lesson Exercise) 111.1, 112.1, 114.1, 116.1, 117.1, 118.1, 124.1 |
| L.3.1c | Use abstract nouns (e.g., <i>childhood</i>). | This concept is not covered at this level. |
| L.3.1d | Form and use regular and irregular verbs. | Language Presentation Book A: (Lesson Exercise) 1.3, 2.5, 3.4, 4.4, 4.5, 5.3, 5.4, 6.4, 7.4, 9.5, 10.2, 11.3, 11.4, 12.2, 12.3, 13.2, 14.3, 15.3, 16.3, 17.5, 18.5, 19.3, 20.4, 21.3, 22.4, 23.4, 24.4, 27.4, 51.1, 52.2, 53.2, 54.2 Language Textbook: (Lesson Exercise) 17.D, 18.D, 19.B, 20.B, 23.C, 24.C, 27.C Language Workbook: (Lesson Exercise) 1.C, 2.E, 3.D, 4.D, 4.E, 5.C, 5.D, 6.D, 7.D, 9.E, 11.C, 12.A, 12.C, 13.A, 14.B, 15.B, 16.B, 21.B, 22.C, 51.A, 52.A, 53.A, 54.A |
| L.3.1e | Form and use the simple (e.g., <i>I walked</i> ; <i>I</i> | Language Presentation Book A: (Lesson Exercise) 1.3, |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | walk; I will walk) verb tenses. | 2.5, 3.4, 4.4, 4.5, 5.3, 5.4, 6.4, 7.4, 9.5 Language Workbook: (Lesson.Exercise) 1.C, 2.E, 3.D, 4.D, 4.E, 5.C, 5.D, 6.D, 7.D, 9.E |
| L.3.1f | Ensure subject-verb and pronoun-antecedent agreement.* | Language Presentation Book A: (Lesson.Exercise) 1.5, 2.2, 2.3, 3.2, 4.1, 4.3, 5.5, 7.2, 8.4, 9.2, 10.3, 11.1, 12.5, 13.4, 21.2, 22.2, 23.2, 24.2, 24.3, 25.2, 25.3, 26.2, 26.3, 27.2, 27.3, 28.2, 29.2, 30.4, 33.3, 34.3, 35.3, 36.2, 36.3, 37.2, 57.2, 58.2, 62.2, 63.2 Language Presentation Book B: (Lesson.Exercise) 76.4 Language Workbook: (Lesson.Exercise) 1.E, 2.B, 2.C, 3.A, 4.A, 4.C, 5.E, 7.B, 8.D, 9.B, 10.B, 11.A, 12.D, 13.C, 21.A, 22.A, 23.A, 24.A, 24.B, 25.A, 25.B, 26.A, 26.B, 27.A, 27.B, 28.A, 29.A, 30.B, 33.B, 34.B, 35.B, 36.A, 36.B, 37.A, 57.A, 58.A, 62.A, 63.A, 76.C |
| L.3.1g | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | Language Presentation Book A: (Lesson.Exercise) 61.2, 62.3, 63.3, 64.2, 65.2, 66.2, 67.4, 68.3 Language Presentation Book B: (Lesson.Exercise) 96.2, 97.2 Language Textbook: (Lesson.Exercise) 62.B, 63.B Language Workbook: (Lesson.Exercise) 61.B, 61.C, 64.A, 65.A, 66.A, 67.C, 68.B, 96.A, 97.A Activities Across the Curriculum: Activity 21 |
| L.3.1h | Use coordinating and subordinating conjunctions. | This concept is not covered at this level. |
| L.3.1i | Produce simple, compound, and complex sentences. | Reading Presentation Book A: (Lesson.Exercise) 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 106 Special Project, 111 Special Project Reading Textbook 1: Lessons 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 111 Special Project Language Presentation Book A: (Lesson.Exercise) 3.6, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 17.7, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5 Language Presentation Book B: (Lesson.Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 1120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 13.5 Language Textbook: (Lesson.Exercise) 4.E, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.D, |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | 53.E, 55.D, 57.D, 62.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 91.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D Language Workbook: (Lesson.Exercise) 3.F, 17.C, 18.C, 101.A, 54.B Lesson Connections: (Lesson.Part.Activity) 10.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1 Research Projects |
| L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| L.3.2a | Capitalize appropriate words in titles. | Research Projects |
| L.3.2b | Use commas in addresses. | Language Presentation Book B: (Lesson.Exercise) 83.3, 84.4, 90.4 Language Textbook: (Lesson.Exercise) 84.B, 90.B Language Workbook: (Lesson.Exercise) 83.B Activities Across the Curriculum: Activity 6 |
| L.3.2c | Use commas and quotation marks in dialogue. | Language Presentation Book A: (Lesson.Exercise) 23.5, 24.5, 25.5, 26.5, 27.5, 28.5, 29.5, 30.4, 30.6, 31.3, 32.4, 35.5, 36.4, 40.3, 41.2, 2.4, 43.3, 44.2, 46.5, 48.5, 49.5, 51.5, 53.6, 55.4, 57.5, 59.5, 69.4 Language Textbook: (Lesson.Exercise) 23.D, 24.D, 25.D, 26.D, 27.D, 28.D, 29.D, 31.C, 32.C, 35.D, 36.C, 46.D, 48.D, 49.D, 51.E, 53.E, 55.D, 57.D Language Workbook: (Lesson.Exercise) 30.B, 30.D, 40.D, 41.B, 42.C, 43.B, 44.A, 69.C Activities Across the Curriculum: Activity 20 |
| L.3.2d | Form and use possessives. | Language Presentation Book A: (Lesson.Exercise) 14.4, 15.4, 16.5, 17.3, 18.3, 19.4, 20.4, 21.4, 22.3, 23.3 Language Textbook: (Lesson.Exercise) 19.C, 20.C, 21.C, 22.C, 23.B Language Workbook: (Lesson.Exercise) 14.C, 15.C, 16.D, 17.B, 18.B |
| L.3.2e | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). | Reading Presentation Book A: (Lesson.Exercise) 12 Special Project, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project, 140 Special Project Reading Textbook 1: Lessons 12 Special Project, 22 Special Project, 35 Special Project, 66 Special Project Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | <p>140 Special Project</p> <p>Reading Workbook A: (Lesson.Exercise) 52 Special Project</p> <p>Language Presentation Book A: (Lesson.Exercise) 1.6, 2.6, 3.6, 3.7, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p>Language Presentation Book B: (Lesson.Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 108.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5</p> <p>Language Textbook: (Lesson.Exercise) 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.2, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 983.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.C, 117.C, 118.D, 1121.D, 123.D, 125.D, 131.D, 133.D, 135.D</p> <p>Language Workbook: (Lesson.Exercise) 1.F, 2.F, 3.F, 3.G, 4.F, 17.C, 18.C, 19.A, 54.B</p> <p>Lesson Connections: (Lesson.Part.Activity) 10.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Spelling Teacher Presentation Book: Lessons 1-140</p> |
| L.3.2f | Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. | <p>Reading Presentation Book A: (Lesson.Exercise) 12 Special Project, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson.Exercise) 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project, 140 Special Project</p> <p>Reading Textbook 1: Lessons 12 Special Project, 22 Special Project, 35 Special Project, 66 Special Project</p> <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 111 Special Project, 116 Special Project, 140 Special Project</p> <p>Reading Workbook A: (Lesson.Exercise) 52 Special Project</p> <p>Language Presentation Book A: (Lesson.Exercise) 1.6, 2.6, 3.6, 3.7, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | <p>Language Presentation Book B: (Lesson Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 108.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 135.5</p> <p>Language Textbook: (Lesson Exercise) 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.2, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.E, 55.D, 57.D, 61.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 81.C, 83.D, 85.D, 87.D, 89.D, 91.D, 98.3.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.C, 117.C, 118.D, 1121.D, 123.D, 125.D, 131.D, 133.D, 135.D</p> <p>Language Workbook: (Lesson Exercise) 1.F, 2.F, 3.F, 3.G, 4.F, 17.C, 18.C, 19.A, 54.B</p> <p>Lesson Connections: (Lesson.Part.Activity) 10.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.V.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Spelling Teacher Presentation Book: Lessons 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 7.1, 8.2, 9.2, 13.1, 14.1, 16.1, 17.1, 18.2, 19.2, 21.2, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2, 26.1, 26.2, 27.1, 27.2, 28.1, 29.1, 29.2, 31.1, 31.2, 32.1, 32.2, 33.1, 33.2, 34.1, 34.2, 36.2, 37.2, 48.2, 66.1, 67.1, 68.1, 69.1, 72.2, 91.1, 92.1, 93.1, 94.1, 96.1, 97.1, 98.1, 99.1, 101.1, 102.1, 103.1, 104.1, 106.1, 107.1, 114.1, 116.1, 117.1, 118.1, 124.1, 131.1</p> |
| L.3.2g | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | <p>Language Presentation Book B: (Lesson Exercise) 111.3, 112.3, 113.3, 114.2, 115.2, 116.4, 117.3, 118.3, 118.4, 119.3, 119.4, 120.3, 122.4, 124.4, 125.4, 127.4</p> <p>Language Textbook: (Lesson Exercise) 111.B, 112.A, 113.A, 114.A, 115.A, 116.C, 117.B, 118.B, 118.C, 119.A, 120.B, 122.C, 124.C, 125.C, 127.C</p> <p>Lesson Connections: (Lesson.Part.Activity) 121.A.3, 122.A.3, 123.A.2, 124.A.2, 127.A.2, 128.A.2, 129.A.2, 131.A.2, 132.A.1, 133.A.1, 134.A.1, 136.A.2, 137.A.1, 138.A.1</p> |
| Language Standards: Knowledge of Language | | |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| L.3.3a | Choose words and phrases for effect.* | <p>Reading Presentation Book A: (Lesson Exercise) 12 Special Project 2, 22 Special Project, 35 Special Project, 52 Special Project, 66 Special Project</p> <p>Reading Presentation Book B: (Lesson Exercise) 84 Special Project, 106 Special Project, 140 Special Project</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | <p>Reading Textbook 1: Lessons 12 Special Project, 22 Special Project, 35 Special Project, 52 Special Project, 666 Special Project</p> <p>Reading Textbook 2: Lessons 84 Special Project, 106 Special Project, 140 Special Project</p> <p>Language Presentation Book A: (Lesson/Exercise) 3.6, 4.7, 6.7, 8.7, 11.7, 13.6, 15.7, 17.4, 17.7, 18.4, 19.2, 19.6, 21.5, 23.6, 25.6, 27.6, 29.6, 31.4, 33.6, 35.6, 37.6, 39.6, 40.3, 41.4, 43.5, 45.5, 47.5, 49.5, 51.4, 51.5, 52.5, 53.5, 53.6, 54.3, 55.4, 57.5, 59.5, 60.4, 61.4, 63.5, 65.5, 67.5, 69.5</p> <p>Language Presentation Book B: (Lesson/Exercise) 71.5, 73.5, 75.5, 77.5, 79.5, 81.4, 83.5, 85.5, 87.5, 89.5, 91.4, 93.5, 95.5, 97.5, 98.5, 99.5, 100.3, 101.5, 103.5, 105.5, 107.5, 109.5, 111.5, 113.4, 115.4, 116.5, 117.4, 118.5, 1120.4, 121.4, 123.5, 125.5, 127.5, 129.4, 131.5, 133.5, 13.5</p> <p>Language Textbook: (Lesson/Exercise) 4.E, 6.F, 8.F, 11.E, 13.D, 15.E, 17.E, 18.C, 19.A, 19.D, 21.D, 23.E, 25.E, 27.E, 29.E, 31.D, 33.E, 35.E, 37.E, 39.E, 40.E, 41.D, 43.D, 45.D, 47.D, 49.D, 51.D, 51.E, 52.D, 53.D, 53.E, 55.D, 57.D, 62.E, 63.D, 65.D, 67.D, 69.D, 71.D, 73.D, 75.D, 77.D, 79.D, 91.C, 83.D, 85.D, 87.D, 89.D, 91.D, 93.D, 95.D, 97.D, 99.D, 101.C, 103.D, 105.D, 107.C, 109.C, 111.D, 113.B, 115.C, 116.D, 117.C, 118.D, 121.D, 123.C, 125.D, 131.D, 133.D, 135.D</p> <p>Language Workbook: (Lesson/Exercise) 3.F, 17.C, 18.C, 101.A, 54.B</p> <p>Lesson Connections: (Lesson/Part/Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activities 1, 2, 3, 4, 5, 6, 9, 12, 13, 14, 19, 20, 25, 28, 29, 31, 33</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p> <p>Research Projects</p> |
| L.3.3b | Recognize and observe differences between the conventions of spoken and written standard English. | <p>Language Presentation Book A: (Lesson/Exercise) 1.3, 1.5, 2.2, 2.3, 2.5, 3.2, 3.4, 4.1, 4.3, 4.4, 5.3, 5.4, 5.5, 6.4, 6.5, 7.2, 7.4, 7.5, 8.4, 8.5, 9.2, 9.5, 9.6, 10.2, 10.3, 11.3, 11.4, 12.2, 12.4, 13.2, 14.3, 15.3, 15.5, 16.3, 17.5, 18.5, 19.3, 22.4, 23.4, 24.3, 24.4, 25.3, 26.2, 27.2, 27.4, 28.4, 29.4, 31.2, 33.4, 33.5, 34.5, 34.6, 35.2, 35.3, 36.2, 36.3, 37.2, 37.4, 38.2, 39.4, 41.3, 42.2, 42.3, 43.2, 44.3, 45.2, 46.2, 51.1, 52.2, 53.2, 54.2, 57.2, 58.2, 61.2, 62.2, 62.3, 63.3, 64.2, 65.2, 65.4, 66.2, 67.4, 68.3</p> <p>Language Presentation Book B: (Lesson/Exercise) 71.3, 72.3, 73.3, 74.2, 75.2, 75.3, 76.2, 76.4, 77.3, 79.2, 79.3, 80.2, 85.3, 86.2, 87.4, 88.2, 89.2, 92.4, 94.3, 95.3,</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | | <p>96.2, 97.2, 110.2</p> <p>Language Textbook: (Lesson Exercise) 17.B, 18.D, 19.B, 24.C, 27.C, 28.C, 29.C, 33.C, 33.D, 34.D, 34.E, 37.C, 62.B, 77.B, 79.B, 85.A, 110.C</p> <p>Language Workbook: (Lesson Exercise) 1.C, 1.E, 2.B, 2.C, 2.E, 3.A, 3.D, 4.A, 4.C, 4.D, 5.C, 5.D, 5.E, 6.D, 6.E, 7.B, 7.D, 7.E, 8.D, 8.E, 9.B, 9.E, 9.F, 10.B, 11.C, 12.A, 12.C, 13.A, 14.B, 15.B, 15.D, 16.B, 22.C, 23.C, 24.B, 25.A, 26.A, 27.A, 31.B, 35.A, 35.B, 36.A, 36.B, 37.A, 38.A, 39.C, 41.C, 42.A, 42.B, 43.A, 44.B, 45.A, 46.A, 51.A, 52.A, 53.A, 54.A, 57.A, 58.A, 61.B, 62.A, 63.B, 64.A, 65.A, 65.C, 66.A, 67.C, 68.B, 71.B, 72.B, 73.B, 74.A, 75.A, 75.B, 76.A, 76.C, 77.B, 79.A, 79.B, 85.B, 86.A, 87.C, 88.A, 89.A, 92.C, 94.B, 95.B, 96.A, 97.A</p> <p>Lesson Connections: (Lesson Part Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1, 125.B.1, 130.B.1, 135.B.1, 140.B.1</p> <p>Activities Across the Curriculum: Activities 21, 28, 32</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p>Research Projects</p> |
| Language Standards: Vocabulary Acquisition and Use | | |
| L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | |
| L.3.4a | Use sentence-level context as a clue to the meaning of a word or phrase. | <p>Reading Presentation Book A: (Lesson Exercise) 3.1, 4.1, 5.1, 6.1, 12.1, 13.1, 14.1, 15.1, 16.1, 17.1, 18.1, 19.1, 21.1, 22.1, 23.1, 24.1, 25.1, 26.1, 27.1, 28.1, 29.1, 31.1, 32.1, 33.1, 34.1, 35.1, 36.1, 36.2, 37.1, 38.1, 39.1, 39.2, 41.1, 42.1, 43.1, 43.2, 44.1, 45.1, 46.1, 46.2, 47.1, 48.1, 49.1, 49.2, 51.1, 52.1, 53.1, 53.2, 54.1, 55.1, 56.1, 56.2, 57.1, 58.1, 59.1, 59.2, 61.1, 61.2, 62.1, 63.1, 64.1, 65.1, 66.1, 67.1, 67.2, 68.1, 69.1</p> <p>Reading Presentation Book B: (Lesson Exercise) 71.1, 71.2, 72.1, 73.1, 74.1, 74.2, 75.1, 76.1, 77.1, 78.1, 79.1, 81.1, 82.1, 83.1, 84.1, 85.1, 86.1, 86.2, 87.1, 88.1, 89.1, 91.1, 92.1, 93.1, 94.1, 95.1, 96.1, 97.1, 98.1, 102.1, 103.1, 104.1, 104.2, 105.1, 106.1, 107.1, 107.2, 108.1, 109.1, 111.1, 112.1, 113.1, 113.2, 114.1, 114.2, 115.1, 116.1, 117.1, 117.2, 118.1, 119.1, 121.1, 122.1, 123.1, 124.1, 125.1, 127.1, 128.1, 129.1, 131.1, 132.1, 133.1, 134.1, 135.1, 136.1, 136.2</p> <p>Language Presentation Book B: (Lesson Exercise)</p> |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|-------------------|--|--|
| | | <p>101.2, 102.3, 103.4, 104.4, 124.4, 125.2, 126.2, 126.3, 127.2, 127.3, 128.2, 128.3, 128.3, 129.3, 131.4, 132.4, 134.2, 135.2</p> <p>Language Textbook: (Lesson.Exercise) 104.C, 124.C, 125.A, 126.A, 126.B, 127.A, 127.B, 128.A, 128.B, 128.C, 129.B, 131.C, 132.C, 134.A, 135.A</p> <p>Language Workbook: (Lesson.Exercise) 101.A, 102.B, 103.C</p> <p>Lesson Connections: (Lesson.Part.Activity) 1.A.3, 2.A.1, 3.A.1, 4.A.1, 6.A.2, 7.A.1, 8.A.1, 9.A.1, 11.A.2, 12.A.1, 13.A.1, 14.A.1, 16.A.2, 17.A.1, 18.A.1, 19.A.1, 21.A.2, 22.A.1, 23.A.1, 24.A.1, 26.A.2, 27.A.1, 28.A.1, 29.A.1, 31.A.2, 32.A.1, 33.A.1, 34.A.1, 35.A.2, 37.A.1, 38.A.1, 39.A.1, 41.A.2, 42.A.1, 43.A.1, 44.A.1, 46.A.2, 47.B.1, 48.A.1, 49.A.1, 51.A.2, 52.A.1, 53.A.1, 54.A.1, 56.A.2, 57.A.2, 58.A.1, 59.A.1, 61.A.1, 62.A.1, 63.A.1, 64.A.1, 66.A.2, 67.A.1, 68.A.1, 69.A.1, 71.A.2, 72.A.1, 73.A.1, 74.A.1, 76.A.2, 77.A.1, 78.A.1, 79.A.1, 81.A.3, 82.A.2, 83.A.1, 84.A.1, 86.A.2, 87.A.1, 88.A.1, 89.A.1, 91.A.3, 92.A.2, 93.A.1, 94.A.1, 96.A.2, 97.A.1, 98.A.1, 99.A.1, 101.A.2, 102.A.1, 103.A.1, 104.A.1, 106.A.2, 107.A.1, 108.A.1, 109.A.1, 111.A.2, 112.A.1, 113.A.1, 114.A.1, 116.A.2, 117.A.1, 118.A.1, 119.A.1, 121.A.2, 122.A.2, 123.A.1, 124.A.1, 126.A.2, 127.A.1, 128.A.1, 129.A.1, 131.A.2, 132.A.1, 133.A.1, 134.A.1, 136.A.2, 137.A.1, 138.A.1, 139.A.1</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p>Research Projects</p> |
| L.3.4b | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>). | <p>Language Presentation Book B: (Lesson.Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 110.2, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 125.3, 126.4</p> <p>Language Textbook: (Lesson.Exercise) 84.D, 88.C, 89.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 103.C, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 110.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.B, 126.C</p> <p>Language Workbook: (Lesson.Exercise) 85.A, 86.B, 87.B, 90.B, 92.D</p> <p>Lesson Connections: (Lesson.Part.Activity) 6.A.2, 6.A.3, 7.A.2, 31.A.2, 31.A.3, 32.A.2, 51.A.2, 51.A.3, 52.A.2, 71.A.2, 71.A.3, 72.A.2, 101.A.2, 101.A.3, 102.A.2, 111.A.2, 111.A.3, 112.A.2, 126.A.2, 126.A.3, 127.A.3, 139.A.1, 39.A.2</p> <p>Spelling Teacher Presentation Book: Lessons 18.1, 19.A, 39.2, 41.2, 42.2, 43.2, 44.2, 46.2, 49.2, 51.2, 52.2, 53.2, 54.2, 62.2, 66.2, 67.2, 68.2, 71.2, 74.2, 88.2, 98.2, 109.2, 111.1, 114.1, 116.1, 117.1, 118.1, 124.1</p> |
| L.3.4c | Use a known root word as a clue to the | Language Presentation Book B: (Lesson.Exercise) |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
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| | meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>). | 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 110.2, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 125.3, 126.4 Language Textbook: (Lesson.Exercise) 84.D, 88.C, 89.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 103.C, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 110.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 125.B, 126.C Language Workbook: (Lesson.Exercise)85.A, 86.B, 87.B, 90.B, 92.D Lesson Connections: (Lesson.Part.Activity) 6.A.2, 6.A.3, 7.A.2, 31.A.2, 31.A.3, 32.A.2, 51.A.2, 51.A.3, 52.A.2, 71.A.2, 71.A.3, 72.A.2, 101.A.2, 101.A.3, 102.A.2, 111.A.2, 111.A.3, 112.A.2, 126.A.2, 126.A.3, 127.A.3, 139.A.1, 39.A.2 Spelling Teacher Presentation Book: Lessons 18.1, 19.A, 39.2, 41.2, 42.2, 43.2, 44.2, 46.2, 49.2, 51.2, 52.2, 53.2, 54.2, 62.2, 66.2, 67.2, 68.2, 71.2, 74.2, 88.2, 98.2, 109.2, 111.1, 114.1, 116.1, 117.1, 118.1, 124.1 |
| L.3.4d | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | Language Presentation Book B: (Lesson.Exercise) 115.2, 116.4, 117.3, 118.3, 119.3, 120.3, 122.4, 125.4, 127.4, 131.4 Language Textbook: (Lesson.Exercise) 115.A, 116.C, 117.B, 118.B, 119.A, 120.B, 122.C, 125.C, 127.C, 131.C Lesson Connections: (Lesson.Part.Activity) 121.A.3, 122.A.2, 123.A.2, 124.A.2, 127.A.2, 128.A.1, 129.A.1, 131.A.2, 132.A.1, 133.A.1, 134.A.1, 136.A.2, 127.A.1, 128.A.1 |
| L.3.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | |
| L.3.5a | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). | Language Presentation Book B: (Lesson.Exercise) 101.2, 102.3, 115.4, 116.5, 117.4, 124.4, 125.2, 126.2, 127.2, 128.2, 131.2, 132.3, 132.4 Language Textbook: (Lesson.Exercise) 115.D, 116.D, 117.C, 124.C, 125.A, 126.A, 127.A, 128.A, 131.A, 132.B, 132.C Language Workbook: (Lesson.Exercise) 101.A, 102.B Lesson Connections: (Lesson.Part.Activity) 57.A.1, 59.A.1, 59.A.2, 60.A.2, 61.A.3 Literature Anthology/Literature Guide: Lesson 14 |
| L.3.5b | Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). | Reading Presentation Book A: (Lesson.Exercise) 3.1, 4.1, 5.1, 6.1, 12.1, 13.1, 14.1, 15.1, 16.1, 17.1, 18.1, 19.1, 21.1, 22.1, 23.1, 24.1, 25.1, 26.1, 27.1, 28.1, 29.1, 31.1, 32.1, 33.1, 33.2, 34.1, 35.1, 36.1, 36.2, 37.1, 38.1, 39.1, 39.2, 41.1, 42.1, 43.1, 43.2, 44.1, 45.1, 46.1, 46.2, 47.1, 48.1, 49.1, 49.2, 51.1, 52.1, 53.1, 53.2, 54.1, 55.1, 56.1, 56.2, 57.1, 58.1, 59.1, 59.2, 61.1, 61.2, 62.1, 63.1, |

| GRADE 3 STANDARDS | | PAGE REFERENCES |
|-------------------|--|--|
| | | <p>64.1, 65.1, 66.1, 67.1, 67.2, 68.1, 69.1</p> <p>Reading Presentation Book B: (Lesson Exercise) 71.1, 71.2, 72.1, 73.1, 74.1, 74.2, 75.1, 76.1, 77.1, 78.1, 79.1, 81.1, 82.1, 83.1, 84.1, 85.1, 86.1, 86.2, 87.1, 88.1, 89.1, 91.1, 92.1, 93.1, 94.1, 95.1, 96.1, 97.1, 98.1, 102.1, 103.1, 104.2, 105.1, 106.1, 107.2, 108.1, 109.1, 111.1, 112.1, 113.2, 114.1, 114.2, 115.1, 116.1, 117.1, 117.2, 118.1, 119.1, 121.1, 122.1, 123.1, 124.1, 125.1, 127.1, 128.1, 129.1, 131.1, 132.1, 133.1, 134.1, 135.1</p> <p>Reading Textbook A: (Lesson Exercise) 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A</p> <p>Reading Textbook B: (Lesson Exercise) 71.A, 72.A, 73.A, 74.A, 75.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p> <p>Language Presentation Book B: (Lesson Exercise) 126.3, 127.3, 128.3</p> <p>Language Textbook: (Lesson Exercise) 126.B, 127.B, 128.B</p> <p>Activities Across the Curriculum: Activities 10, 22, 24, 25, 27, 28, 29</p> <p>Student Practice CD</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> |
| L.3.5c | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). | This concept is not covered at this level. |
| L.3.6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). | <p>Reading Presentation Book A: (Lesson Exercise) 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 8.1, 9.1, 11.1, 12.1, 12.2, 13.1, 13.2, 14.1, 14.2, 15.1, 15.2, 16.1, 16.2, 17.1, 17.2, 18.1, 18.2, 19.1, 19.2, 21.1, 21.2, 22.1, 22.2, 23.1, 23.2, 24.1, 24.2, 25.1, 25.2, 26.1, 26.2, 27.1, 27.2, 28.1, 28.2, 29.1, 29.2, 31.1, 31.2, 32.1, 32.2, 33.1, 33.2, 34.1, 34.2, 35.1, 35.2, 36.1, 36.2, 36.3, 37.1, 37.2, 38.1, 38.2, 39.1, 39.2, 39.4, 41.1, 41.2, 42.1, 42.2, 43.1, 43.2, 43.3, 44.1, 44.2, 45.1, 45.2, 46.1, 46.2, 46.3, 47.1, 47.2, 48.1, 48.2, 49.1, 49.2, 49.3, 51.1, 51.2, 52.1, 52.2, 53.1, 53.2, 53.3, 54.1, 54.2, 55.1, 55.2, 56.1, 56.2, 56.3,</p> |

| GRADE 3 STANDARDS | PAGE REFERENCES |
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| | <p>57.1, 57.2, 58.1, 58.2, 59.1, 59.2, 59.3, 61.1, 61.2, 61.3, 62.1, 62.2, 63.1, 63.2, 64.1, 64.2, 65.1, 65.2, 66.1, 66.2, 67.1, 67.2, 67.3, 68.1, 68.2, 69.1, 69.2</p> <p>Reading Presentation Book B: (Lesson Exercise) 71.1, 71.2, 71.3, 72.1, 72.2, 73.1, 73.2, 74.1, 74.2, 74.3, 75.1, 75.2, 76.1, 76.2, 77.1, 77.2, 78.1, 78.2, 79.1, 79.2, 81.1, 81.2, 82.1, 82.2, 83.1, 83.2, 84.1, 84.2, 85.1, 85.2, 86.1, 86.2, 86.3, 87.1, 87.2, 88.1, 88.2, 89.1, 89.2, 91.1, 91.2, 92.1, 92.2, 93.1, 93.2, 94.1, 94.2, 95.1, 95.2, 96.1, 96.2, 97.1, 97.2, 98.1, 98.2, 99.1, 101.1, 102.1, 102.2, 103.1, 103.2, 104.1, 104.2, 104.3, 105.1, 105.2, 106.1, 106.2, 107.1, 107.2, 107.3, 108.1, 108.2, 109.1, 109.2, 111.1, 111.2, 112.1, 112.2, 113.1, 113.2, 113.3, 114.1, 114.2, 114.3, 115.1, 115.2, 116.1, 116.2, 117.1, 117.2, 117.3, 118.1, 118.2, 119.1, 119.2, 121.1, 121.2, 122.1, 122.2, 123.1, 123.2, 124.1, 124.2, 125.1, 125.2, 126.1, 127.1, 127.2, 128.1, 128.2, 129.1, 129.2, 131.1, 131.2, 132.1, 132.2, 133.1, 133.2, 134.1, 134.2, 135.1, 135.2, 136.1, 136.2, 136.3, 137.1, 138.1, 139.1</p> <p>Reading Textbook I: Lessons 1.A, 2.A, 3.A, 4.A, 5.A, 6.A, 7.A, 8.A, 9.A, 11.A, 12.A, 13.A, 14.A, 15.A, 16.A, 17.A, 18.A, 19.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 31.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 51.A, 52.A, 53.A, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 61.A, 62.A, 63.A, 64.A, 65.A, 66.A, 67.A, 68.A, 69.A</p> <p>Reading Textbook 2: Lessons 71.A, 72.A, 73.A, 74.A, 77.A, 76.A, 77.A, 78.A, 79.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 97.A, 98.A, 99.A, 101.A, 102.A, 103.A, 104.A, 105.A, 106.A, 107.A, 108.A, 109.A, 111.A, 112.A, 113.A, 114.A, 115.A, 116.A, 117.A, 118.A, 119.A, 121.A, 122.A, 123.A, 124.A, 125.A, 126.A, 127.A, 128.A, 129.A, 131.A, 132.A, 133.A, 134.A, 135.A, 136.A, 137.A, 138.A, 139.A</p> <p>Language Presentation Book B: (Lesson Exercise) 84.6, 85.2, 86.3, 87.3, 88.4, 89.4, 90.3, 91.2, 92.5, 93.4, 94.5, 95.4, 96.5, 97.4, 98.3, 99.3, 101.2, 102.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 111.4, 112.4, 121.1, 122.2, 123.2, 124.2, 124.4, 125.2, 125.3, 126.2, 126.4, 127.2, 128.2, 128.4, 129.3, 131.4, 132.4, 134.2, 135.2</p> <p>Language Textbook: (Lesson Exercise) 84.D, 88.C, 91.B, 94.D, 95.C, 96.D, 97.C, 98.B, 99.B, 104.C, 105.C, 106.B, 107.B, 108.B, 109.B, 111.C, 112.B, 121.A, 122.A, 123.A, 124.A, 124.C, 125.A, 125.D, 126.A, 126.C, 127.A, 128.A, 128.C, 129.B, 131.C, 132.C, 134.A, 135.A</p> <p>Language Workbook: (Lesson Exercise) 85.A, 86.B, 87.B, 89.C, 90.B, 92.D, 93.C, 101.A, 102.B, 103.C</p> |

| GRADE 3 STANDARDS | PAGE REFERENCES |
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| | <p>Lesson Connections: (Lesson.Part.Activity) 1.A.3, 2.A.1, 2.A.2, 3.A.1, 3.A.2, 4.A.1, 4.A.2, 5.A.1, 5.A.2, 6.A.1-3, 7.A.1, 7.A.2, 8.A.1, 8.A.2, 9.A.A, 9.A.2, 10.A.1, 10.A.2, 11.A.1-3, 12.A.1, 12.A.2, 13.A.1, 13.A.2, 14.A.1, 14.A.2, 15.A.1, 15.2, 16.A.1-3, 17.A.1, 17.A.2, 18.A.1, 18.A.2, 19.A.1, 19.A.2, 20.A.1-3, 21.A.1-3, 22.A.1, 22.A.2, 23.A.1, 23.A.2, 24.A.1, 24.A.2, 25.A.1-3, 26.A.1-3, 27.A.1, 27.A.2, 28.A.1, 28.A.2, 29.A.1, 29.A.2, 30.A.1-3, 31.A.1-4, 32.A.1, 32.A.2, 33.A.1, 33.A.2, 34.A.1, 34.A.2, 35.A.1-3, 36.A.1-3, 37.A.1, 37.A.2, 38.A.1, 38.A.2, 39.A.1, 39.A.2, 40.A.1-3, 41.A.1-3, 42.A.1, 42.A.2, 43.A.1, 43.A.2, 44.A.1, 44.A.2, 45.A.1-3, 46.A.1-3, 47.A.1, 47.A.2, 48.A.1, 48.A.2, 49.A.1, 49.A.2, 50.A.1-3, 51.A.1-4, 52.A.1, 52.A.2, 53.A.1, 53.A.2, 54.A.1, 54.A.2, 55.A.1-3, 56.A-13, 57.A.1-3, 58.A.1, 58.A.2, 59.A.1-3, 60.A.1-3, 61.A.1-3, 62.A.1, 62.A.2, 63.A.1, 63.A.2, 64.A.1, 64.A.2, 65.A.1-3, 66.A.1-3, 67.A.1, 67.A.2, 68.A.1, 68.A.2, 69.A.1, 69.A.2, 70.A.1-3, 71.A.1-4, 72.A.1, 72.A.2, 73.A.1, 73.A.2, 74.A.1, 74.A.2, 75.A.1-3, 76.A.1-4, 77.A.1, 77.A.2, 78.A.1, 78.A.2, 79.A.1, 79.A.2, 80.A.1-3, 91.A.1-4, 82.A.1, 82.A.2, 83.A.1, 83.A.2, 84.A.1, 84.A.2, 85.A.1-3, 86.A.1-3, 87.A.1, 87.A.2, 88.A.1, 88.A.2, 89.A.1, 89.A.2, 90.A.1-3, 91.A.1-4, 92.A.1-3, 93.A.1, 93.A.2, 94.A.1, 94.A.2, 95.A.1-3, 96.A.1-3, 97.A.1, 97.A.2, 98.A.1, 98.A.2, 99.A.1, 99.A.2, 100.A.1-3, 101.A.1-4, 1102.A.1, 102.A.2, 103.A.1, 103.A.2, 104.A.1, 104.A.2, 105.A.1-3, 106.A.1-3, 107.A.1, 107.A.2, 108.A.1, 108.A.2, 109.A.1, 109.A.2, 110.A.1-3, 111.A.1-4, 112.A.1, 112.A.2, 113.A.1, 113.A.2, 114.A.1, 114.A.2, 115.A.1-3, 116.A.1-3, 117.A.1, 117.A.2, 118.A.1, 118.A.2, 119.A.1, 119.A.2, 120.A.1-3, 121.A.1-4, 122.A.1, 122.A.2, 123.A.1, 123.A.2, 124.A.1, 124.A.2, 125.A.1-3, 126.A.1-4, 127.A.1-3, 128.A.1-3, 129.A.1-3, 130.A.1-3, 131.A.1.1-3, 132.A.1, 132.A.2, 133.A.1, 133.A.2, 134.A.1, 134.A.2, 135.A.1-3, 136.A.1-3, 137.A.1, 137.A.2, 138.A.1, 138.A.2, 139.A.1-3, 140.A.1-3</p> <p>Activities Across the Curriculum: Activities 8, 10, 22, 24, 25, 26, 27, 28</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> |

3rd Grade CCSS ELA Monthly Map

| Reading Foundational Skills: Phonics and Word Recognition | S | O | N | D | J | F | M | A | M | J |
|---|---|---|---|---|---|---|---|---|---|---|
| Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. | x | | | | | | | | | |
| Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | x | | | | | | | | |
| Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode words with common Latin suffixes. | | x | | | | | | | | |
| Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multisyllabic words. | | | x | | | | | | | |
| Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words. | | | | x | | | | | | |
| Reading Foundational Skills: Fluency | | | | | | | | | | |
| Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. | | | | | | | | x | x | x |
| Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | | | | | | | x | | |

| Reading for Literature Key Ideas and Details | S | O | N | D | J | F | M | A | M | J |
|--|---|---|---|---|---|---|---|---|---|---|
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | x | x | x | | x | | | | | |
| Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | x | | | | | | | | | |
| Recount stories, including fables and folktales from diverse cultures determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | | | x | | | | | | |
| Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | | | | | | | x | | | |

| Reading for Informational Text: Range of Reading and Level of Text Complexity | S | O | N | D | J | F | M | A | M | J |
|---|---|---|---|---|---|---|---|---|---|---|
| By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | x | | | | | | | | | |
| By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. | x | | | | | | | | | |

| Reading for Informational Text: Craft and Structure | S | O | N | D | J | F | M | A | M | J |
|--|---|---|---|---|---|---|---|---|---|---|
| Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | | x | x | | x | | | | | |
| Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | | | | x | | | | | | |
| 3. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | x | | | | | | | |
| Distinguish their own point of view from that of the author of a text. | | | | | | x | | | | |

| | | | | | | | | | | | | |
|---|--|--|--|--|--|--|---|--|---|--|--|--|
| Distinguish their own point of view from that of the narrator or those of the characters. | | | | | | | x | | | | | |
| Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | | | | | | | | | x | | | |

| Reading for Informational Text: Integration of Knowledge and Ideas | S | O | N | D | J | F | M | A | M | J |
|---|---|---|---|---|---|---|---|---|---|---|
| Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where when, why, and how key events occur). | | | | | x | | | | | |
| Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | | | | | x | | x | | | |
| Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | | | | | x | | | | | |
| Compare and contrast the most important points and key details presented in two texts on the same topic. | | | | | | x | | x | | |
| Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | | | | | | x | | | | |
| Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | | | | | | | | x | x |

| Speaking and Listening: Comprehension and Collaboration | S | O | N | D | J | F | M | A | M | J |
|---|---|---|---|---|---|---|---|---|---|---|
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | x | | | | | | | | | |
| b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | x | | | | | | | | | |
| c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | x | | | | | | | | | |
| d. Explain their own ideas and understanding in light of the discussion. | x | | | | | | | | | |
| Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | x | | | | | | | | |
| Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | | | | | x | | | | | |

| Speaking and Listening: Presentation of Knowledge and Skills | S | O | N | D | J | F | M | A | M | J |
|---|---|---|---|---|---|---|---|---|---|---|
| Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | | | | | | | | x | | |
| Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | | x | | | | | | | | |

| Language: Vocabulary Acquisition and Use | S | O | N | D | J | F | M | A | M | J |
|--|---|---|---|---|---|---|---|---|---|---|
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | x | | | | | | | | | |
| Acquire and use accurately grade-appropriate conversational words and phrases | x | | x | | | | | | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. b. Determine the meaning of the new word formatted when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | | x | | | | | | | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. | | | x | | | | | | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | | | | x | | | | | | |
| Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | | | | x | | | | | | |
| Acquire and use accurately grade-appropriate conversational, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | | | | | | | | x | | x |

| Language: Conventions of Standard English | S | O | N | D | J | F | M | A | M | J |
|--|---|---|---|---|---|---|---|---|---|---|
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns and pronouns. | | | x | | x | | | | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use regular and irregular plural nouns. | | | x | | | | | | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use abstract nouns (e.g., childhood). | | | x | | | | | | | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters. | | | | x | | | | | | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas in addresses. | | | | x | | | | | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Form and use regular and irregular verbs. | | | | | x | | | | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | | | | | x | | | | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure subject-verb and pronoun-antecedent agreement. | | | | | x | | | | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of adjectives and adverbs in general and their functions in particular sentences. | | | | | | x | | | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | | | | | | x | | | | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | | | | | x | | | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Form and use possessives. | | | | | | | x | | | |

| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|---|---|
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. | | | | | | | | | | | x | x |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). | | | | | | | | | | | x | x |
| f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | | | | | | | | | | | x | x |

| Knowledge of Language | S | O | N | D | J | F | M | A | M | J |
|---|---|---|---|---|---|---|---|---|---|---|
| Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | x | | | | | | | |
| Recognize and observe differences between the conventions of spoken and written standard English. | | | x | | | | | | | |
| Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. | | | | | | | | | x | x |

| Writing: Text Types and Purposes | S | O | N | D | J | F | M | A | M | J |
|--|---|---|---|---|---|---|---|---|---|---|
| Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | x | | | | | | | | | |
| b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | x | | | | | | | | | |
| c. Use temporal words and phrases to signal event order. | x | | | | | | | | | |
| d. Provide a sense of closure. | x | | | | | | | | | |
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | | | x | | | | | | | |
| b. Develop the topic with facts, definitions, and details. | | | x | | | | | | | |
| c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | | | x | | | | | | | |
| d. Provide a concluding statement or section. | | | x | | | | | | | |
| With guidance and support from peers and adults, develop and strengthen writing as needed by revising | | | x | | | | | | | |
| Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | | | | | x | | | | | |
| b. Provide reasons that support the opinion. | | | | | x | | | | | |
| c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. | | | | | | x | | | | |
| d. Provide a concluding statement or section. | | | | | | x | | | | |

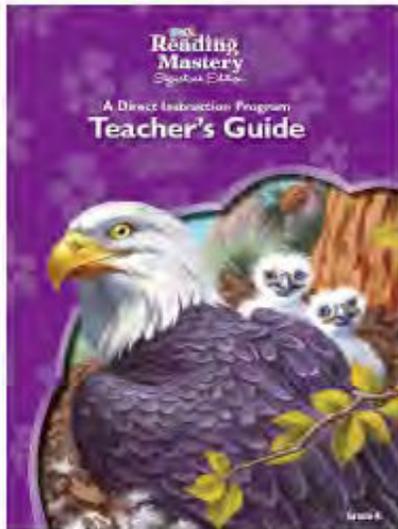
| Writing: Production and Distribution of Writing | S | O | N | D | J | F | M | A | M | J |
|---|---|---|---|---|---|---|---|---|---|---|
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning. | | x | | | | | | | | |
| With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | | | | x | | | | | | |
| With guidance and support from peers and adults, develop and strengthen writing as needed by editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3). | | | | x | | | | | | |
| With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | | | | | | x | | | |

| Range of Writing | S | O | N | D | J | F | M | A | M | J |
|---|---|---|---|---|---|---|---|---|---|---|
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | x | | | | | | | | |

| Writing: Research to Build and Present Knowledge | S | O | N | D | J | F | M | A | M | J |
|--|---|---|---|---|---|---|---|---|---|---|
| Conduct short research projects that build knowledge about a topic. | | | | | | | x | | | |
| Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | | | | | x | | | |
| Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | | | | | | x | | |

Fourth Grade





**Reading Mastery
Signature Edition
Grade 4
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| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| Reading Standards for Literature: Key Ideas and Details | | |
| RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <p>Reading Presentation Book A: (Lesson Exercise) 1.6-8, 2.5-7, 3.7-9, 4.5, 4.6, 5.10, 6.7-10, 7.8-10, 8.8-10, 9.8-10, 10.9-11, 12.9-11, 13.9, 13.10, 14.8, 14.9, 15.8-10, 16.7, 16.8, 17.5-7, 18.6, 18.7, 19.7, 19.8, 20.5-7, 21.6, 22.7, 23.6-8, 224.5, 24.7, 25.4, 25.5, 26.3, 26.4, 27.5, 27.6, 28.5-7, 29.4-6, 30.5-7, 31.2, 32.6, 32.7, 33.4, 33.5, 34.4, 35.5, 35.6, 36.5, 37.5, 37.6, 38.4, 38.5, 39.6, 39.7, 40.6, 40.7, 41.7, 41.8, 42.5-7, 43.7, 45.7, 46.3, 47.5, 47.7, 48.6, 48.7, 49.7, 49.8, 50.4, 50.5, 54.5, 55.6, 56.6, 57.5, 58.3, 58.4</p> <p>Reading Presentation Book B: (Lesson Exercise) 67.7, 68.8, 69.6, 72.6, 72.7, 73.6, 73.7, 74.5, 74.6, 76.8, 78.6, 79.3, 79.4, 80.4, 81.7, 82.4, 96.6, 96.7, 97.8, 97.9, 98.8, 99.6, 100.6, 101.4, 101.5, 102.6, 103.7, 103.8, 104.6, 105.6, 105.7, 106.6, 106.7, 107.5, 107.6, 108.5, 108.6, 109.7, 109.8, 110.6, 110.7, 111.6, 112.6, 113.6, 114.8, 115.6, 116.5, 116.6, 117.7, 117.8, 118.7, 119.4, 119.5, 120.3, 120.4</p> <p>Textbook A: (Lesson Exercise) 1.B, 2.B, 3.B, 4.C, 5.C, 6.C, 7.D, 8.C, 9.C, 10.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.B, 18.B, 19.B, 20.B, 21.B, 22.B, 23.B, 24.B, 25.B, 26.B, 27.B, 28.B, 29.B, 30.B, 31.B, 32.C, 33.C, 34.B, 35.B, 36.B, 37.B, 38.B, 39.B, 40.B, 41.B, 42.B, 43.B, 45.C, 46.B, 47.B, 48.C, 49.C, 50.C, 54.C, 55.C, 56.B,</p> |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | <p>57.B, 58.B</p> <p>Textbook B: (Lesson Exercise) 67.D, 68.C, 69.F, 72.C, 73.C, 74.C, 76.D, 78.B, 79.B, 80.B, 81.B, 82.B, 96.C, 97.D, 98.D, 99.C, 100.D, 101.C, 102.E, 103.E, 104.D, 105.D, 106.D, 107.D, 108.D, 109.D, 110.D, 111.D, 112.D, 113.D, 114.D, 115.D, 116.D, 117.D, 118.D, 119.C, 120.B</p> <p>Lesson Connections: (Lesson Part Activity) 21.B.1, 22.B.1, 23.B.1, 24.B.1, 26.B.1, 26.B.2, 27.B.1, 27.B.2, 28.B.1, 28.B.2, 29.B.1, 31.B.1, 32.B.1, 33.B.1, 34.B.1, 36.B.1, 37.B.1, 38.B.1, 39.B.1, 55.B.1, 68.B.1, 69.B.1, 77.B., 78.B.1, 79.B.1, 103.B.3, 104.B.1, 106.B.3, 107.B.3, 108.B.3, 109.B.2, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 117.B.1, 118.B.1, 119.B.1</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | <p>Reading Presentation Book A: (Lesson Exercise) 1.6-8, 2.5-7, 3.7-9, 4.5, 4.6, 5.10, 6.7-10, 7.8-10, 8.8-10, 9.8-10, 10.9-11, 12.9-11, 13.9, 13.10, 14.8, 14.9, 15.8-10, 16.7, 16.8, 17.5-7, 18.6, 18.7, 19.7, 19.8, 20.5-7, 21.6, 22.7, 23.6-8, 224.5, 24.7, 25.4, 25.5, 26.3, 26.4, 27.5, 27.6, 28.5-7, 29.4-6, 30.5-7, 31.2, 32.6, 32.7, 33.4, 33.5, 34.4, 35.5, 35.6, 36.5, 37.5, 37.6, 38.4, 38.5, 39.6, 39.7, 40.6, 40.7, 41.7, 41.8, 42.5-7, 43.7, 45.7, 46.3, 47.5, 47.7, 48.6, 48.7, 49.7, 49.8, 50.4, 50.5, 54.5, 55.6, 56.6, 57.5, 58.3, 58.4</p> <p>Reading Presentation Book B: (Lesson Exercise) 67.7, 68.8, 69.6, 72.6, 72.7, 73.6, 73.7, 74.5, 74.6, 76.8, 78.6, 79.3, 79.4, 80.4, 81.7, 82.4, 96.6, 96.7, 97.8, 97.9, 98.8, 99.6, 100.6, 101.4, 101.5, 102.6, 103.7, 103.8, 104.6, 105.6, 105.7, 106.6, 106.7, 107.5, 107.6, 108.5, 108.6, 109.7, 109.8, 110.6, 110.7, 111.6, 112.6, 113.6, 114.8, 115.6, 116.5, 116.6, 117.7, 117.8, 118.7, 119.4, 119.5, 120.3, 120.4</p> <p>Textbook A: (Lesson Exercise) 1.B, 2.B, 3.B, 4.C, 5.C, 6.C, 7.D, 8.C, 9.C, 10.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.B, 18.B, 19.B, 20.B, 21.B, 22.B, 23.B, 24.B, 25.B, 26.B, 27.B, 28.B, 29.B, 30.B, 31.B, 32.C, 33.C, 34.B, 35.B, 36.B, 37.B, 38.B, 39.B, 40.B, 41.B, 42.B, 43.B, 45.C, 46.B, 47.B, 48.C, 49.C, 50.C, 54.C, 55.C, 56.B, 57.B, 58.B</p> <p>Textbook B: (Lesson Exercise) 67.D, 68.C, 69.F, 72.C, 73.C, 74.C, 76.D, 78.B, 79.B, 80.B, 81.B, 82.B, 96.C, 97.D, 98.D, 99.C, 100.D, 101.C, 102.E, 103.E, 104.D, 105.D, 106.D, 107.D, 108.D, 109.D, 110.D, 111.D, 112.D, 113.D, 114.D, 115.D, 116.D, 117.D, 118.D, 119.C, 120.B</p> <p>Lesson Connections: (Lesson Part Activity) 35.B.1</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| RL.4.3 | Describe in depth a character, setting, or | Reading Presentation Book A: (Lesson Exercise) 2.5- |

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| | event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | <p>7, 3.8, 3.9, 4.6, 4.7, 5.8, 5.10, 6.10, 7.10, 10.9-11, 12.10, 12.11, 13.9, 13.10, 14.9, 14.10, 15.9, 16.8, 17.5, 17.6, 18.5, 19.7, 20.5, 20.7, 21.7, 22.6, 22.7, 23.7, 23.8, 24.5, 24.7, 25.4-6, 26.3, 26.5, 27.5, 27.6, 28.6, 28.7, 29.5, 29.6, 30.5, 30.6, 32.6, 32.7, 33.4, 33.5, 33.4.4, 35.5, 35.6, 36.5, 36.6, 37.5, 37.6, 38.4, 38.5, 39.6, 40.6, 40.7, 41.7, 41.8, 42.6, 43.6, 43.7, 44.5, 44.6, 45.6, 46.2, 46.3, 47.7, 48.6, 48.7, 49.7, 49.8, 50.4, 50.5, 51.3, 51.4, 52.6, 52.7, 54.5, 54.6, 55.6, 55.7, 56.5, 56.6, 57.4, 57.5, 58.3, 59.6, 59.7, 60.6, 60.7</p> <p>Reading Presentation Book B: (Lesson.Exercise) 61.5, 61.6, 62.6, 62.7, 63.4, 63.5, 65.7, 64.8, 65.5, 67.6, 67.7, 68.8, 69.5, 69.6, 70.5, 70.6, 72.6, 73.7, 74.5, 74.6, 75.4, 76.8, 76.9, 77.6, 77.7, 78.5, 78.6, 79.3, 79.4, 80.3, 81.6, 81.7, 82.4, 82.5, 84.5, 85.3, 85.4, 86.3, 86.4, 88.5, 88.6, 89.6, 90.6, 94.3, 94.4, 95.5, 96.6, 96.7, 97.8, 97.9, 98.7, 98.8, 99.6, 99.7, 100.6, 100.7, 101.4, 101.5, 102.6, 102.7, 103.8, 104.6, 104.7, 105.6, 105.7, 106.6, 106.7, 107.6, 108.5, 108.6, 109.7, 109.8, 110.6, 110.7, 111.4, 111.5, 112.5, 112.6, 113.6, 113.7, 114.8, 115.6, 116.5, 116.6, 117.7, 117.8, 118.6, 118.7, 119.5, 120.3</p> <p>Textbook A: (Lesson.Exercise) 2.B, 3.D, 4.C, 5.C, 6.C, 7.D, 10.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.B, 18.B, 19.B, 20.B, 21.B, 22.B, 23.B, 24.B, 25.B, 26.B, 27.B, 28.B, 29.B, 30.B, 32.C, 33.C, 34.B, 35.B, 36.B, 37.B, 38.B, 39.B, 40.B, 41.B, 42.B, 43.C, 44.C, 45.C, 46.B, 47.C, 48.C, 49.C, 50.C, 51.B, 52.C, 54.C, 55.C, 56.B, 57.B, 58.B, 59.B, 60.B</p> <p>Textbook B: (Lesson.Exercise) 61.C, 62.C, 63.B, 64.C, 65.B, 67.D, 68.C, 69.B, 70.B, 72.C, 73.C, 74.C, 75.C, 76.D, 77.C, 78.B, 79.B, 80.B, 81.B, 82.B, 84.B, 85.B, 86.B, 88.B, 89.B, 90.B, 94.B, 95.B, 96.C, 97.D, 98.D, 99.C, 100.D, 101.C, 102.E, 103.E, 104.D, 105.D, 106.D, 107.D, 108.D, 109.D, 110.D, 111.D, 112.D, 113.D, 114.D, 115.D, 116.D, 117.D, 118.D, 119.C, 120.C</p> <p>Lesson Connections: (Lesson.Part.Activity) 15.B.1, 21.B.1, 22.B.1, 23.B.1, 24.B.1, 25.B.1, 26.B.1, 27.B.1, 28.B.1, 29.B.1, 30.B.1, 31.B.1, 32.B.1, 33.B.1, 34.B.1, 36.B.1, 37.B.1, 38.B.1, 39.B.1, 50.B.1, 77.B.1, 78.B.1, 79.B.1</p> <p>Activities across the Curriculum: Activities 1, 4, 37, 40</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| | Reading Standards for Literature: Craft and Structure | |
| RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., | <p>Reading Presentation Book B: (Lesson.Exercise) 67.5, 67.6, 67.7, 68.7, 68.8, 69.5, 69.6, 70.5, 70.6, 70.7, 71.6, 71.7, 72.6, 72.7, 73.6, 73.7, 74.5, 74.6, 75.3, 75.4, 75.5</p> <p>Reading Textbook 2: (Lesson.Exercise) 67.C, 67.D, 68.C, 69.B, 70.B, 71.B, 72.C, 73.C, 74.C, 75.B, 75.C</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2,</p> |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | Herculean). | 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| RL.4.5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | Reading Presentation Book A: (Lesson.Exercise) 31.2, 51.3, 51.4 Reading Presentation Book B: (Lesson.Exercise) 81.307, 82.3-6 Textbook A: (Lesson.Exercise) 31.B, 51.B Textbook B: (Lesson.Exercise) 81.B, 82.B Workbook: (Lesson.Exercise) 31.E Lesson Connections: (Lesson.Part.Activity) 51.B.1, 52.B.1, 82.B.2, 83.B.2 Activities Across the Curriculum: Activities 10, 29, 30 |
| RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Language Presentation Book: (Lesson.Exercise) 126.4, 127.5, 128.5, 129.5 Language Textbook: (Lesson.Exercise) 126.B, 127.E, 128.E, 129.E Literature Anthology/Literature Guide: Lessons 8, 9, 11 |
| Reading Standards for Literature: Integration of Knowledge and Ideas | | |
| RL.4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Activities Across the Curriculum: Activity 9 |
| RL.4.8 | <i>(Not applicable to literature)</i> | |
| RL.4.9 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | Reading Presentation Book A: (Lesson.Exercise) 4.6, 5.8, 5.10, 8.11, 11.7, 19.6, 20.7, 30.4, 33.5, 35.5, 36.5, 36.6, 39.7, 42.7, 48.6, 54.5, 54.6 Reading Presentation Book B: (Lesson.Exercise) 61.6, 63.4, 67.5, 67.6, 68.8, 72.6, 75.5, 79.4, 95.5, 96.6, 97.9, 103.8, 104.7, 114.7, 117.8 Reading Textbook A: (Lesson.Exercise) 4.C, 5.C, 8.C, 11.C, 19.B, 20.B, 30.B, 33.C, 35.B, 36.B, 39.B, 42.B, 48.C, 54.C Reading Textbook B: (Lesson.Exercise) 61.C, 63.B, 67.C, 67.D, 68.C, 68.E, 72.C, 75.C, 79.B, 95.B, 96.C, 97.D, 103.E, 104.D, 114.D, 117.D Lesson Connections: (Lesson.Part.Activity) 12.B.2, 13.B.1, 14.B.1, 15.B.1, 16.B.2, 17.B.1, 18.B.1, 25.B.1, 30.B.1, 45.B.1, 75.B.1 Literature Anthology/Literature Guide: Lessons 6, 10 |
| Reading Standards for Literature: Range of Reading and Level of Text Complexity | | |
| RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with | Reading Presentation Book A: (Lesson.Exercise) 1.6-8, 2.5-7, 3.7-9, 4.5, 4.6, 5.10, 6.7-10, 7.8-10, 8.8-10, 9.8-10, 10.9-11, 12.9-11, 13.9, 13.10, 14.8, 14.9, 15.8-10, 16.7, 16.8, 17.5-7, 18.6, 18.7, 19.7, 19.8, 20.5-7, 21.6, 22.7, 23.6-8, 224.5, 24.7, 25.4, 25.5, 26.3, 26.4, 27.5, |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | scaffolding as needed at the high end of the range. | 27.6, 28.5-7, 29.4-6, 30.5-7, 31.2, 32.6, 32.7, 33.4, 33.5, 34.4, 35.5, 35.6, 36.5, 37.5, 37.6, 38.4, 38.5, 39.6, 39.7, 40.6, 40.7, 41.7, 41.8, 42.5-7, 43.7, 45.7, 46.3, 47.5, 47.7, 48.6, 48.7, 49.7, 49.8, 50.4, 50.5, 54.5, 55.6, 56.6, 57.5, 58.3, 58.4 Reading Presentation Book B: (Lesson Exercise) 67.7, 68.8, 69.6, 72.6, 72.7, 73.6, 73.7, 74.5, 74.6, 76.8, 78.6, 79.3, 79.4, 80.4, 81.7, 82.4, 96.6, 96.7, 97.8, 97.9, 98.8, 99.6, 100.6, 101.4, 101.5, 102.6, 103.7, 103.8, 104.6, 105.6, 105.7, 106.6, 106.7, 107.5, 107.6, 108.5, 108.6, 109.7, 109.8, 110.6, 110.7, 111.6, 112.6, 113.6, 114.8, 115.6, 116.5, 116.6, 117.7, 117.8, 118.7, 119.4, 119.5, 120.3, 120.4 Textbook A: (Lesson Exercise) 1.B, 2.B, 3.B, 4.C, 5.C, 6.C, 7.D, 8.C, 9.C, 10.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.B, 18.B, 19.B, 20.B, 21.B, 22.B, 23.B, 24.B, 25.B, 26.B, 27.B, 28.B, 29.B, 30.B, 31.B, 32.C, 33.C, 34.B, 35.B, 36.B, 37.B, 38.B, 39.B, 40.B, 41.B, 42.B, 43.B, 45.C, 46.B, 47.B, 48.C, 49.C, 50.C, 54.C, 55.C, 56.B, 57.B, 58.B Textbook B: (Lesson Exercise) 67.D, 68.C, 69.F, 72.C, 73.C, 74.C, 76.D, 78.B, 79.B, 80.B, 81.B, 82.B, 96.C, 97.D, 98.D, 99.C, 100.D, 101.C, 102.E, 103.E, 104.D, 105.D, 106.D, 107.D, 108.D, 109.D, 110.D, 111.D, 112.D, 113.D, 114.D, 115.D, 116.D, 117.D, 118.D, 119.C, 120.B Lesson Connections: (Lesson Part Activity) 2.B.2, 3.B.2, 3.B.3, 4.B.2, 4.B.3, 5.B.1, 5.B.2, 6.B.2, 8.B.2, 9.B.2, 11.B.2, 12.B.1, 12.B.2, 13.B.1, 14.B.1, 16.B.2, 17.B.1, 18.B., 19.B.1, 21.B.1, 22.B.1, 23.B.1, 24.B.1, 26.B.1, 26.B.2, 27.B.1, 27.B.2, 28.B.2, 28.B.2, 29.B.1, 31.B.1, 32.B.1, 33.B.1, 34.B.1, 36.B.1, 37.B.1, 38.B.1, 39.B.1, 41.B.1, 42.B.1, 43.B.1, 44.B.1, 46.B.1, 47.B.1, 48.B.1, 49.B.1, 51.B.1, 52.B.1, 53.B.1, 54.B.1, 56.B.1, 57.B.1, 58.B.1, 59.B.1, 68.B.1, 69.B.1, 71.B.1, 72.B.1, 73.B.1, 74.B.1, 77.B.1, 78.B.1, 79.B.1, 81.B.1, 82.B.1, 83.B.1, 101.B.1, 102.B.1, 102.B.2, 103.B.1, 103.B.2, 103.B.3, 104.B.1, 104.B.2, 106.B.2, 106.B.3, 107.B.2, 108.B.3, 109.B.2, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 117.B.1, 118.B.1, 119.B.1 Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| Reading Standards for Informational Text: Key Ideas and Details | | |
| RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Reading Presentation Book A: (Lesson Exercise) 6.6, 41.7, 43.5, 45.6, 46.3, 52.6, 52.7, 60.6 Reading Presentation Book B: (Lesson Exercise) 62.5, 6.6, 65.5, 66.3, 71.6, 75.3, 84.5, 87.5, 87.6, 88.6, 89.5, 89.6, 91.4, 92.4, 93.4, 95.6 Textbook A: (Lesson Exercise) 6.B, 41.B, 43.B, 45.C, 46.B, 52.C, 60.B Textbook B: (Lesson Exercise) 62.B, 62.C, 65.B, 66.B, |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | <p>71.B, 75.B, 84.B, 87.B, 88.B, 89.B, 91.B, 92.B, 93.B, 95.B</p> <p>Language Presentation Book: (Lesson.Exercise) 1.3, 2.5, 3.5, 4.5, 5.6, 6.6, 12.6, 13.6, 14.5, 15.4, 16.2, 17.3, 18.6, 19.4, 20.2, 20.5, 22.1, 23.3, 23.4, 24.3, 26.3, 27.2, 27.4, 28.3, 30.4, 33.4, 40.2, 44.5, 45.2, 46.1, 47.3, 48.6, 49.3, 51.2, 52.1, 54.3, 55.2, 56.2, 57.2, 73.3</p> <p>Language Textbook: (Lesson.Exercise) 1.C, 2.E, 3.E, 4.E, 5.F, 6.G, 12.F, 13.G, 14.E, 15.D, 16.B, 17.C, 18.D, 19.D, 20.A, 20.D, 22.A, 23.C, 23.D, 23.E, 24.C, 26.C, 27.B, 27.D, 28.D, 30.C, 33.D, 44.F, 45.C, 46.A, 47.C, 48.F, 49.C, 51.C, 52.A, 54.C, 55.B, 56.B, 57.B, 73.D</p> <p>Lesson Connections: (Lesson.Part.Activity) 7.B.1, 7.B.2, 8.B.2, 48.B.1, 53.B.1, 54.B.1, 61.B.2, 62.B.2, 63.B.1, 64.B.1, 66.B.2, 67.B.2, 72.B.2, 76.B.2, 84.B.1, 86.B.2, 87.B.2, 88.B.2, 89.B.2, 91.B.2, 92.B.2, 93.B.2, 94.B.1, 96.B.2, 97.B.1, 98.B., 99.B.1, 105.B.1</p> <p>Research Projects</p> |
| RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | <p>Reading Presentation Book A: (Lesson.Exercise) 6.6, 7.7, 41.7, 41.8, 42.6, 42.7, 43.5, 45.7, 46.3, 47.5, 52.7, 53.8, 59.6, 59.7, 60.6</p> <p>Reading Presentation Book B: (Lesson.Exercise) 61.4-6, 63.4, 63.5, 64.7, 64.8, 65.5, 65.6, 66.4, 83.5, 83.6, 84.5, 84.6, 85.4, 86.3, 87.5, 87.6, 88.6, 90.5, 90.6, 92.4, 92.5, 93.4, 94.3, 94.4, 95.6</p> <p>Textbook A: (Lesson.Exercise) 6.B, 7.C, 41.B, 42.B, 43.B, 45.C, 46.B, 47.B, 52.C, 53.D, 59.B, 60.B</p> <p>Textbook B: (Lesson.Exercise) 61.B, 61.C, 62.B, 64.C, 65.B, 66.B, 83.C, 84.B, 85.B, 86.B, 87.B, 88.B, 90.B, 92.B, 93.B, 94.B, 95.B</p> <p>Language Presentation Book: (Lesson.Exercise) 32.3, 34.5, 36.1, 36.2, 37.3, 38.4, 39.4, 40.1, 41.3, 62.4, 68.1, 69.3, 71.1, 73.1, 74.3, 75.1, 78.4, 80.1, 86.1</p> <p>Language Textbook: (Lesson.Exercise) 32.C, 34.E, 35.A, 36.B, 37.C, 38.D, 39.D, 40.C, 41.C, 62.D, 68.A, 69.C, 71.A, 73.A, 74.D, 75.A, 78.D, 86.A</p> <p>Lesson Connections: (Lesson.Part.Activity) 7.B.1, 7.B.2, 8.B.2, 48.B.1, 53.B.1, 54.B.1, 61.B.2, 62.B.2, 63.B.1, 64.B.1, 66.B.2, 67.B.2, 72.B.2, 76.B.2, 84.B.1, 86.B.2, 87.B.2, 88.B.2, 89.B.2, 91.B.2, 92.B.2, 93.B.2, 94.B.1, 96.B.2, 97.B.1, 98.B., 99.B.1, 105.B.1</p> <p>Activities across the Curriculum: Activities 31, 35</p> <p>Research Projects</p> |
| RI.4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | <p>Lesson Connections: (Lesson.Part.Activity) 8.B.2, 61.B.2, 62.B.2, 63.B.1, 64.B.1, 66.B.2, 67.B.1, 72.B.2, 76.B.2, 84.B.1, 86.B.1, 87L.B.2, 88.B.2, 89.B.2, 91.B.2, 92.B.2, 93.B.2, 94.B.1., 95.B.1, 96.B.2, 97.B.1, 98.B.1, 99.B.1, 105.B.1</p> <p>Activities across the Curriculum: Activities 2, 8, 16, 22, 23, 24, 25, 27, 31, 32, 35, 36</p> <p>Research Projects</p> |

**GRADE 4
STANDARDS**

**PAGE
REFERENCES**

Reading Standards for Informational Text: Craft and Structure

RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Reading Presentation Book A: (Lesson.Exercise) 1.3-5, 2.1-4, 3.1-6, 4.1-4, 5.1-7, 6.1-5, 7.1-6, 8.1-7, 9.1-7, 10.10-8, 11.1-5, 12.1-7, 13.1-6, 14.1-7, 15.1-7, 16.1-6, 17.1-4, 18.1-4, 19.1-5, 20.1-4, 21.1-4, 22.1-4, 23.1-5, 24.1-4, 25.1-3, 26.1, 26.2, 27.1-3, 28.1-4, 29.1-3, 30.1-3, 32.1-3, 33.1, 33.2, 34.1-3, 35.1-4, 36.1-4, 37.1-4, 38.1-3, 39.1-5, 40.1-5, 41.1-5, 42.1-4, 43.1-4, 44.1-3, 45.1-4, 46.1, 47.1-4, 48.1-4, 49.1-5, 50.1, 50.2, 51.1, 51.2, 52.1-5, 53.1-5, 54.1-3, 55.1-4, 56.1-4, 57.1-3, 58.1, 58.2, 59.1-4, 60.1-5

Reading Presentation Book B: (Lesson.Exercise) 61.1-3, 62.1-4, 63.1-3, 6.1-5, 65.1-4, 66.1, 66.2, 67.1-4, 68.1-6, 69.1-4, 70.1-4, 71.1-5, 72.1-4, 73.1-4, 74.1-3, 75.1, 75.2, 76.1-6, 77.1-5, 78.1-4, 79.1, 79.2, 80.1, 80.2, 81.1, 81.2, 82.1, 82.2, 83.1-3, 84.1-4, 85.1, 85.2, 86.1, 86.2, 87.1-4, 88.1-4, 89.1-4, 90.1-4, 91.1-3, 92.1-3, 93.1-3, 94.1, 94.2, 95.1-4, 96.1-5, 97.1-6, 98.1-5, 99.1-5, 100.1-5, 101.1-3, 102.1-4, 103.1-5, 104.1-5, 105.1-5, 106.1-5, 107.1-4, 108.1-4, 109.1-6, 110.1-5, 111.1-3, 112.1-4, 113.1-5, 114.1-6, 115.1-4, 116.1-4, 117.1-6, 118.1-5, 119.1-3, 120.1, 120.2

Textbook A: (Lesson.Exercise) 1.A, 2.A, 3.A-C, 4.A, 4.B, 5.A, 5.B, 6.A, 7.A, 7.B, 8.A, 8.B, 9.A, 9.B, 10.A, 10.B, 11.A, 11.B, 12.A, 12.B, 13.A, 13.B, 14.A, 14.B, 15.A, 15.B, 16.A, 16.B, 17.A, 18.A, 19.A, 20.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 30.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 40.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 50.A, 51.A, 52.A, 52.B, 53.A, 53.B, 54.A, 55.A, 56.A, 57.A, 58.A, 59.A, 60.A

Textbook B: (Lesson.Exercise) 61.A, 62.A, 63.A, 64.A, 64.B, 65.A, 66.A, 67.A, 67.B, 68.A, 68.B, 69.A, 70.A, 71.A, 72.A, 73.A, 74.A, 75.A, 76.A, 76.B, 77.A, 77.B, 78.A, 79.A, 80.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 90.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 96.B, 97.A, 97.B, 98.A, 98.B, 99.A, 99.B, 100.A-C, 101.A, 101.B, 102.A-C, 103.A-C, 104.A-C, 105.A-C, 106.A-C, 107.A-C, 108.A-C, 109.A-C, 110.A-C, 111.A-C, 112.A-C, 113.A-C, 114.A-C, 115.A-C, 116.A-C, 117.A-C, 118.A-C, 119.AA, 119.B, 120.A

Language Presentation Book: (Lesson.Exercise) 111.2, 112.3, 112.4, 113.2, 114.3, 114.4, 115.2, 115.3, 116.2, 116.3, 117.2, 117.3, 118.2, 119.1, 119.2, 120.1, 120.2, 121.1, 122.1, 123.1, 124.2, 125.2, 126.2, 127.3, 128.1, 129.2, 129.3, 130.2, 130.3, 131.2, 131.3, 132.2, 132.3, 136.1, 137.1, 140.2

Language Textbook: (Lesson.Exercise) 111.B, 112.C, 112.D, 113.B, 114.C, 114.D, 115.B, 115.C, 116.B, 116.C, 117.B, 117.C, 118.B, 119.A, 119.B, 120.A, 120.B, 121.A, 122.A, 123.A, 124.B, 125.B, 126.B,

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | 127.C, 128.A, 129.B, 129.C, 130.B, 130.C, 131.B, 131.C, 132.B, 132.C, 136.A, 137.A, 140.B Lesson Connections: (Lesson.Part.Activity) 1.A.1-3, 2.A.1, 2.A.2, 3.A.1, 3.A.2, 4.A.1-3, 5.A.1, 5.A.2, 6.A.1-4, 7.A.1, 7.A.2, 8.A.1, 8.A.2, 9.A.1, 9.A.2, 10.A.1, 10.A.2, 11.A.1-4, 12.A.1-3, 13.A.1-3, 14.A.1-4, 15.A.1, 15.A.2, 16.A.1-4, 17.A.1-4, 18.A.1-3, 19.A.1-3, 20.A.1, 20.A.2, 21.A.1-3, 22.A.1-3, 23.A.1, 23.A.2, 24.A.1-3, 25.A.1, 25.A.2, 26.A.1-3, 27.A.1, 27.A.2, 28.A.1-3, 29.A.1, 29.A.2, 30.A.1, 30.A.2, 31.A.1-4, 32.A.1-3, 33.A.1-3, 34.A.1-3, 35.A.1, 35.A.2, 36.A.1-4, 37.A.1-3, 38.A.1-3, 39.A.1-3, 40.A.1, 40.A.2, 41.A.1-3, 42.A.1-3, 43.A.1-3, 44.A.1, 44.A.2, 45.A.1, 45.A.2, 46.A.1-3, 47.A.1, 47.A.2, 48.A.1, 48.A.2, 49.A.1, 49.A.2, 50.A.1, 50.A.2, 51.A.1-4, 52.A.1-3, 53.A.1-3, 54.A.1-3, 55.A.1, 55.A.2, 56.A.1-5, 57.A.1-4, 58.A.1-4, 59.A.1-4, 60.A.1, 60.A.2, 61.A.1-4, 62.A.1-4, 63.A.1-3, 64.A.1, 64.A.2, 65.A.1, 65.A.2, 66.A.1-4, 67.A.1-3, 68.A.1, 68.A.2, 69.A.1-3, 70.A.1, 70.A.2, 71.A.1-4, 72.A.1-3, 73.A.1-3, 74.A.1-3, 75.A.1, 75.A.2, 76.A.1-4, 77.A.1-3, 78.A.1-3, 79.A.1-3, 80.A.1, 80.A.2, 81.A.1-4, 82.A.1-3, 83.A.1-3, 84.A.1-3, 85.A.1, 85.A.2, 86.A.1-4, 87.A.1, 87.A.2, 88.A.1, 88.A.2, 89.A.1-3, 90.A.1, 90.A.2, 91.A.1-4, 92.A.1, 92.A.2, 93.A.1-3, 94.A.1-3, 95.A.1, 95.A.2, 96.A.1-4, 97.A.1, 97.A.2, 98.A.1-3, 99.A.1-3, 100.A.1, 100.A.2, 101.A.1-4, 102.A.1-3, 103.A.1, 103.A.2, 104.A.1-3, 105.A.1, 105.A.2, 106.A.1-4, 107.A.1, 107.A.2, 108.A.1-3, 109.A.1-3, 110.A.1, 110.A.2, 111.A.1-4, 112.A.1, 112.A.2, 113.A.1-3, 114.A.1-3, 115.A.1, 115.A.2, 116.A.1-3, 117.A.1-3, 118.A.1-3, 119.A.1-3, 120.A.1, 120.A.2 Student Practice CD |
| RI.4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | Reading Presentation Book A: (Lesson.Exercise) 6.6, 7.7, 41.7, 41.8, 42.6, 42.7, 45.6, 45.7, 47.5, 52.6, 52.7, 53.7, 53.8, 59.6, 59.7, 60.6, 60.7 Reading Presentation Book B: (Lesson.Exercise) 61.4-6, 62.5-7, 63.4, 63.5, 64.7, 64.8, 65.5, 65.6, 66.3, 66.4, 67.5, 71.6, 71.7, 75.3, 76.7, 83.4, 84.5, 84.6, 85.3, 85.4, 86.3, 86.4, 87.5, 87.6, 88.5, 88.6, 89.5, 89.6, 90.5, 90.6, 91.4, 91.5, 92.4, 92.5, 93.4, 93.5, 94.3, 94.4, 95.5, 95.6 Reading Textbook A: (Lesson.Exercise) 6.B, 7.C, 41.B, 42.B, 43.B, 45.C, 47.B, 52.C, 53.D59.B, 60.B Reading Textbook B: (Lesson.Exercise) 61.B, 61.C, 62.B, 62.C, 63.B, 64.C, 65.B, 66.B, 67.C, 71.B, 75.B, 76.C, 83.B, 83.C, 84.B, 85.B, 86.B, 87.B, 88.B, 89.B, 90.B, 91.B, 92.B, 93.B, 94.B, 95.B Lesson Connections: (Lesson.Part.Activity) 91.B.2, 92.B.2, 93.B.2, 94.B.1, 96.B.2, 97.B.1, 98.B.1, 99.B.1 |
| RI.4.6 | Compare and contrast a firsthand and secondhand account of the same event | Reading Presentation Book A: (Lesson.Exercise) 3.8, 14.9, 29.6, 332.6, 34.4, 35.5, 47.6, 52.6, 56.5, 58.3 Reading Presentation Book B: (Lesson.Exercise) 62.6, |

| | GRADE 4 STANDARDS | PAGE REFERENCES |
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| | or topic; describe the differences in focus and the information provided. | <p>67.5, 67.7, 68.7, 69.6, 71.6, 72.7, 73.6, 74.5, 75.3, 75.4, 76.8, 80.3, 81.6, 84.5, 87.5, 88.5, 89.6, 91.4, 92.4, 92.5, 95.5, 96.7, 98.8, 100.6, 101.4, 105.6, 107.5, 110.6, 111.4, 113.6, 113.7, 115.5, 118.7, 119.4</p> <p>Textbook A: (Lesson.Exercise) 3.D, 14.C, 29.B, 32.B, 34.B, 35.B, 47.C, 52.C, 56.B, 58.B</p> <p>Textbook B: (Lesson.Exercise) 62.C, 67.C, 67.D, 68.C, 69.B, 71.B, 72.C, 73.C, 74.C, 75.B, 75.C, 76.D, 80.B, 81.B, 84.B, 87.B, 88.B, 89.B, 91.B, 92.B, 95.B, 96.C, 98.D, 100.D, 101.C, 105.D, 107.D, 110.D, 111.D, 113.D, 115.D, 118.D, 119.C</p> <p>Language Presentation Book: (Lesson.Exercise) 4.4, 5.3, 14.3, 15.2, 16.4, 17.2, 18.4, 58.3, 59.2, 61.4, 63.1, 64.3, 65.4, 67.4, 69.5, 71.3, 72.1, 86.3, 88.4, 89.3, 98.3, 99.2, 100.1, 130.5, 130.6, 1131.5, 131.6, 132.4, 132.5, 133.4</p> <p>Language Textbook: (Lesson.Exercise) 4.D, 5.C, 14.C, 15.B, 16.D, 17.B, 18.D, 58.C, 59.B, 61.D, 63.A, 64.C, 65.D, 67.D, 69.E, 71.C, 72.A, 86.C, 88.D, 89.D, 98.C, 99.B, 99.C, 100.A, 130.E, 130.F, 131.E, 131.F, 132.D, 132.E, 133.D</p> <p>Lesson Connections: (Lesson.Part.Activity) 8.B.2, 65.B.1, 95.B.1, 105.B.1</p> <p>Research Projects</p> |
| Reading Standards for Informational Text: Integration of Knowledge and Ideas | | |
| RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | <p>Reading Presentation Book A: (Lesson.Exercise) 1.7, 6.6, 9.9, 25.5, 34.4, 39.6, 45.6, 46.2</p> <p>Reading Presentation Book B: (Lesson.Exercise) 65.5, 66.3, 67.5, 71.6, 75.3, 83.4, 91.4, 92.4</p> <p>Textbook A: (Lesson.Exercise) 1.B, 6.B, 9.C, 25.B, 34.B, 39.B, 45.C, 46.B</p> <p>Textbook B: (Lesson.Exercise) 65.B, 66.B, 67.C, 71.B, 75.B, 83.B, 91.B, 92.B</p> <p>Language Presentation Book: (Lesson.Exercise) 4.4, 6.1, 7.6, 42.2-4, 43.2, 44.2, 44.4, 45.1, 45.4, 46.3, 46.5, 47.2, 47.4, 48.1, 48.3, 49.1, 49.4, 50.2, 53.1, 55.1, 55.4, 57.1, 58.1, 58.3, 59.2, 59.4, 61.2, 61.4, 64.1, 64.3, 66.3, 67.2, 68.4, 69.1, 69.5, 70.2, 82.1, 77.3, 81.3, 82.1, 83.1, 84.2, 84.4, 85.4, 87.4, 88.2, 92.3, 92.4, 94.3, 98.3, 99.2, 100.1, 101.1, 101.2</p> <p>Language Textbook: (Lesson.Exercise) 1.D, 6.A, 7.F, 42.B-E, 43.B, 44.B, 44.D, 45.A, 45.B, 45.E, 46.D, 46.F, 47.B, 47.D, 48.A, 48.C, 49.Q, 49.D, 50.B, 53.A, 55.A, 55.D, 57.A, 58.A, 58.C, 59.B, 59.D, 61.B, 61.D, 64.Q, 64.C, 66.C, 67.B, 68.D, 69.A, 69.E, 71.A, 71.C, 72.B, 77.B, 81.D, 82.A, 83.A, 84.C, 84.C, 84.E, 85.D, 87.D, 88.B, 92.B, 92.C, 94.D, 98.C, 99.B, 99.C, 100.A, 101.A, 101.B</p> <p>Lesson Connections: (Lesson.Part.Activity) 65.B.1, 84.B.2, 86.B.2, 87.B.1, 88.B.2, 89.B.2, 92.B.1, 93.B.2, 94.B.1, 95.B.1, 96.B.1, 97.B.1, 98.B.1, 105.B.1</p> |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | Activities across the Curriculum: Activities 2, 8, 13, 18, 25, 28, 38 Research Projects |
| RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. | Reading Presentation Book A: (Lesson.Exercise) 6.6, 7.7, 41.7, 41.8, 42.6, 42.7, 43.5, 45.7, 46.3, 47.5, 52.7, 53.8, 59.6, 59.7, 60.6 Reading Presentation Book B: (Lesson.Exercise) 61.4-6, 63.4, 63.5, 64.7, 64.8, 65.5, 65.6, 66.4, 83.5, 83.6, 84.5, 84.6, 85.4, 86.3, 87.5, 87.6, 88.6, 90.5, 90.6, 92.4, 92.5, 93.4, 94.3, 94.4, 95.6 Textbook A: (Lesson.Exercise) 6.B, 7.C, 41.B, 42.B, 43.B, 45.C, 46.B, 47.B, 52.C, 53.D, 59.B, 60.B Textbook B: (Lesson.Exercise) 61.B, 61.C, 62.B, 64.C, 65.B, 66.B, 83.C, 84.B, 85.B, 86.B, 87.B, 88.B, 90.B, 92.B, 93.B, 94.B, 95.B Language Presentation Book: (Lesson.Exercise) 32.3, 34.5, 36.1, 36.2, 37.3, 38.4, 39.4, 40.1, 41.3, 62.4, 68.1, 69.3, 71.1, 73.1, 74.3, 75.1, 78.4, 80.1, 86.1 Language Textbook: (Lesson.Exercise) 32.C, 34.E, 35.A, 36.B, 37.C, 38.D, 39.D, 40.C, 41.C, 62.D, 68.A, 69.C, 71.A, 73.A, 74.D, 75.A, 78.D, 86.A Lesson Connections: (Lesson.Part.Activity) 7.B.1, 7.B.2, 8.B.2, 48.B.1, 53.B.1, 54.B.1, 61.B.2, 62.B.2, 63.B.1, 64.B.1, 66.B.2, 67.B.2, 72.B.2, 76.B.2, 84.B.1, 86.B.2, 87.B.2, 88.B.2, 89.B.2, 91.B.2, 92.B.2, 93.B.2, 94.B.1, 96.B.2, 97.B.1, 98.B., 99.B.1, 105.B.1 Research Projects |
| RI.4.9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Language Presentation Book: (Lesson.Exercise) 119.5, 120.5, 122.3, 123.4 Language Textbook: (Lesson.Exercise) 119.E, 120.E, 122.C, 123.D Lesson Connections: (Lesson.Part.Activity) 65.B.1, 95.B.1, 105.B.1 Activities across the Curriculum: Activity 22 Research Projects |
| Reading Standards for Informational Text: Range of Reading and Level of Text Complexity | | |
| RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Reading Presentation Book A: (Lesson.Exercise) 6.6, 7.7, 41.7, 41.8, 42.6, 42.7, 43.5, 45.7, 46.3, 47.5, 52.7, 53.8, 59.6, 59.7, 60.6 Reading Presentation Book B: (Lesson.Exercise) 61.4-6, 63.4, 63.5, 64.7, 64.8, 65.5, 65.6, 66.4, 83.5, 83.6, 84.5, 84.6, 85.4, 86.3, 87.5, 87.6, 88.6, 90.5, 90.6, 92.4, 92.5, 93.4, 94.3, 94.4, 95.6 Textbook A: (Lesson.Exercise) 6.B, 7.C, 41.B, 42.B, 43.B, 45.C, 46.B, 47.B, 52.C, 53.D, 59.B, 60.B Textbook B: (Lesson.Exercise) 61.B, 61.C, 62.B, 64.C, 65.B, 66.B, 83.C, 84.B, 85.B, 86.B, 87.B, 88.B, 90.B, 92.B, 93.B, 94.B, 95.B Language Presentation Book: (Lesson.Exercise) 32.3, 34.5, 36.1, 36.2, 37.3, 38.4, 39.4, 40.1, 41.3, 62.4, 68.1 |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
|--|---|--|
| | | 69.3, 71.1, 73.1, 74.3, 75.1, 78.4, 80.1, 86.1 Language Textbook: (Lesson.Exercise) 32.C, 34.E, 35.A, 36.B, 37.C, 38.D, 39.D, 40.C, 41.C, 62.D, 68.A, 69.C, 71.A, 73.A, 74.D, 75.A, 78.D, 86.A Lesson Connections: (Lesson.Part.Activity) 7.B.1, 7.B.2, 8.B.2, 48.B.1, 53.B.1, 54.B.1, 61.B.2, 62.B.2, 63.B.1, 64.B.1, 66.B.2, 67.B.2, 72.B.2, 76.B.2, 84.B.1, 86.B.2, 87.B.2, 88.B.2, 89.B.2, 91.B.2, 92.B.2, 93.B.2, 94.B.1, 96.B.2, 97.B.1, 98.B., 99.B.1, 105.B.1 Research Projects |
| Reading Standards for Foundational Skills: Print Concepts | | |
| RF.4.1 | (NOT APPLICABLE TO GRADE 4) | |
| Reading Standards for Foundational Skills: Phonological Awareness | | |
| RF.4.2 | (NOT APPLICABLE TO GRADE 4) | |
| Reading Standards for Foundational Skills: Phonics and Word Recognition | | |
| RF.4.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | |
| RF.4.3a | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Reading Presentation Book A: (Lesson.Exercise) 3.5, 4.4, 4.5, 5.7, 6.9, 7.6, 7.7, 8.7, 9.7, 10.8, 11.5, 12.7, 13.6, 14.7, 15.7, 16.6, 18.7, 21.6, 25.4, 30.6, 34.5, 36.6, 38.4, 38.5, 39.6, 40.6, 42.6, 43.6, 46.2, 48.6, 48.7, 49.8, 50.4, 51.4, 53.5, 53.7, 54.5, 56.5, 57.4, 58.3 Reading Presentation Book B: (Lesson.Exercise) 61.5, 63.6, 66.4, 69.5, 70.5, 71.6, 72.6, 73.6, 74.5, 74.6, 77.7, 78.5, 78.6, 80.3, 82.4, 85.3, 85.4, 87.5, 88.5, 93.4, 94.3, 95.5, 96.6, 97.8, 97.9, 98.6, 99.6, 100.5, 104.6, 104.7, 106.6, 108.5, 108.6, 109.7, 111.4, 114.7, 115.5, 116.5 Textbook A: (Lesson.Exercise) 3.B, 4.B, 4.C, 5.B, 6.C, 7.B, 7.C, 8.B, 9.B, 10.B, 11.B, 12.B, 13.B, 14.B, 15.B, 16.B, 18.B, 21.B, 25.B, 30.B, 34.B, 36.B, 38.B, 39.B, 40.B, 42.B, 43.C, 46.B, 48.C, 49.C, 50.C, 51.B, 53.B, 53.D, 54.C, 56.B, 57.B, 58.B Textbook B: (Lesson.Exercise) 61.C, 63.C, 66.B, 69.B, 70.B, 71.B, 72.C, 73.C, 74.C, 77.C, 78.B, 80.B, 82.B, 85.B, 87.B, 88.B, 93.B, 94.B, 94.B, 96.C, 97.D, 97.C, 99.C, 100.D, 106.D, 108.D, 109.D, 110.D, 111.D, 114.D, 115.D, 116.D Language Presentation Book: (Lesson.Exercise) 129.2, 130.2, 131.2, 132.2, 132.3 Language Textbook: (Lesson.Exercise) 129.B, 130.B, 131.B, 132.B, 132.C Lesson Connections: (Lesson.Part.Activity) 64.A.1, 66.A.4, 68.A.1, 69.A.3, 87.A.1, 88.A.1, 88.A.2, 89.A.3, 97.A.1, 98.A.3, 103.A.1, 104.A.3, 107.A.1, 108.A.3, 116.A.2, 117.A.3 Student CD |
| Reading Standards for Foundational Skills: Fluency | | |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. | |
| RF.4.4a | Read grade-level text with purpose and understanding. | <p>Reading Presentation Book A: (Lesson.Exercise) 1.6-8, 2.5-7, 3.7-9, 4.5-7, 5.8-10, 6.6-10, 7.7-10, 8.8-10, 9.8-10, 10.9-11, 11.6, 11.7, 12.9-11, 13.8-10, 14.8-10, 15.8-10, 16.7-9, 17.5-7, 18.5-7, 19.6-8, 20.5-7, 21.5-7, 22.5-7, 23.6-8, 24.5-7, 25.4-6, 26.3-5, 27.4-6, 28.5-7, 29.4-6, 30.4-7, 31.2, 32.6, 32.7, 33.4, 33.5, 34.4, 34.5, 35.5, 35.6, 36.5, 36.6, 37.5, 37.6, 38.4, 38.5, 39.6, 39.7, 40.6, 40.7, 41.6-8, 42.5-7, 43.5-7, 44.5, 44.6, 45.6, 45.7, 46.2, 46.3, 47.5-7, 48.6, 48.7, 49.7, 49.8, 50.4, 50.5, 51.3, 51.4, 5.6, 52.7, 53.7, 53.8, 54.5, 54.6, 55.6, 55.7, 56.5, 56.6, 57.4, 57.5, 58.3, 58.4, 59.5-7, 60.6, 60.7</p> <p>Reading Presentation Book B: (Lesson.Exercise) 61.4-6, 62.5-7, 63.4, 63.5, 64.7, 64.8, 65.6, 65.6, 66.3, 66.4, 67.5-7, 68.7, 68.8, 69.5, 69.6, 70.5-7, 71.6, 71.7, 72.6, 72.7, 73.6, 73.7, 74.5, 74.6, 75.3-5, 76.7-9, 77.6, 77.7, 78.5, 78.6, 79.3, 79.4, 80.3, 80.4, 81.3-7, 82.3-6, 83.4-6, 84.5, 84.6, 85.3, 85.4, 86.3, 86.4, 87.5, 87.6, 88.5, 88.6, 89.5, 89.6, 90.5, 90.6, 91.4, 91.5, 92.4, 92.5, 93.4, 93.5, 94.3, 94.4, 95.5, 95.6, 96.6, 97.7, 97.8, 97.9, 98.7, 98.8, 99.6, 99.7, 100.6, 100.7, 101.4, 101.5, 102.6, 102.7, 103.7, 103.8, 104.6, 104.7, 105.6, 105.7, 106.6, 106.7, 107.5, 107.6, 108.5, 108.6, 109.7, 109.8, 110.6, 110.7, 111.4, 111.5, 112.5, 112.6, 113.6, 113.7, 114.7, 114.8, 115.5, 115.6, 116.5, 116.6, 117.7, 117.8, 118.6, 118.7, 119.4, 119.5, 120.3, 120.4</p> <p>Textbook A: (Lesson.Exercise) 1.B, 2.B, 3.D, 4.C, 5.C, 6.B, 6.C, 7.C, 7.D, 8.C, 9.C, 10.C, 11.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.B, 18.B, 19.B, 20.B, 21.B, 22.B, 23.B, 24.B, 25.B, 26.B, 27.B, 28.B, 29.B, 30.B, 31.B, 32.C, 33.C, 34.B, 35.B, 36.B, 37.B, 38.B, 39.B, 40.C, 41.B, 42.B, 43.B, 43.C, 44.C, 45.C, 46.B, 47.B, 47.C, 48.C, 49.C, 50.C, 51.B, 52.C, 53.D, 54.C, 55.C, 56.B, 57.B, 58.B, 59.B, 60.B</p> <p>Textbook B: (Lesson.Exercise) 61.B, 61.C, 62.B, 62.C, 63.B, 64.C, 65.B, 66.B, 67.C, 67.D, 68.C, 69.B, 70.B, 71.B, 72.C, 73.C, 4.C, 75.B, 75.C, 76.C, 76.D, 77.C, 78.B, 79.B, 80.B, 81.B, 82.B, 83.B, 83.C, 84.B, 85.B, 86.B, 87.B, 88.B, 89.B, 90.B, 91.B, 92.B, 93.B, 94.B, 95.B, 96.C, 97.D, 98.D, 99.C, 100.D, 101.C, 102.E, 103.E, 104.D, 105.D, 106.D, 107.D, 108.D, 109.D, 110.D, 111.D, 112.D, 113.D, 114.D, 115.D, 116.D, 117.D, 118.D, 119.C, 120.B</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| RF.4.4b | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | <p>Reading Presentation Book A: (Lesson.Exercise) 1.6-8, 2.5-7, 3.7-9, 4.5-7, 5.8-10, 6.6-10, 7.7-10, 8.8-10, 9.8-10, 10.9-11, 11.6, 11.7, 12.9-11, 13.8-10, 14.8-10, 15.8-10, 16.7-9, 17.5-7, 18.5-7, 19.6-8, 20.5-7, 21.5-7, 22.5-7,</p> |

| | GRADE 4 STANDARDS | PAGE REFERENCES |
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| | | <p>23.6-8, 24.5-7, 25.4-6, 26.3-5, 27.4-6, 28.5-7, 29.4-6, 30.4-7, 31.2, 32.6, 32.7, 33.4, 33.5, 34.4, 34.5, 35.5, 35.6, 36.5, 36.6, 37.5, 37.6, 38.4, 38.5, 39.6, 39.7, 40.6, 40.7, 41.6-8, 42.5-7, 43.5-7, 44.5, 44.6, 45.6, 45.7, 46.2, 46.3, 47.5-7, 48.6, 48.7, 49.7, 49.8, 50.4, 50.5, 51.3, 51.4, 5.6, 52.7, 53.7, 53.8, 54.5, 54.6, 55.6, 55.7, 56.5, 56.6, 57.4, 57.5, 58.3, 58.4, 59.5-7, 60.6, 60.7</p> <p>Reading Presentation Book B: (Lesson Exercise) 61.4-6, 62.5-7, 63.4, 63.5, 64.7, 64.8, 65.6, 65.6, 66.3, 66.4, 67.5-7, 68.7, 68.8, 69.5, 69.6, 70.5-7, 71.6, 71.7, 72.6, 72.7, 73.6, 73.7, 74.5, 74.6, 75.3-5, 76.7-9, 77.6, 77.7, 78.5, 78.6, 79.3, 79.4, 80.3, 80.4, 81.3-7, 82.3-6, 83.4-6, 84.5, 84.6, 85.3, 85.4, 86.3, 86.4, 87.5, 87.6, 88.5, 88.6, 89.5, 89.6, 90.5, 90.6, 91.4, 91.5, 92.4, 92.5, 93.4, 93.5, 94.3, 94.4, 95.5, 95.6, 96.6, 97.7, 97.8, 97.9, 98.7, 98.8, 99.6, 99.7, 100.6, 100.7, 101.4, 101.5, 102.6, 102.7, 103.7, 103.8, 104.6, 104.7, 105.6, 105.7, 106.6, 106.7, 107.5, 107.6, 108.5, 108.6, 109.7, 109.8, 110.6, 110.7, 111.4, 111.5, 112.5, 112.6, 113.6, 113.7, 114.7, 114.8, 115.5, 115.6, 116.5, 116.6, 117.7, 117.8, 118.6, 118.7, 119.4, 119.5, 120.3, 120.4</p> <p>Textbook A: (Lesson Exercise) 1.B, 2.B, 3.D, 4.C, 5.C, 6.B, 6.C, 7.C, 7.D, 8.C, 9.C, 10.C, 11.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.B, 18.B, 19.B, 20.B, 21.B, 22.B, 23.B, 24.B, 25.B, 26.B, 27.B, 28.B, 29.B, 30.B, 31.B, 32.C, 33.C, 34.B, 35.B, 36.B, 37.B, 38.B, 39.B, 40.C, 41.B, 42.B, 43.B, 43.C, 44.C, 45.C, 46.B, 47.B, 47.C, 48.C, 49.C, 50.C, 51.B, 52.C, 53.D, 54.C, 55.C, 56.B, 57.B, 58.B, 59.B, 60.B</p> <p>Textbook B: (Lesson Exercise) 61.B, 61.C, 62.B, 62.C, 63.B, 64.C, 65.B, 66.B, 67.C, 67.D, 68.C, 69.B, 70.B, 71.B, 72.C, 73.C, 4.C, 75.B, 75.C, 76.C, 76.D, 77.C, 78.B, 79.B, 80.B, 81.B, 82.B, 83.B, 83.C, 84.B, 85.B, 86.B, 87.B, 88.B, 89.B, 90.B, 91.B, 92.B, 93.B, 94.B, 95.B, 96.C, 97.D, 98.D, 99.C, 100.D, 101.C, 102.E, 103.E, 104.D, 105.D, 106.D, 107.D, 108.D, 109.D, 110.D, 111.D, 112.D, 113.D, 114.D, 115.D, 116.D, 117.D, 118.D, 119.C, 120.B</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| RF.4.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>Reading Presentation Book A: (Lesson Exercise) 1.6-8, 2.5-7, 3.7-9, 4.5-7, 5.8-10, 6.6-10, 7.7-10, 8.8-10, 9.8-10, 10.9-11, 11.6, 11.7, 12.9-11, 13.8-10, 14.8-10, 15.8-10, 16.7-9, 17.5-7, 18.5-7, 19.6-8, 20.5-7, 21.5-7, 22.5-7, 23.6-8, 24.5-7, 25.4-6, 26.3-5, 27.4-6, 28.5-7, 29.4-6, 30.4-7, 31.2, 32.6, 32.7, 33.4, 33.5, 34.4, 34.5, 35.5, 35.6, 36.5, 36.6, 37.5, 37.6, 38.4, 38.5, 39.6, 39.7, 40.6, 40.7, 41.6-8, 42.5-7, 43.5-7, 44.5, 44.6, 45.6, 45.7, 46.2, 46.3, 47.5-7, 48.6, 48.7, 49.7, 49.8, 50.4, 50.5, 51.3, 51.4, 5.6, 52.7, 53.7, 53.8, 54.5, 54.6, 55.6, 55.7, 56.5, 56.6, 57.4, 57.5, 58.3, 58.4, 59.5-7, 60.6, 60.7</p> |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | <p>Reading Presentation Book B: (Lesson.Exercise) 61.4-6, 62.5-7, 63.4, 63.5, 64.7, 64.8, 65.6, 65.6, 66.3, 66.4, 67.5-7, 68.7, 68.8, 69.5, 69.6, 70.5-7, 71.6, 71.7, 72.6, 72.7, 73.6, 73.7, 74.5, 74.6, 75.3-5, 76.7-9, 77.6, 77.7, 78.5, 78.6, 79.3, 79.4, 80.3, 80.4, 81.3-7, 82.3-6, 83.4-6, 84.5, 84.6, 85.3, 85.4, 86.3, 86.4, 87.5, 87.6, 88.5, 88.6, 89.5, 89.6, 90.5, 90.6, 91.4, 91.5, 92.4, 92.5, 93.4, 93.5, 94.3, 94.4, 95.5, 95.6, 96.6, 97.7, 97.8, 97.9, 98.7, 98.8, 99.6, 99.7, 100.6, 100.7, 101.4, 101.5, 102.6, 102.7, 103.7, 103.8, 104.6, 104.7, 105.6, 105.7, 106.6, 106.7, 107.5, 107.6, 108.5, 108.6, 109.7, 109.8, 110.6, 110.7, 111.4, 111.5, 112.5, 112.6, 113.6, 113.7, 114.7, 114.8, 115.5, 115.6, 116.5, 116.6, 117.7, 117.8, 118.6, 118.7, 119.4, 119.5, 120.3, 120.4</p> <p>Textbook A: (Lesson.Exercise) 1.B, 2.B, 3.D, 4.C, 5.C, 6.B, 6.C, 7.C, 7.D, 8.C, 9.C, 10.C, 11.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.B, 18.B, 19.B, 20.B, 21.B, 22.B, 23.B, 24.B, 25.B, 26.B, 27.B, 28.B, 29.B, 30.B, 31.B, 32.C, 33.C, 34.B, 35.B, 36.B, 37.B, 38.B, 39.B, 40.C, 41.B, 42.B, 43.B, 43.C, 44.C, 45.C, 46.B, 47.B, 47.C, 48.C, 49.C, 50.C, 51.B, 52.C, 53.D, 54.C, 55.C, 56.B, 57.B, 58.B, 59.B, 60.B</p> <p>Textbook B: (Lesson.Exercise) 61.B, 61.C, 62.B, 62.C, 63.B, 64.C, 65.B, 66.B, 67.C, 67.D, 68.C, 69.B, 70.B, 71.B, 72.C, 73.C, 4.C, 75.B, 75.C, 76.C, 76.D, 77.C, 78.B, 79.B, 80.B, 81.B, 82.B, 83.B, 83.C, 84.B, 85.B, 86.B, 87.B, 88.B, 89.B, 90.B, 91.B, 92.B, 93.B, 94.B, 95.B, 96.C, 97.D, 98.D, 99.C, 100.D, 101.C, 102.E, 103.E, 104.D, 105.D, 106.D, 107.D, 108.D, 109.D, 110.D, 111.D, 112.D, 113.D, 114.D, 115.D, 116.D, 117.D, 118.D, 119.C, 120.B</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| Writing Standards: Text Types and Purposes | | |
| W.4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | |
| W.4.1a | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | <p>Reading Presentation Book A: (Lesson.Exercise) 59.5, 59.6, 59.7, 59.8, 60.6, 60.7, 60.8</p> <p>Reading Textbook A: (Lesson.Exercise) 57.D, 59.B, 60.B</p> <p>Reading Textbook B: (Lesson.Exercise) 63.D, 87.D, 88.D, 90.D, 107.F</p> <p>Language Presentation Book: (Lesson.Exercise) 78.4, 107.2, 108.3, 133.5, 133.6, 134.4, 135.4, 136.4</p> <p>Language Textbook: (Lesson.Exercise) 78.D, 107.B, 108.C, 133.E, 133.F, 134.D, 135.D, 136.D</p> <p>Lesson Connections: (Lesson.Part.Activity) 20.B.1, 60.B.1</p> |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
|-------------------|--|--|
| | | Activities Across the Curriculum: Lessons 5, 33 Literature Anthology/Literature Guide: Lesson 9 |
| W.4.1b | Provide reasons that are supported by facts and details. | Reading Presentation Book A: (Lesson Exercise) 59.5, 59.6, 59.7, 59.8, 60.6, 60.7, 60.8 Reading Textbook A: (Lesson Exercise) 57.D, 59.B, 60.B Reading Textbook B: (Lesson Exercise) 63.D, 87.D, 88.D, 90.D, 107.F Language Presentation Book: (Lesson Exercise) 78.4, 107.2, 108.3, 133.5, 133.6, 134.4, 135.4, 136.4 Language Textbook: (Lesson Exercise) 78.D, 107.B, 108.C, 133.E, 133.F, 134.D, 135.D, 136.D Lesson Connections: (Lesson.Part.Activity) 20.B.1, 60.B.1 Activities Across the Curriculum: Lessons 5, 33 Literature Anthology/Literature Guide: Lesson 9 |
| W.4.1c | Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). | Reading Presentation Book A: (Lesson Exercise) 59.5, 59.6, 59.7, 59.8, 60.6, 60.7, 60.8 Reading Textbook A: (Lesson Exercise) 57.D, 59.B, 60.B Reading Textbook B: (Lesson Exercise) 63.D, 87.D, 88.D, 90.D, 107.F Language Presentation Book: (Lesson Exercise) 78.4, 107.2, 108.3, 133.5, 133.6, 134.4, 135.4, 136.4 Language Textbook: (Lesson Exercise) 78.D, 107.B, 108.C, 133.E, 133.F, 134.D, 135.D, 136.D Lesson Connections: (Lesson.Part.Activity) 20.B.1, 60.B.1 Activities Across the Curriculum: Lessons 5, 33 Literature Anthology/Literature Guide: Lesson 9 |
| W.4.1d | Provide a concluding statement or section related to the opinion presented. | Reading Presentation Book A: (Lesson Exercise) 59.5, 59.6, 59.7, 59.8, 60.6, 60.7, 60.8 Reading Textbook A: (Lesson Exercise) 57.D, 59.B, 60.B Reading Textbook B: (Lesson Exercise) 63.D, 87.D, 88.D, 90.D, 107.F Language Presentation Book: (Lesson Exercise) 78.4, 107.2, 108.3, 133.5, 133.6, 134.4, 135.4, 136.4 Language Textbook: (Lesson Exercise) 78.D, 107.B, 108.C, 133.E, 133.F, 134.D, 135.D, 136.D Lesson Connections: (Lesson.Part.Activity) 20.B.1, 60.B.1 Activities Across the Curriculum: Lessons 5, 33 Literature Anthology/Literature Guide: Lesson 9 |
| W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| W.4.2a | Introduce a topic clearly and group related information in paragraphs and | Reading Presentation Book A: (Lesson Exercise) 4.8 Textbook A: (Lesson Exercise) 4.E, 40.D Textbook B: (Lesson Exercise) 65.D, 66.E, 88.D, 100.F, |

| | GRADE 4 STANDARDS | PAGE REFERENCES |
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| | sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | <p>104.F, 107.F, 108.F, 115.F, 116.F Language Presentation Book: (Lesson.Exercise) 7.4, 24.1, 25.5, 26.5, 45.4, 46.4, 47.2, 48.2, 49.2, 51.4, 52.2, 54.3, 81.1, 82.4, 83.3, 84.3, 91.4, 93.3, 94.3, 95.3, 101.2, 109.2, 130.6, 121.6, 132.5, 133.5, 133.6, 134.4, 135.4, 136.4 Language Textbook: (Lesson.Exercise) 7.D, 24.A, 25.F, 26.E, 45.E, 46.E, 47.B, 48.B, 49.B, 51.E, 52.B, 54.Q, 81.A, 82.D, 83.D, 84.D, 91.B, 93.C, 94.D, 95.C, 101.B, 109.B, 109.C, 130.F, 131.F, 132.E, 133.E, 133.F, 134.D, 135.D, 136.D Lesson Connections: (Lesson.Part.Activity) 10.B.1, 70.B.1, 80.B.1, 90.B.1, 100.B.1, 110.B.1, 115.B.1, 120.B.1 Activities across the Curriculum: Activities 12, 23, 25, 31, 32, 35</p> |
| W.4.2b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | <p>Reading Presentation Book A: (Lesson.Exercise) 4.8 Textbook A: (Lesson.Exercise) 4.E, 40.D Textbook B: (Lesson.Exercise) 65.D, 66.E, 88.D, 100.F, 104.F, 107.F, 108.F, 115.F, 116.F Language Presentation Book: (Lesson.Exercise) 7.4, 24.1, 25.5, 26.5, 45.4, 46.4, 47.2, 48.2, 49.2, 51.4, 52.2, 54.3, 81.1, 82.4, 83.3, 84.3, 91.4, 93.3, 94.3, 95.3, 101.2, 109.2, 130.6, 121.6, 132.5, 133.5, 133.6, 134.4, 135.4, 136.4 Language Textbook: (Lesson.Exercise) 7.D, 24.A, 25.F, 26.E, 45.E, 46.E, 47.B, 48.B, 49.B, 51.E, 52.B, 54.Q, 81.A, 82.D, 83.D, 84.D, 91.B, 93.C, 94.D, 95.C, 101.B, 109.B, 109.C, 130.F, 131.F, 132.E, 133.E, 133.F, 134.D, 135.D, 136.D Lesson Connections: (Lesson.Part.Activity) 10.B.1, 70.B.1, 80.B.1, 90.B.1, 100.B.1, 110.B.1, 115.B.1, 120.B.1 Activities across the Curriculum: Activities 12, 23, 25, 31, 32, 35</p> |
| W.4.2c | Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>). | <p>Reading Presentation Book A: (Lesson.Exercise) 4.8 Textbook A: (Lesson.Exercise) 4.E, 40.D Textbook B: (Lesson.Exercise) 65.D, 66.E, 88.D, 100.F, 104.F, 107.F, 108.F, 115.F, 116.F Language Presentation Book: (Lesson.Exercise) 7.4, 24.1, 25.5, 26.5, 45.4, 46.4, 47.2, 48.2, 49.2, 51.4, 52.2, 54.3, 81.1, 82.4, 83.3, 84.3, 91.4, 93.3, 94.3, 95.3, 101.2, 109.2, 130.6, 121.6, 132.5, 133.5, 133.6, 134.4, 135.4, 136.4 Language Textbook: (Lesson.Exercise) 7.D, 24.A, 25.F, 26.E, 45.E, 46.E, 47.B, 48.B, 49.B, 51.E, 52.B, 54.Q, 81.A, 82.D, 83.D, 84.D, 91.B, 93.C, 94.D, 95.C, 101.B, 109.B, 109.C, 130.F, 131.F, 132.E, 133.E, 133.F, 134.D, 135.D, 136.D Lesson Connections: (Lesson.Part.Activity) 10.B.1, 70.B.1, 80.B.1, 90.B.1, 100.B.1, 110.B.1, 115.B.1,</p> |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
|-------------------|--|--|
| | | 120.B.1 Activities across the Curriculum: Activities 12, 23, 25, 31, 32, 35 |
| W.4.2d | Provide a concluding statement or section related to the information or explanation presented. | Reading Presentation Book A: (Lesson.Exercise) 4.8 Textbook A: (Lesson.Exercise) 4.E, 40.D Textbook B: (Lesson.Exercise) 65.D, 66.E, 88.D, 100.F, 104.F, 107.F, 108.F, 115.F, 116.F Language Presentation Book: (Lesson.Exercise) 7.4, 24.1, 25.5, 26.5, 45.4, 46.4, 47.2, 48.2, 49.2, 51.4, 52.2, 54.3, 81.1, 82.4, 83.3, 84.3, 91.4, 93.3, 94.3, 95.3, 101.2, 109.2, 130.6, 121.6, 132.5, 133.5, 133.6, 134.4, 135.4, 136.4 Language Textbook: (Lesson.Exercise) 7.D, 24.A, 25.F, 26.E, 45.E, 46.E, 47.B, 48.B, 49.B, 51.E, 52.B, 54.Q, 81.A, 82.D, 83.D, 84.D, 91.B, 93.C, 94.D, 95.C, 101.B, 109.B, 109.C, 130.F, 131.F, 132.E, 133.E, 133.F, 134.D, 135.D, 136.D Lesson Connections: (Lesson.Part.Activity) 10.B.1, 70.B.1, 80.B.1, 90.B.1, 100.B.1, 110.B.1, 115.B.1, 120.B.1 Activities across the Curriculum: Activities 12, 23, 25, 31, 32, 35 |
| W.4.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| W.4.3a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | Reading Presentation Book A: (Lesson.Exercise) 1.9, 2.8, 3.10, 5.11, 6.11, 7.11, 9.11, 10.12 Textbook A: (Lesson.Exercise) 1.D, 2.D, 3.F, 5.E, 6.E, 7.F, 9.E, 10.E, 11.E, 12.E, 13.F, 15.F, 16.H, 17.E, 18.D, 20.D, 24.D, 25.D, 26.F, 27.D, 28.E, 29.D, 30.D, 32.E, 33.E, 34.D, 35.D, 37.D, 38.D, 43.E, 48.E, 49.E, 50.E, 54.E, 56.D, 58.D Textbook B: (Lesson.Exercise) 69.F, 70.D, 71.D, 73.E, 74.F, 75.F, 77.E, 78.D, 79.E, 82.D, 95.D, 96.E, 97.F, 98.F, 99.F, 100.F, 101.E, 102.E, 103.G, 104.F, 105.F, 106.F, 107.F, 108.F, 109.F, 110.F, 111.F, 112.F, 113.F, 115.F, 116.F, 117.F, 118.F, 119.F Language Presentation Book: (Lesson.Exercise) 13.6, 18.6, 19.4, 20.5, 23.4, 30.4, 33.4, 40.2, 111.5, 112.8, 114.7, 116.6, 118.5, 120.6, 122.4, 124.4, 126.5, 127.6, 128.6 Language Textbook: (Lesson.Exercise) 13.G, 18.F, 19.D, 20.D, 23.E, 30.C, 33.D, 111.E, 112.H, 114.G, 116.F, 118.E, 120.F, 122.D, 124.D, 126.E, 127.F, 128.F Lesson Connections: (Lesson.Part.Activity) 10.B.1, 30.B.1, 40.B.1, 50.B.1 Activities across the Curriculum: Activities 6, 15, 20, 34 Literature Anthology/Literature Guide: Lessons 1, 2, |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
|-------------------|---|---|
| | | 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| W.4.3b | Use dialogue and description to develop experiences and events or show the responses of characters to situations. | <p>Reading Presentation Book A: (Lesson Exercise) 1.9, 2.8, 3.10, 5.11, 6.11, 7.11, 9.11, 10.12</p> <p>Textbook A: (Lesson Exercise) 1.D, 2.D, 3.F, 5.E, 6.E, 7.F, 9.E, 10.E, 11.E, 12.E, 13.F, 15.F, 16.H, 17.E, 18.D, 20.D, 24.D, 25.D, 26.F, 27.D, 28.E, 29.D, 30.D, 32.E, 33.E, 34.D, 35.D, 37.D, 38.D, 43.E, 48.E, 49.E, 50.E, 54.E, 56.D, 58.D</p> <p>Textbook B: (Lesson Exercise) 69.F, 70.D, 71.D, 73.E.M, 74.F, 75.F, 77.E, 78.D, 79.E, 82.D, 95.D, 96.E, 97.F, 98.F, 99.F, 100.F, 101.E, 102.E, 103.G, 104.F, 105.F, 106.F, 107.F, 108.F, 109.F, 110.F, 111.F, 112.F, 113.F, 115.F, 116.F, 117.F, 118.F, 119.F</p> <p>Language Presentation Book: (Lesson Exercise) 13.6, 18.6, 19.4, 20.5, 23.4, 30.4, 33.4, 40.2, 111.5, 112.8, 114.7, 116.6, 118.5, 120.6, 122.4, 124.4, 126.5, 127.6, 128.6</p> <p>Language Textbook: (Lesson Exercise) 13.G, 18.F, 19.D, 20.D, 23.E, 30.C, 33.D, 111.E, 112.H, 114.G, 116.F, 118.E, 120.F, 122.D, 124.D, 126.E, 127.F, 128.F</p> <p>Lesson Connections: (Lesson Part Activity) 10.B.1, 30.B.1, 40.B.1, 50.B.1</p> <p>Activities across the Curriculum: Activities 6, 15, 20, 34</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| W.4.3c | Use a variety of transitional words and phrases to manage the sequence of events. | <p>Reading Presentation Book A: (Lesson Exercise) 1.9, 2.8, 3.10, 5.11, 6.11, 7.11, 9.11, 10.12</p> <p>Textbook A: (Lesson Exercise) 1.D, 2.D, 3.F, 5.E, 6.E, 7.F, 9.E, 10.E, 11.E, 12.E, 13.F, 15.F, 16.H, 17.E, 18.D, 20.D, 24.D, 25.D, 26.F, 27.D, 28.E, 29.D, 30.D, 32.E, 33.E, 34.D, 35.D, 37.D, 38.D, 43.E, 48.E, 49.E, 50.E, 54.E, 56.D, 58.D</p> <p>Textbook B: (Lesson Exercise) 69.F, 70.D, 71.D, 73.E.M, 74.F, 75.F, 77.E, 78.D, 79.E, 82.D, 95.D, 96.E, 97.F, 98.F, 99.F, 100.F, 101.E, 102.E, 103.G, 104.F, 105.F, 106.F, 107.F, 108.F, 109.F, 110.F, 111.F, 112.F, 113.F, 115.F, 116.F, 117.F, 118.F, 119.F</p> <p>Language Presentation Book: (Lesson Exercise) 13.6, 18.6, 19.4, 20.5, 23.4, 30.4, 33.4, 40.2, 111.5, 112.8, 114.7, 116.6, 118.5, 120.6, 122.4, 124.4, 126.5, 127.6, 128.6</p> <p>Language Textbook: (Lesson Exercise) 13.G, 18.F, 19.D, 20.D, 23.E, 30.C, 33.D, 111.E, 112.H, 114.G, 116.F, 118.E, 120.F, 122.D, 124.D, 126.E, 127.F, 128.F</p> <p>Lesson Connections: (Lesson Part Activity) 10.B.1, 30.B.1, 40.B.1, 50.B.1</p> <p>Activities across the Curriculum: Activities 6, 15, 20, 34</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| W.4.3d | Use concrete words and phrases and sensory details to convey experiences and events precisely. | <p>Reading Presentation Book A: (Lesson.Exercise) 1.9, 2.8, 3.10, 5.11, 6.11, 7.11, 9.11, 10.12</p> <p>Textbook A: (Lesson.Exercise) 1.D, 2.D, 3.F, 5.E, 6.E, 7.F, 9.E, 10.E, 11.E, 12.E, 13.F, 15.F, 16.H, 17.E, 18.D, 20.D, 24.D, 25.D, 26.F, 27.D, 28.E, 29.D, 30.D, 32.E, 33.E, 34.D, 35.D, 37.D, 38.D, 43.E, 48.E, 49.E, 50.E, 54.E, 56.D, 58.D</p> <p>Textbook B: (Lesson.Exercise) 69.F, 70.D, 71.D, 73.EM, 74.F, 75.F, 77.E, 78.D, 79.E, 82.D, 95.D, 96.E, 97.F, 98.F, 99.F, 100.F, 101.E, 102.E, 103.G, 104.F, 105.F, 106.F, 107.F, 108.F, 109.F, 110.F, 111.F, 112.F, 113.F, 115.F, 116.F, 117.F, 118.F, 119.F</p> <p>Language Presentation Book: (Lesson.Exercise) 13.6, 18.6, 19.4, 20.5, 23.4, 30.4, 33.4, 40.2, 111.5, 112.8, 114.7, 116.6, 118.5, 120.6, 122.4, 124.4, 126.5, 127.6, 128.6</p> <p>Language Textbook: (Lesson.Exercise) 13.G, 18.F, 19.D, 20.D, 23.E, 30.C, 33.D, 111.E, 112.H, 114.G, 116.F, 118.E, 120.F, 122.D, 124.D, 126.E, 127.F, 128.F</p> <p>Lesson Connections: (Lesson.Part.Activity) 10.B.1, 30.B.1, 40.B.1, 50.B.1</p> <p>Activities across the Curriculum: Activities 6, 15, 20, 34</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| W.4.3e | Provide a conclusion that follows from the narrated experiences or events. | <p>Reading Presentation Book A: (Lesson.Exercise) 1.9, 2.8, 3.10, 5.11, 6.11, 7.11, 9.11, 10.12</p> <p>Textbook A: (Lesson.Exercise) 1.D, 2.D, 3.F, 5.E, 6.E, 7.F, 9.E, 10.E, 11.E, 12.E, 13.F, 15.F, 16.H, 17.E, 18.D, 20.D, 24.D, 25.D, 26.F, 27.D, 28.E, 29.D, 30.D, 32.E, 33.E, 34.D, 35.D, 37.D, 38.D, 43.E, 48.E, 49.E, 50.E, 54.E, 56.D, 58.D</p> <p>Textbook B: (Lesson.Exercise) 69.F, 70.D, 71.D, 73.EM, 74.F, 75.F, 77.E, 78.D, 79.E, 82.D, 95.D, 96.E, 97.F, 98.F, 99.F, 100.F, 101.E, 102.E, 103.G, 104.F, 105.F, 106.F, 107.F, 108.F, 109.F, 110.F, 111.F, 112.F, 113.F, 115.F, 116.F, 117.F, 118.F, 119.F</p> <p>Language Presentation Book: (Lesson.Exercise) 13.6, 18.6, 19.4, 20.5, 23.4, 30.4, 33.4, 40.2, 111.5, 112.8, 114.7, 116.6, 118.5, 120.6, 122.4, 124.4, 126.5, 127.6, 128.6</p> <p>Language Textbook: (Lesson.Exercise) 13.G, 18.F, 19.D, 20.D, 23.E, 30.C, 33.D, 111.E, 112.H, 114.G, 116.F, 118.E, 120.F, 122.D, 124.D, 126.E, 127.F, 128.F</p> <p>Lesson Connections: (Lesson.Part.Activity) 10.B.1, 30.B.1, 40.B.1, 50.B.1</p> <p>Activities across the Curriculum: Activities 6, 15, 20, 34</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| Writing Standards: Production and Distribution of Writing | | |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | <p>Reading Presentation Book A: (Lesson Exercise) 1.9, 2.8, 3.10, 4.8, 5.11, 6.11, 7.11, 8.11, 9.11, 10.12</p> <p>Textbook A: (Lesson Exercise) 1.D, 2.D, 3.F, 4.E, 5.E, 6.E, 7.F, 8.E, 9.E, 10.E, 11.E, 12.E, 13.E, 14.F, 15.F, 16.H, 17.E, 18.D, 19.D, 20.D, 21.D, 22.D, 23.D, 24.D, 25.D, 26.F, 27.D, 28.D, 29.D, 30.D, 32.E, 33.E, 34.D, 35.D, 36.D, 37.D, 38.D, 39.D, 40.D, 41.D, 42.D, 43.E, 44.E, 45.E, 46.D, 47.E, 48.E, 49.E, 50.E, 51.D, 52.E, 54.E, 55.E, 56.D, 57.D, 58.D, 59.D, 60.D</p> <p>Textbook B: (Lesson Exercise) 61.E, 62.E, 63.D, 64.4, 65.D, 66.E, 67.F, 68.E, 69.D, 70.D, 71.D, 72.E, 73.E, 74.F, 75.F, 76.G, 77.E, 78.D, 79.E, 80.D, 81.D, 82.D, 83.E, 84.D, 85.D, 86.D, 87.D, 88.D, 89.D, 90.D, 91.D, 92.D, 93.D, 94.D, 95.D, 96.E, 97.F, 98.F, 99.E, 100.F, 101.E, 102.E, 103.G, 04.F, 105.F, 106.F, 107.F, 108.F, 109.F, 110.F, 111.F, 112.F, 113.F, 114.F, 115.F, 116.F, 117.F, 118.F, 119.E, 120.E</p> <p>Workbook: (Lesson Exercise) 31.E</p> <p>Language Presentation Book: (Lesson Exercise) 1.3, 2.5, 3.5, 4.5, 5.6, 6.6, 10.3, 12.6, 13.6, 18.6, 19.4, 20.5, 23.4, 27.4, 30.4, 33.4, 40.2, 66.3, 68.4, 70.2, 71.2, 76.3, 91.4, 93.3, 94.3, 95.3, 96.2, 97.2, 101.2, 102.2, 104.2, 107.2, 108.3, 109.2, 111.5, 112.8, 116.6, 118.5, 120.6, 122.4, 124.4, 126.5, 127.5, 128.6, 130.6, 131.6, 132.5, 133.5, 133.6, 134.4, 135.4, 136.4</p> <p>Language Textbook: (Lesson Exercise) 1.C, 2.E, 3.E, 4.E, 5.F, 6.G, 10.B, 12.F, 13.G, 18.F, 19.D, 20.D, 23.E, 27.D, 30.C, 33.D, 66.C, 68.D, 71.B, 76.D, 91.C, 93.C, 94.D, 95.C, 96.B, 97.B, 101.B, 102.B, 102.B, 104.B, 107.B, 108.C, 109.B, 111.E, 112.H, 116.F, 118.E, 120.F, 122.D, 124.D, 126.E, 127.F, 128.F, 130.F, 131.F, 132.E, 133.E, 133.F, 134.D, 135.D, 136.D</p> <p>Lesson Connections: (Lesson Part Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1</p> <p>Activities across the Curriculum: Activities 6, 9, 12, 15, 20, 23, 25, 31, 32, 33, 34, 35</p> <p>Research Projects</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | <p>Language Presentation Book: (Lesson Exercise) 6.4, 7.2, 8.1, 8.5, 9.1, 9.3, 9.6, 10.2, 11.2, 11.5, 12.5, 113.5, 14.6, 15.6, 18.5, 19.2, 21.2, 24.2, 25.2, 26.1, 27.1, 28.5, 29.2, 29.6, 30.3, 31.2, 34.6, 35.3, 36.5, 37.2, 38.2, 39.2, 41.5, 42.5, 43.3, 53.3, 58.4, 99.1, 113.6, 115.6, 117.6, 119.6, 121.4, 123.5, 125.4</p> <p>Language Textbook: (Lesson Exercise) 6.D, 7.B, 8.Q, 8.F, 9.A, 9.C, 9.F, 10.E, 11.B, 11.E, 12.E, 13.F, 14.B, 15.F, 18.E, 19.B, 21.B, 24.B, 25.C, 26.A, 27.A, 28.G,</p> |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | 29.B, 29.G, 30.B, 31.B, 34.F, 35.B, 36.E, 37.B, 38.B, 39.B, 41.E, 42.F, 43.C, 53.C, 58.D, 99.A Activities across the Curriculum: Activities 6, 9, 12, 15, 20, 23, 25, 31, 32, 33, 34, 35 Research Projects Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | Lesson Connections: (Lesson.Part.Activity) 65.B.1 Activities across the Curriculum: Activity 22 Research Projects |
| Writing Standards: Research to Build and Present Knowledge | | |
| W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | Reading Presentation Book B: (Lesson.Exercise) 102.5, 103.6 Textbook B: (Lesson.Exercise) 102.D, 103.D Language Presentation Book: (Lesson.Exercise) 119.5, 120.5, 122.3, 123.4, 130.5, 130.6, 131.5, 131.6, 132.4, 132.5, 133.3, 134.3, 135.3 Language Textbook: (Lesson.Exercise) 119.E, 120.E, 122.C, 123.D, 130.E, 130.F, 131.E, 131.F, 132.D, 132.E, 133.D, 134.C, 135.C Lesson Connections: (Lesson.Part.Activity) 65.B.1, 95.B.1, 105.B.1 Activities across the Curriculum: Activity 22 Research Projects |
| W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | Reading Presentation Book B: (Lesson.Exercise) 102.5, 103.6 Textbook B: (Lesson.Exercise) 102.D, 103.D Language Presentation Book: (Lesson.Exercise) 119.5, 120.5, 122.3, 123.4, 130.5, 130.6, 131.5, 131.6, 132.4, 132.5, 133.3, 134.3, 135.3 Language Textbook: (Lesson.Exercise) 119.E, 120.E, 122.C, 123.D, 130.E, 130.F, 131.E, 131.F, 132.D, 132.E, 133.D, 134.C, 135.C Lesson Connections: (Lesson.Part.Activity) 65.B.1, 95.B.1, 105.B.1 Activities across the Curriculum: Activity 22 Research Projects |
| W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| W.4.9a | Apply grade 4 <i>Reading standards</i> to literature (e.g., "Describe in depth a | Reading Presentation Book B: (Lesson.Exercise) 62.6, 70.7, 92.5, 95.5, 95.6, 106.6 Textbook B: (Lesson.Exercise) 62.C, 92.B, 95.B, 106.C |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). | Lesson Connections: (Lesson.Part.Activity) 12.B.1, 12.B.2, 13.B.1, 14.B.1, 16.B.2, 17.B.1, 18.B.1 Activities across the Curriculum: Activities 4, 7, 9, 38 Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| W.4.9b | Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). | Language Presentation Book: (Lesson.Exercise) 98.3, 99.2, 100.1, 130.5, 130.6, 131.5, 132.4, 132.5, 133.4-6, 134.4, 135.4, 136.4 Language Textbook: (Lesson.Exercise) 98.D, 99.B, 99.C, 100.A, 130.E, 130.F, 131.E, 131.F, 132.D, 132.E, 133.D-F, 134.D, 135.D, 136.D Lesson Connections: (Lesson.Part.Activity) 65.B.1, 70.B.1, 95.B.1, 105.B.1, 115.B.1, 120.B.1 Research Projects |
| Writing Standards: Range of Writing | | |
| W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Reading Presentation Book A: (Lesson.Exercise) 1.9, 2.8, 3.10, 4.8, 5.11, 6.11, 7.11, 8.11, 9.11, 10.12 Textbook A: (Lesson.Exercise) 1.D, 2.D, 3.F, 4.E, 5.E, 6.E, 7.F, 8.E, 9.E, 10.E, 11.E, 12.E, 13.E, 14.F, 15.F, 16.H, 17.E, 18.D, 19.D, 20.D, 21.D, 22.D, 23.D, 24.D, 25.D, 26.F, 27.D, 28.D, 29.D, 30.D, 32.E, 33.E, 34.D, 35.D, 36.D, 37.D, 38.D, 39.D, 40.D, 41.D, 42.D, 43.E, 44.E, 45.E, 46.D, 47.E, 48.E, 49.E, 50.E, 51.D, 52.E, 54.E, 55.E, 56.D, 57.D, 58.D, 59.D, 60.D Textbook B: (Lesson.Exercise) 61.E, 62.E, 63.D, 64.4, 65.D, 66.E, 67.F, 68.E, 69.D, 70.D, 71.D, 72.E, 73.E, 74.F, 75.F, 76.G, 77.E, 78.D, 79.E, 80.D, 81.D, 82.D, 83.E, 84.D, 85.D, 86.D, 87.D, 88.D, 89.D, 90.D, 91.D, 92.D, 93.D, 94.D, 95.D, 96.E, 97.F, 98.F, 99.E, 100.F, 101.E, 102.E, 103.G, 04.F, 105.F, 106.F, 107.F, 108.F, 109.F, 110.F, 111.F, 112.F, 113.F, 114.F, 115.F, 116.F, 117.F, 118.F, 119.E, 120.E Workbook: (Lesson.Exercise) 31.E Language Presentation Book: (Lesson.Exercise) 1.3, 2.5, 3.5, 4.5, 5.6, 6.6, 10.3, 12.6, 13.6, 18.6, 19.4, 20.5, 23.4, 27.4, 30.4, 33.4, 40.2, 66.3, 68.4, 70.2, 71.2, 76.3, 91.4, 93.3, 94.3, 95.3, 96.2, 97.2, 101.2, 102.2, 104.2, 107.2, 108.3, 109.2, 111.5, 112.8, 116.6, 118.5, 120.6, 122.4, 124.4, 126.5, 127.5, 128.6, 130.6, 131.6, 132.5, 133.5, 133.6, 134.4, 135.4, 136.4 Language Textbook: (Lesson.Exercise) 1.C, 2.E, 3.E, 4.E, 5.F, 6.G, 10.B, 12.F, 13.G, 18.F, 19.D, 20.D, 23.E, 27.D, 30.C, 33.D, 66.C, 68.D, 71.B, 76.D, 91.C, 93.C, 94.D, 95.C, 96.B, 97.B, 101.B, 102.B, 102.B, 104.B, 107.B, 108.C, 109.B, 111.E, 112.H, 116.F, 118.E, 120.F, 122.D, 124.D, 126.E, 127.F, 128.F, 130.F, 131.F, 132.E, 133.E, 133.F, 134.D, 135.D, 136.D Lesson Connections: (Lesson.Part.Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | 115.B.1, 120.B.1 Activities across the Curriculum: Activities 6, 9, 12, 15, 20, 23, 25, 31, 32, 33, 34, 35 Research Projects Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| Speaking & Listening Standards: Comprehension and Collaboration | | |
| SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. | |
| SL.4.1a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | Lesson Connections: (Lesson.Part.Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1 Research Projects Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| SL.4.1b | Follow agreed-upon rules for discussions and carry out assigned roles. | Lesson Connections: (Lesson.Part.Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1 Research Projects Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| SL.4.1c | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | Lesson Connections: (Lesson.Part.Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1 Activities across the Curriculum: Activity 5 Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| SL.4.1d | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | Lesson Connections: (Lesson.Part.Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1 Research Projects Activities across the Curriculum: Activity 5 Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media | Lesson Connections: (Lesson.Part.Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | and formats, including visually, quantitatively, and orally. | 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1 Activities across the Curriculum: Activities 1, 31, 35 Research Projects Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. | Language Presentation Book: (Lesson.Exercise) 130.5, 131.5, 132.4, 133.4 Language Textbook: (Lesson.Exercise) 130.E, 131.E, 132.D, 133.D Research Projects |
| Speaking & Listening Standards: Presentation of Knowledge and Ideas | | |
| SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Language Presentation Book: (Lesson.Exercise) 137.4, 138.4, 139.5, 140.4 Language Textbook: (Lesson.Exercise) 137.D, 138.D, 139.E, 140.D Lesson Connections: (Lesson.Part.Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1 Activities across the Curriculum: Activities 10, 29, 30 Research Projects Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| SL.4.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | Reading Presentation Book B: (Lesson.Exercise) 102.5, 103.6 Textbook B: (Lesson.Exercise) 102.D, 103.D Language Presentation Book: (Lesson.Exercise) 119.5, 120.5, 122.3, 123.4, 130.5, 130.6, 131.5, 131.6, 132.4, 132.5, 133.3, 134.3, 135.3 Language Textbook: (Lesson.Exercise) 119.E, 120.E, 122.C, 123.D, 130.E, 130.F, 131.E, 131.F, 132.D, 132.E, 133.D, 134.C, 135.C Lesson Connections: (Lesson.Part.Activity) 65.B.1, 95.B.1, 105.B.1 Activities across the Curriculum: Activities 4, 5, 8, 22, 23, 39 Research Projects |
| SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | Language Presentation Book: (Lesson.Exercise) 137.4, 138.4, 139.5, 140.4 Language Textbook: (Lesson.Exercise) 137.D, 138.D, 139.E, 140.D Lesson Connections: (Lesson.Part.Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1 Activities across the Curriculum: Activities 5, 10, 29, 30 Research Projects |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| Language Standards: Conventions of Standard English | | |
| L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| L.4.1a | Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). | Language Presentation Book: (Lesson Exercise) 134.1, 135.1 Language Textbook: (Lesson Exercise) 134.A, 135.A |
| L.4.1b | Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. | Language Presentation Book: (Lesson Exercise) 19.1, 56.1, 57.3, 58.2, 59.1, 62.1, 63.2, 64.2, 65.3, 66.2, 67.1, 68.2, 69.4, 75.4, 95.2, 96.1, 97.1, 102.1, 108.2, 129.1, 130.1, 131.1, 133.2 Language Textbook: (Lesson Exercise) 19.A, 56.A, 57.C, 58.B, 59.A, 62.A, 63.A, 64.B, 65.C, 66.B, 67.A, 68.B, 69.D, 75.D, 95.B, 96.A, 97.A, 102.A, 108.B, 129.A, 130.A, 131.A, 133.B |
| L.4.1c | Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. | This concept is not covered at this level. |
| L.4.1d | Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). | Language Presentation Book: (Lesson Exercise) 81.2, 82.2, 83.2, 84.1, 85.3, 86.2, 87.2, 88.1, 89.2, 91.2, 98.1, 109.1, 132.1, 133.1, 135.1 Language Textbook: (Lesson Exercise) 81.B, 82.B, 83.B, 84.A, 85.C, 86.B, 87.B, 88.A, 89.B, 92.B, 98.A, 109.A, 132.A, 133.A, 135.Q |
| L.4.1e | Form and use prepositional phrases. | Language Presentation Book B: (Lesson Exercise) 119.4, 120.4, 121.3 Language Textbook: (Lesson Exercise) 119.D, 120.D, 121.C |
| L.4.1f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* | Reading Presentation Book A: (Lesson Exercise) 1.9, 2.8, 3.10, 4.8, 5.11, 6.11, 7.11, 8.11, 9.11, 10.12 Textbook A: (Lesson Exercise) 1.D, 2.D, 3.F, 4.E, 5.E, 6.E, 7.F, 8.E, 9.E, 10.E, 11.E, 12.E, 13.E, 14.F, 15.F, 16.H, 17.E, 18.D, 19.D, 20.D, 21.D, 22.D, 23.D, 24.D, 25.D, 26.F, 27.D, 28.D, 29.D, 30.D, 32.E, 33.E, 34.D, 35.D, 36.D, 37.D, 38.D, 39.D, 40.D, 41.D, 42.D, 43.E, 44.E, 45.E, 46.D, 47.E, 48.E, 49.E, 50.E, 51.D, 52.E, 54.E, 55.E, 56.D, 57.D, 58.D, 59.D, 60.D Textbook B: (Lesson Exercise) 61.E, 62.E, 63.D, 64.4, 65.D, 66.E, 67.F, 68.E, 69.D, 70.D, 71.D, 72.E, 73.E, 74.F, 75.F, 76.G, 77.E, 78.D, 79.E, 80.D, 81.D, 82.D, 83.E, 84.D, 85.D, 86.D, 87.D, 88.D, 89.D, 90.D, 91.D, 92.D, 93.D, 94.D, 95.D, 96.E, 97.F, 98.F, 99.E, 100.F, 101.E, 102.E, 103.G, 04.F, 105.F, 106.F, 107.F, 108.F, 109.F, 110.F, 111.F, 112.F, 113.F, 114.F, 115.F, 116.F, 117.F, 118.F, 119.E, 120.E Workbook: (Lesson Exercise) 31.E |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | <p>Language Presentation Book: (Lesson.Exercise) 1.2, 1.3, 2.2, 2.5, 3.2, 3.5, 4.2, 4.5, 5.2, 5.5, 5.6, 6.2, 6.5, 6.6, 7.5, 7.7, 8.2, 8.3, 9.2, 9.4, 10.1, 10.3, 11.1, 11.4, 12.3, 12.4, 12.6, 13.1, 13.3, 13.4, 13.6, 14.2, 14.4, 16.5, 17.4, 18.2, 18.6, 19.4, 20.3, 20.5, 21.1, 21.4, 22.5, 22.6, 23.4, 24.6, 25.4, 25.6, 26.4, 27.4, 28.6, 30.4, 31.6, 32.3, 32.6, 33.1, 33.4, 34.4, 34.5, 35.1, 36.2, 37.3, 38.4, 39.4, 40.2, 41.3, 62.4, 66.3, 68.4, 69.3, 70.2, 71.1, 71.2, 71.4, 72.2, 72.3, 73.1, 73.4, 74.3, 75.1, 75.3, 76.1, 76.3, 77.1, 77.2, 77.3, 78.3, 78.4, 79.1, 79.3, 80.1, 81.2, 82.2, 82.4, 83.3, 84.3, 84.4, 85.4, 86.1, 87.2, 87.4, 88.1, 88.2, 88.3, 89.1, 89.2, 90.1, 91.3, 91.4, 92.2, 92.4, 93.1, 93.2, 93.3, 94.1, 94.3, 95.3, 96.2, 97.2, 101.2, 102.2, 103.1, 103.2, 104.1, 104.2, 106.1, 107.1, 107.2, 108.1, 108.3, 109.1, 109.2, 111.5, 112.8, 116.6, 118.5, 120.6, 122.4, 124.3, 124.4, 125.3, 126.3, 126.4, 126.5, 127.4, 127.5, 127.6, 128.4, 128.5, 128.6, 129.4, 129.5, 130.6, 131.6, 132.5, 133.5, 133.6, 134.4, 135.4, 136.4</p> <p>Language Textbook: (Lesson.Exercise) 1.B, 1.C, 2.B, 2.E, 3.B, 3.E, 4.B, 4.E, 5.B, 5.E, 5.F, 6.B, 6.F, 6.G, 7.E, 7.G, 8.B, 8.C, 9.B, 9.D, 10.C, 10.D, 11.A, 11.D, 12.C, 12.D, 12.F, 13.A, 13.D, 13.E, 13.G, 14.B, 14.D, 16.E, 17.D, 18.B, 18.F, 19.D, 20.B, 20.D, 21.Q, 21.D, 22.F, 22.G, 23.E, 24.H, 25.E, 25.G, 26.D, 27.D, 28.H, 30.C, 31.F, 32.C, 32.F, 33.Q, 33.D, 34.D, 34.E, 35.Q, 36.B, 37.C, 38.D, 39.D, 41.C, 62.D, 66.C, 68.D, 69.C, 71.A, 71.B, 71.D, 72.B, 72.C, 73.A, 73.E, 74.D, 75.A, 75.C, 76.A, 76.D, 77.A, 77.B, 77.C, 78.C, 78.D, 79.A, 79.C, 81.B, 82.B, 82.D, 83.D, 84.D, 84.E, 85.D, 86.A, 86.B, 86.C, 87.B, 87.D, 88.A, 88.B, 88.C, 89.A, 89.B, 89.C, 90.A, 9A.B, 9A.C, 92.A, 92.C, 93.A, 93.B, 93.C, 94.A, 94.D, 95.V, 96.B, 97.B, 101.B, 102.B, 103.A, 103.B, 103.C, 104A, 104.B, 106.A, 107.A, 107.B, 108.A, 108.C, 109.A, 109.B, 111.3, 112.H, 116.F, 118.E, 120.F, 122.D, 124.C, 124.D, 125.C, 126.C, 126.D, 126.E, 127.D, 127.E, 127.F, 128.D, 128.E, 128.F, 129.D, 129.E, 130.F, 131.F, 132.E, 133.E, 133.F, 134.D, 135.D, 136.D</p> <p>Lesson Connections: (Lesson.Part.Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1</p> <p>Activities across the Curriculum: Activities 6, 9, 12, 15, 20, 23, 25, 31, 32, 33, 34, 35</p> <p>Research Projects</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| L.4.1g | Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* | <p>Language Presentation Book: (Lesson.Exercise) 137.1</p> <p>Language Textbook: (Lesson.Exercise) 137.A</p> <p>Spelling Teacher Presentation Book: (Lesson.Exercise) 116.1</p> |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | Student Practice CD |
| L.4.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| L.4.2a | Use correct capitalization. | Language Presentation Book: (Lesson.Exercise) 15.5, 16.1, 17.1, 115.4, 116.4, 117.4 Language Textbook: (Lesson.Exercise) 15.E, 16.A, 17.A, 115.D, 116.D, 117.D Lesson Connections: (Lesson.Part.Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1 Activities across the Curriculum: Activities 6, 9, 12, 15, 20, 23, 25, 31, 32, 33, 34, 35 Research Projects |
| L.4.2b | Use commas and quotation marks to mark direct speech and quotations from a text. | Language Presentation Book: (Lesson.Exercise) 11.3, 12.2 Language Textbook: (Lesson.Exercise) 11.C, 12.B Lesson Connections: (Lesson.Part.Activity) 50.B.1 Activities across the Curriculum: Activity 20 |
| L.4.2c | Use a comma before a coordinating conjunction in a compound sentence. | Language Presentation Book A: (Lesson.Exercise) 5.2, 6.5, 7.7, 8.2, 10.1, 13.4, 18.2, 20.3 Language Presentation Book B: (Lesson.Exercise) 103.1, 104.1, 105.2, 106.2, 112.7, 113.5, 114.6, 115.5, 116.5 Language Textbook: (Lesson.Exercise) 5.B, 6.F, 7.G, 8.B, 10.C, 13.E, 18.B, 20.B, 103.A, 104.A, 105.B, 106.C, 112.G, 113.E, 114.F, 115.E, 116.E |
| L.4.2d | Spell grade-appropriate words correctly, consulting references as needed. | Reading Presentation Book A: (Lesson.Exercise) 1.9, 2.8, 3.10, 4.8, 5.11, 6.11, 7.11, 8.11, 9.11, 10.12 Textbook A: (Lesson.Exercise) 1.D, 2.D, 3.F, 4.E, 5.E, 6.E, 7.F, 8.E, 9.E, 10.E, 11.E, 12.E, 13.E, 14.F, 15.F, 16.H, 17.E, 18.D, 19.D, 20.D, 21.D, 22.D, 23.D, 24.D, 25.D, 26.F, 27.D, 28.D, 29.D, 30.D, 32.E, 33.E, 34.D, 35.D, 36.D, 37.D, 38.D, 39.D, 40.D, 41.D, 42.D, 43.E, 44.E, 45.E, 46.D, 47.E, 48.E, 49.E, 50.E, 51.D, 52.E, 54.E, 55.E, 56.D, 57.D, 58.D, 59.D, 60.D Textbook B: (Lesson.Exercise) 61.E, 62.E, 63.D, 64.4, 65.D, 66.E, 67.F, 68.E, 69.D, 70.D, 71.D, 72.E, 73.E, 74.F, 75.F, 76.G, 77.E, 78.D, 79.E, 80.D, 81.D, 82.D, 83.E, 84.D, 85.D, 86.D, 87.D, 88.D, 89.D, 90.D, 91.D, 92.D, 93.D, 94.D, 95.D, 96.E, 97.F, 98.F, 99.E, 100.F, 101.E, 102.E, 103.G, 04.F, 105.F, 106.F, 107.F, 108.F, 109.F, 110.F, 111.F, 112.F, 113.F, 114.F, 115.F, 116.F, 117.F, 118.F, 119.E, 120.E Workbook: (Lesson.Exercise) 31.E Language Presentation Book: (Lesson.Exercise) 111.2, 112.3, 112.4, 113.2, 114.3, 114.4, 115.2, 115.3, 116.2, |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | 116.3, 117.2, 117.3, 118.2, 119.1, 119.2, 120.1, 120.2, 136.1, 137.1 Language Textbook: (Lesson Exercise) 111.B, 112.C, 112.D, 113.B, 114.C, 114.D, 115.B, 115.C, 116.B, 116.C, 117.B, 117.C, 118.B, 119.A, 119.B, 120.A, 120.B, 136.A, 137.A Lesson Connections: (Lesson Part Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1 Spelling Teacher Presentation Book: (Lesson Exercise) 1-120 Activities across the Curriculum: Activities 6, 9, 12, 15, 20, 23, 25, 31, 32, 33, 34, 35 Research Projects Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| Language Standards: Knowledge of Language | | |
| L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| L.4.3a | Choose words and phrases to convey ideas precisely.* | Reading Presentation Book A: (Lesson Exercise) 1.9, 2.8, 3.10, 4.8, 5.11, 6.11, 7.11, 8.11, 9.11, 10.12 Textbook A: (Lesson Exercise) 1.D, 2.D, 3.F, 4.E, 5.E, 6.E, 7.F, 8.E, 9.E, 10.E, 11.E, 12.E, 13.E, 14.F, 15.F, 16.H, 17.E, 18.D, 19.D, 20.D, 21.D, 22.D, 23.D, 24.D, 25.D, 26.F, 27.D, 28.D, 29.D, 30.D, 32.E, 33.E, 34.D, 35.D, 36.D, 37.D, 38.D, 39.D, 40.D, 41.D, 42.D, 43.E, 44.E, 45.E, 46.D, 47.E, 48.E, 49.E, 50.E, 51.D, 52.E, 54.E, 55.E, 56.D, 57.D, 58.D, 59.D, 60.D Textbook B: (Lesson Exercise) 61.E, 62.E, 63.D, 64.E, 65.D, 66.E, 67.F, 68.E, 69.D, 70.D, 71.D, 72.E, 73.E, 74.F, 75.F, 76.G, 77.E, 78.D, 79.E, 80.D, 81.D, 82.D, 83.E, 84.D, 85.D, 86.D, 87.D, 88.D, 89.D, 90.D, 91.D, 92.D, 93.D, 94.D, 95.D, 96.E, 97.F, 98.F, 99.E, 100.F, 101.E, 102.E, 103.G, 04.F, 105.F, 106.F, 107.F, 108.F, 109.F, 110.F, 111.F, 112.F, 113.F, 114.F, 115.F, 116.F, 117.F, 118.F, 119.E, 120.E Workbook: (Lesson Exercise) 31.E Lesson Connections: (Lesson Part Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1 Activities across the Curriculum: Activity 14 Research Projects |
| L.4.3b | Choose punctuation for effect.* | Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| L.4.3c | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | <p>Language Presentation Book: (Lesson Exercise) 137.4, 138.4, 139.5, 140.4</p> <p>Language Textbook: (Lesson Exercise) 137.D, 138.D, 139.E, 140.D</p> <p>Lesson Connections: (Lesson Part Activity) 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1</p> <p>Activities across the Curriculum: Activities 5, 10, 29, 30</p> <p>Research Projects</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |
| Language Standards: Vocabulary Acquisition and Use | | |
| L.4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | |
| L.4.4a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | <p>Reading Presentation Book A: (Lesson Exercise) 3.5, 4.4, 4.5, 5.7, 6.9, 7.6, 7.7, 8.7, 9.7, 10.8, 11.5, 12.7, 13.6, 14.7, 15.7, 16.6, 18.7, 21.6, 25.4, 30.6, 34.5, 36.6, 38.4, 38.5, 39.6, 40.6, 42.6, 43.6, 46.2, 48.6, 48.7, 49.8, 50.4, 51.4, 53.5, 53.7, 54.5, 56.5, 57.4, 58.3</p> <p>Reading Presentation Book B: (Lesson Exercise) 61.5, 63.6, 66.4, 69.5, 70.5, 71.6, 72.6, 73.6, 74.5, 74.6, 77.7, 78.5, 78.6, 80.3, 82.4, 85.3, 85.4, 87.5, 88.5, 93.4, 94.3, 95.5, 96.6, 97.8, 97.9, 98.6, 99.6, 100.5, 104.6, 104.7, 106.6, 108.5, 108.6, 109.7, 111.4, 114.7, 115.5, 116.5</p> <p>Textbook A: (Lesson Exercise) 3.B, 4.B, 4.C, 5.B, 6.C, 7.B, 7.C, 8.B, 9.B, 10.B, 11.B, 12.B, 13.B, 14.B, 15.B, 16.B, 18.B, 21.B, 25.B, 30.B, 34.B, 36.B, 38.B, 39.B, 40.B, 42.B, 43.C, 46.B, 48.C, 49.C, 50.C, 51.B, 53.B, 53.D, 54.C, 56.B, 57.B, 58.B</p> <p>Textbook B: (Lesson Exercise) 61.C, 63.C, 66.B, 69.B, 70.B, 71.B, 72.C, 73.C, 74.C, 77.C, 78.B, 80.B, 82.B, 85.B, 87.B, 88.B, 93.B, 94.B, 94.B, 96.C, 97.D, 97.C, 99.C, 100.D, 106.D, 108.D, 109.D, 110.D, 111.D, 114.D, 115.D, 116.D</p> <p>Language Presentation Book: (Lesson Exercise) 129.2, 130.2, 131.2, 132.2, 132.3</p> <p>Language Textbook: (Lesson Exercise) 129.B, 130.B, 131.B, 132.B, 132.C</p> <p>Lesson Connections: (Lesson Part Activity) 64.A.1, 66.A.4, 68.A.1, 69.A.3, 87.A.1, 88.A.1, 88.A.2, 89.A.3, 97.A.1, 98.A.3, 103.A.1, 104.A.3, 107.A.1, 108.A.3, 116.A.2, 117.A.3</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2,</p> |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| | | 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Research Projects |
| L.4.4b | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). | Language Presentation Book: (Lesson.Exercise) 111.2, 112.3, 112.4, 113.2, 114.3, 114.4, 115.2, 115.3, 116.2, 116.3, 117.2, 117.3, 118.2, 119.1, 119.2, 120.1, 120.2 Language Textbook: (Lesson.Exercise) 111.B, 112.C, 112.D, 113.B, 114.C, 114.D, 115.B, 115.C, 116.B, 116.C, 117.B, 117.C, 118.B, 119.AA, 119.B, 120.A, 120.B Lesson Connections: (Lesson.Part.Activity) 6.A.2, 6.A.3, 7.A.2, 11.A.2, 11.A.3, 12.A.3, 24.A.1, 24.A.2, 26.A.3, 28.A.1, 28.A.2, 29.A.2, 41.A.2, 41.A.2, 42.A.3, 51.A.2, 51.A.3, 52.A.3, 81.A.2, 81.A.3, 82.A.2, 86.A.2, 86.A.3, 87.A.2, 113.A.1, 113.A.2, 114.A.3, 119.A.1, 119.A.2 Spelling Teacher Presentation Book: (Lesson.Exercise) 1.1, 2.1, 3.1, 5.1, 6.1, 7.1, 8.1, 12.2, 13.2, 15.1, 16.1, 17.1, 18.1, 21.1, 27.1, 27.2, 28.1, 29.1, 31.1, 32.1, 47.1, 48.1, 49.1, 62.2, 81.1, 82.1, 87.1, 96.1, 107.1 |
| L.4.4c | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | Language Presentation Book: (Lesson.Exercise) 116.1, 117.1, 118.1, 119.2, 120.2, 121.1, 122.1, 123.1 Language Textbook: (Lesson.Exercise) 116.A, 117.A, 118.A, 119.B, 120.B, 121.A, 122.A, 123.A Lesson Connections: (Lesson.Part.Activity) 12.A.2, 13.A.2, 14.A.2, 16.A.3, 17.A.3, 18.A.1, 19.A.1, 19.A.2, 21.A.2, 22.A.1, 23.A.1, 26.A.2, 27.A.1, 29.A.1, 31.A.2, 31.A.3, 32.A.2, 33.A.2, 34.A.2, 36.A.3, 37.A.2, 38.A.2, 39.A.2, 42.A.2, 43.A.2, 44.A.1, 46.A.2, 47.A.1, 48.A.1, 49.A.1, 52.A.2, 53.A.2, 54.A.2, 56.A.3, 56.A.4, 57.A.2, 57.A.3, 58.A.2, 58.A.3, 59.A.2, 59.A.3, 62.A.3, 63.A.2, 64.A.1, 67.A.2, 68.A.1, 69.A.2, 72.A.2, 73.A.2, 74.A.2, 76.A.3, 77.A.2, 78.A.2, 79.A.2, 82.A.2, 83.A.2, 84.A.2, 87.A.1, 88.A.1, 89.A.2, 91.A.3, 982.A.2, 93.A.2, 94.A.2, 96.A.3, 97.A.1, 98.A.2, 99.A.2, 102.A.2, 103.A.1, 104.A.2, 106.A.3, 107.A.1, 108.A.2, 109.A.2, 111.A.3, 112.A.2, 116.A.2, 117.A.2, 118.A.2, 119.A.2 |
| L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| L.4.5a | Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. | Language Presentation Book: (Lesson.Exercise) 124.2, 125.2, 126.2, 127.3, 128.1, 136.3, 137.3, 138.3, 139.3, 139.4 Language Textbook: (Lesson.Exercise) 124.B, 125.B, 126.B, 127.C, 136.C, 137.C, 138.C, 139.C, 139.D Lesson Connections: (Lesson.Part.Activity) 61.A.2, 61.A.2, 62.A.1, 62.A.4, 63.A.2, 63.A.3, 67.A.3, 71.A.2, 71.A.3, 72.A.3, 101.A.2, 101.A.3, 102.A.3, 114.A.1, 114.A.2, 116.A.3 Activities across the Curriculum: Activity 7 |

| GRADE 4 STANDARDS | | PAGE REFERENCES |
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| L.4.5b | Recognize and explain the meaning of common idioms, adages, and proverbs. | Language Presentation Book: (Lesson Exercise) 124.2, 125.2 Language Textbook: (Lesson Exercise) 124.B, 125.B Lesson Connections: (Lesson Part Activity) 61.A.2, 61.A.2, 62.A.4, 66.A.2, 66.A.3, 67.A.3, 71.A.2, 71.A.3, 72.A.3, 101.A.2, 101.A.3, 102.A.3, 114.A.1, 114.A.2, 116.A.3 |
| L.4.5c | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | Language Presentation Book: (Lesson Exercise) 121.1, 122.1, 123.1, 133.3, 134.2, 135.2, 137.1 Language Textbook: (Lesson Exercise) 121.A, 122.A, 123.A, 133.C, 134.B, 135.B, 137.A Lesson Connections: (Lesson Part Activity) 16.A.2, 16.A.3, 17.A.1, 17.A.2, 18.A, 19.A.1, 21.A.2, 22.A.1, 27.A.1, 31.A.3, 32.A.2, 33.A.2, 34.A.2, 36.A.3, 37.A.2, 38.A.2, 39.A.2, 42.A.1, 42.A.2, 43.A.1, 43.A.2, 44.A.1, 46.A.2, 47.A.1, 48.A.1, 49.A.1, 52.A.2, 53.A.2, 54.A.2, 56.A.3, 56.A.4, 57.A.2, 57.A.3, 58.A.2, 58.A.3, 59.A.2, 59.A.3, 62.A.3, 63.A.2, 67.A.2, 68.A.2, 72.A.2, 73.A.2, 74.A.2, 76.A.3, 77.A.2, 78.A.2, 79.A.2, 82.A.2, 83.A.2, 84.A.2, 89.A.2, 91.A.3, 92.A.2, 93.A.2, 94.A.2, 96.A.3, 98.A.2, 99.A.2, 102.A.2, 104.A.2, 106.A.3, 108.A.2, 109.A.2, 111.A.3, 112.A.2, 117.A.2, 118.A.2 |
| L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). | Reading Presentation Book A: (Lesson Exercise) 1.3-5, 2.1-4, 3.1-6, 4.1-4, 5.1-7, 6.1-5, 7.1-6, 8.1-7, 9.1-7, 10.10-8, 11.1-5, 12.1-7, 13.1-6, 14.1-7, 15.1-7, 16.1-6, 17.1-4, 18.1-4, 19.1-5, 20.1-4, 21.1-4, 22.1-4, 23.1-5, 24.1-4, 25.1-3, 26.1, 26.2, 27.1-3, 28.1-4, 29.1-3, 30.1-3, 32.1-3, 33.1, 33.2, 34.1-3, 35.1-4, 36.1-4, 37.1-4, 38.1-3, 39.1-5, 40.1-5, 41.1-5, 42.1-4, 43.1-4, 44.1-3, 45.1-4, 46.1, 47.1-4, 48.1-4, 49.1-5, 50.1, 50.2, 51.1, 51.2, 52.1-5, 53.1-5, 54.1-3, 55.1-4, 56.1-4, 57.1-3, 58.1, 58.2, 59.1-4, 60.1-5 Reading Presentation Book B: (Lesson Exercise) 61.1-3, 62.1-4, 63.1-3, 6.1-5, 65.1-4, 66.1, 66.2, 67.1-4, 68.1-6, 69.1-4, 70.1-4, 71.1-5, 72.1-4, 73.1-4, 74.1-3, 75.1, 75.2, 76.1-6, 77.1-5, 78.1-4, 79.1, 79.2, 80.1, 80.2, 81.1, 81.2, 82.1, 82.2, 83.1-3, 84.1-4, 85.1, 85.2, 86.1, 86.2, 87.1-4, 88.1-4, 89.1-4, 90.1-4, 91.1-3, 92.1-3, 93.1-3, 94.1, 94.2, 95.1-4, 96.1-5, 97.1-6, 98.1-5, 99.1-5, 100.1-5, 101.1-3, 102.1-4, 103.1-5, 104.1-5, 105.1-5, 106.1-5, 107.1-4, 108.1-4, 109.1-6, 110.1-5, 111.1-3, 112.1-4, 113.1-5, 114.1-6, 115.1-4, 116.1-4, 117.1-6, 118.1-5, 119.1-3, 120.1, 120.2 Textbook A: (Lesson Exercise) 1.A, 2.A, 3.A-C, 4.A, 4.B, 5.A, 5.B, 6.A, 7.A, 7.B, 8.A, 8.B, 9.A, 9.B, 10.A, 10.B, 11.A, 11.B, 12.A, 12.B, 13.A, 13.B, 14.A, 14.B, 15.A, 15.B, 16.A, 16.B, 17.A, 18.A, 19.A, 20.A, 21.A, 22.A, 23.A, 24.A, 25.A, 26.A, 27.A, 28.A, 29.A, 30.A, 32.A, 33.A, 34.A, 35.A, 36.A, 37.A, 38.A, 39.A, 40.A, 41.A, 42.A, 43.A, 44.A, 45.A, 46.A, 47.A, 48.A, 49.A, 50.A, 51.A, 52.A, 52.B, 53.A, 53.B, 54.A, 55.A, 56.A, |

| | GRADE 4 STANDARDS | PAGE REFERENCES |
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| | | <p>57.A, 58.A, 59.A, 60.A</p> <p>Textbook B: (Lesson/Exercise) 61.A, 62.A, 63.A, 64.A, 64.B, 65.A, 66.A, 67.A, 67.B, 68.A, 68.B, 69.A, 70.A, 71.A, 72.A, 73.A, 74.A, 75.A, 76.A, 76.B, 77.A, 77.B, 78.A, 79.A, 80.A, 81.A, 82.A, 83.A, 84.A, 85.A, 86.A, 87.A, 88.A, 89.A, 90.A, 91.A, 92.A, 93.A, 94.A, 95.A, 96.A, 96.B, 97.A, 97.B, 98.A, 98.B, 99.A, 99.B, 100.A-C, 101.A, 101.B, 102.A-C, 103.A-C, 104.A-C, 105.A-C, 106.A-C, 107.A-C, 108.A-C, 109.A-C, 110.A-C, 111.A-C, 112.A-C, 113.A-C, 114.A-C, 115.A-C, 116.A-C, 117.A-C, 118.A-C, 119.AA, 119.B, 120.A</p> <p>Language Presentation Book: (Lesson/Exercise) 111.2, 112.3, 112.4, 113.2, 114.3, 114.4, 115.2, 115.3, 116.2, 116.3, 117.2, 117.3, 118.2, 119.1, 119.2, 120.1, 120.2, 121.1, 122.1, 123.1, 124.2, 125.2, 126.2, 127.3, 128.1, 129.2, 129.3, 130.2, 130.3, 131.2, 131.3, 132.2, 132.3, 136.1, 137.1, 140.2</p> <p>Language Textbook: (Lesson/Exercise) 111.B, 112.C, 112.D, 113.B, 114.C, 114.D, 115.B, 115.C, 116.B, 116.C, 117.B, 117.C, 118.B, 119.A, 119.B, 120.A, 120.B, 121.A, 122.A, 123.A, 124.B, 125.B, 126.B, 127.C, 128.A, 129.B, 129.C, 130.B, 130.C, 131.B, 131.C, 132.B, 132.C, 136.A, 137.A, 140.B</p> <p>Lesson Connections: (Lesson/Part/Activity) 1.A.1-3, 2.A.1, 2.A.2, 3.A.1, 3.A.2, 4.A.1-3, 5.A.1, 5.A.2, 6.A.1-4, 7.A.1, 7.A.2, 8.A.1, 8.A.2, 9.A.1, 9.A.2, 10.A.1, 10.A.2, 11.A.1-4, 12.A.1-3, 13.A.1-3, 14.A.1-4, 15.A.1, 15.A.2, 16.A.1-4, 17.A.1-4, 18.A.1-3, 19.A.1-3, 20.A.1, 20.A.2, 21.A.1-3, 22.A.1-3, 23.A.1, 23.A.2, 24.A.1-3, 25.A.1, 25.A.2, 26.A.1-3, 27.A.1, 27.A.2, 28.A.1-3, 29.A.1, 29.A.2, 30.A.1, 30.A.2, 31.A.1-4, 32.A.1-3, 33.A.1-3, 34.A.1-3, 35.A.1, 35.A.2, 36.A.1-4, 37.A.1-3, 38.A.1-3, 39.A.1-3, 40.A.1, 40.A.2, 41.A.1-3, 42.A.1-3, 43.A.1-3, 44.A.1, 44.A.2, 45.A.1, 45.A.2, 46.A.1-3, 47.A.1, 47.A.2, 48.A.1, 48.A.2, 49.A.1, 49.A.2, 50.A.1, 50.A.1, 51.A.1-4, 52.A.1-3, 53.A.1-3, 54.A.1-3, 55.A.1, 55.A.2, 56.A.1-5, 57.A.1-4, 58.A.1-4, 59.A.1-4, 60.A.1, 60.A.2, 61.A.1-4, 62.A.1-4, 63.A.1-3, 64.A.1, 64.A.2, 65.A.1, 65.A.2, 66.A.1-4, 67.A.1-3, 68.A.1, 68.A.2, 69.A.1-3, 70.A.1, 70.A.2, 71.A.1-4, 72.A.1-3, 73.A.1-3, 74.A.1-3, 75.A.1, 75.A.2, 76.A.1-4, 77.A.1-3, 78.A.1-3, 79.A.1-3, 80.A.1, 80.A.2, 81.A.1-4, 82.A.1-3, 83.A.1-3, 84.A.1-3, 85.A.1, 85.A.2, 86.A.1-4, 87.A.1, 87.A.2, 88.A.1, 88.A.2, 89.A.1-3, 90.A.1, 90.A.2, 91.A.1-4, 92.A.1, 92.A.2, 93.A.1-3, 94.A.1-3, 95.A.1, 95.A.2, 96.A.1-4, 97.A.1, 97.A.2, 98.A.1-3, 99.A.1-3, 100.A.1, 100.A.2, 101.A.1-4, 102.A.1-3, 103.A.1, 103.A.2, 104.A.1-3, 105.A.1, 105.A.2, 106.A.1-4, 107.A.1, 107.A.2, 108.A.1-3, 109.A.1-3, 110.A.1, 110.A.2, 111.A.1-4, 112.A.1, 112.A.2, 113.A.1-3, 114.A.1-3, 115.A.1, 115.A.2, 116.A.1-3, 117.A.1-3, 118.A.1-3.</p> |

| | GRADE 4 STANDARDS | PAGE REFERENCES |
|--|----------------------|---|
| | | <p>119.A.1-3, 120.A.1, 120.A.2</p> <p>Student Practice CD</p> <p>Literature Anthology/Literature Guide: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> |

Common Core State Standards – Grade 4

Reading Standards for Literature

| Key Ideas and Details | S | O | N | D | J | F | M | A | M | J |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | | X | | | | | |
| 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | | | X | | | | | | | |
| 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | | | X | | | | | | | |
| Craft and Structure | | | | | | | | | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). | | | | X | | | | | | |
| 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | | | | | | | | X | | |
| 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | | | | | X | | | | | |
| Integration of Knowledge and Ideas | | | | | | | | | | |
| 7. Make connections between the text of a story drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | | | | | | | X | | | |
| 8. (Not applicable to literature) | | | | | | | | | | |
| 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | | | | | | X | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | X | | | | | | | | | |

Reading Standards for Informational Text

| Key Ideas and Details | S | O | N | D | J | F | M | A | M | J |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | | X | X | | | | |
| 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. + | X | | | | | X | | X | | |
| 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information | | X | | | | | | | | |

| Craft and Structure | S | O | N | D | J | F | M | A | M | J |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> . | X | | | | X | | | | | |
| 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | | | | | X | | | | | |
| 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | | | | | X | | | | |
| Integration of Knowledge and Ideas | | | | | | | | | | |
| 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. + | | X | | | | | | | | |
| 8. Explain how an author uses reasons and evidence to support particular points in a text. | | | | | X | | | | | |
| 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | X | | | | | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | | |
| 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | X | | | | | | | | | |

Reading Standards: Foundational Skills

| Print Concepts | S | O | N | D | J | F | M | A | M | J |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Phonics and Word Recognition | | | | | | | | | | |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | | | | | | |
| a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | X | | | | | | | | | |
| Fluency | | | | | | | | | | |
| 4. Read with sufficient accuracy and fluency to support comprehension. | | | | | | | | | | |
| a. Read on-level text with purpose and understanding. | X | | | | | | | | | |
| b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | | | | | | | X | | |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | | X | X | | | | | |

Writing Standards

| Text Types and Purposes | S | O | N | D | J | F | M | A | M | J |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | | | | | | | | |
| a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | | | | | X | | | | | |
| b. Provide reasons that are supported by facts and details. | | | | | X | | | | | |
| c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). | | | | | X | | | | | |
| d. Provide a concluding statement or section related to the opinion presented. | | | | | X | | | | | |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | | | | | | | |
| a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | X | | | | | | | | | |
| b. Develop the topic with facts, definitions, and concrete details, quotations, or other information and examples related to the topic. | X | | | | | | | | | |
| c. Link ideas within categories of information using words & phrases (e.g., <i>another, for example, also, because</i>). | X | | | | | | | | | |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | X | | | | | | | | | |
| e. Provide a concluding statement or section related to the information or explanation presented. | X | | | | | | | | | |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | | | | | | | |
| a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | | | X | | | | | | | |
| b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. | | | X | | | | | | | |
| c. Use a variety of transitional words and phrases to manage the sequence of events. | | | X | | | | | | | |
| d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | | | X | | | | | | | |
| e. Provide a conclusion that follows from the narrated experiences or events. | | | X | | | | | | | |
| Production and Distribution of Writing | | | | | | | | | | |
| 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above). | | | | | | X | | | | |

| | | | | | | | | | | |
|--|--|---|--|---|--|---|---|--|--|--|
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4). | | | | | | X | | | | |
| 6. With guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | | | | | | X | | | |
| Research to Build and Present Knowledge | | | | | | | | | | |
| 8. Recall information from experience or gather information from print and digital sources; take notes and categorize information, and provide a list of sources. | | | | | | | X | | | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | | | | | |
| a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). | | | | X | | | | | | |
| b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). | | X | | | | | | | | |
| Range of Writing | | | | | | | | | | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | | | X | | | | |

Speaking and Listening Standards

| Comprehension and Collaboration | S | O | N | D | J | F | M | A | M | J |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. | | | | | | | | | | |
| a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | X | | | | X | | | | | |
| b. Follow agree-upon rules for discussions and carry out assigned roles. | | X | | | | | | | | |
| c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | | X | | | | | | | | |
| d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | X | | | | | | | | |
| 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | | | | | | |
| 3. Identify the reasons and evidence a speaker provides to support particular points. | | | | | | | X | | | |
| Presentation of Knowledge and Ideas | | | | | | | | | | |

| | | | | | | | | | | | |
|---|--|--|--|--|--|---|--|--|--|---|--|
| 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | | | | X | | | | | |
| 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | | | | | | X | | | | | |
| 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards for specific expectations.) | | | | | | | | | | X | |

Language Standards

| Conventions of Standard English | S | O | N | D | J | F | M | A | M | J |
|--|---|---|---|---|---|---|---|---|---|---|
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | | | | | |
| a. Use relative pronouns (<i>she, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). | X | | | | | | | | | |
| b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. | | | X | | | | | | | |
| c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. | | | | | | | | | | |
| d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). | | | X | | | | | | | |
| e. Form and use prepositional phrases. | | | X | | | | | | | |
| f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. * | | X | | | | | | | | |
| g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). * | | X | | | | | | | | |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | | | | | | |
| a. Use correct capitalization. | X | | | | | | | | | |
| b. Use commas and quotation marks to mark direct speech and quotations from a text. | | | | | | | X | | | |
| c. Use commas before a coordinating conjunction in a compound sentence. | X | | | | | | | | | |
| d. Spell grade-appropriate words correctly, consulting references as needed. | X | | | | | | | | | |
| Knowledge of Language | S | O | N | D | J | F | M | A | M | J |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | | | | | | | |
| a. Choose words and phrases to convey ideas precisely. * | | | | | | | | | X | X |
| b. Choose punctuation for effect. * | | | | | | | | | X | X |
| c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | | | | | | | | | X | X |

| Vocabulary Acquisition and Use | S | O | N | D | J | F | M | A | M | J |
|--|---|---|---|---|---|---|---|---|---|---|
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. | | | | | | | | | | |
| a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | | | | X | | | | | | |
| b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). | | | | | | | | | X | X |
| c. Consult general and domain-specific reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | | X | | | | | | | | |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | | | | | | |
| a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. | | | | | | | X | | | |
| b. Recognize and explain the meaning of common idioms, adages, and proverbs. | | | | | | | | | X | X |
| c. Determine understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | | X | | | | | | | | |
| 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). | | | | | | | | X | | |

Online LPC Sample

| Group | Grade | # in group | Subject/Level | Performance level (L, M, H) | TH | F | M | T | W | # of lessons/# of days | Test or checkout given | # of students passing | List names of students absent | List names of students not passing |
|-------|-------|------------|---------------|-----------------------------|----|---|---|---|---|------------------------|------------------------|-----------------------|-------------------------------|------------------------------------|
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

Notes:

| | | | | | | | | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Reading-General notes | | | | | | | | | | | | | | |
| Reading-Items students missed on test | | | | | | | | | | | | | | |
| Reading-Checkout times if not passed | | | | | | | | | | | | | | |
| Reading-movement | | | | | | | | | | | | | | |
| Man-Gen/ra notes | | | | | | | | | | | | | | |

**Corrective: Comprehension B1 (2008 Edition)
Student Test Summary**

Teacher: _____ School: _____ Group: _____

| Names | Parts | | | | | | | | | | Test 1 | |
|-------|-------|---|---|---|---|---|---|---|---|-------|--------|-----|
| | A | B | C | D | E | F | G | H | I | Total | % | |
| 1 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 24 | |
| 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 21 | 88 |
| 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 24 | 100 |
| 4 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 23 | 96 |
| 5 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 17 | 71 |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |

Bottom # is original score
Top # is retest score
Circle when passing.

National Institute for Direct Instruction (NIFI)
May copy on limited basis for classroom use.

Decoding B2 Student Checkout Summary (2008 Edition)

Teacher: Ms. Acs Date: _____ Group: Dec. B2

| Lesson | 31 | | 32 | | 33 | | 34 | | 35 | |
|--------------------|--------|-----|-----|--------------|-----|-------------|-----|-----|-----|-----|
| | CO1 | CO2 | CO1 | CO2 | CO1 | CO2 | CO1 | CO2 | CO1 | CO2 |
| Criteria | wpm | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 |
| | errors | 0-2 | 0-3 | 0-3 | 0-2 | 0-3 | 0-2 | 0-3 | 0-2 | 0-3 |
| Names | | | | | | | | | | |
| 1 Coby Walker | 1 | 162 | 1 | 187 (155) 18 | 1 | 151* | 2 | 153 | 2 | 171 |
| 2 Cameron Pearson | 0 | 135 | AP | AP | AP | AP | 2* | 181 | 1 | 165 |
| 3 Rodney Cooper | 1 | 93 | 2* | 103* 2 2 | 2* | 99 (105) 20 | 2 | 116 | 2 | 115 |
| 4 Kenneth Milton | 0 | 150 | 0 | 155 | 1 | 155 | 1* | 148 | 1 | 163 |
| 5 Shatanyia Conway | 0 | 180 | 1 | 133 | 0 | 138 | 0 | 157 | 0 | 165 |
| 6 Natalie Hoard | 1 | 180 | 0 | 185 | 0 | 213 | 0 | 220 | 0 | 184 |
| 7 Jaylen Sims | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 13 | | | | | | | | | | |
| 14 | | | | | | | | | | |
| 15 | | | | | | | | | | |

Standards-Based Instruction Lesson Plan Template

| Day of the week | CCSS or State Standards | Daily Objective (Standards Based Written in terms of what students will be able to do at end of lesson) | Assessment (This includes a daily exit ticket and an end of week assessment) | Teacher Does (This includes the daily mini-lesson that should be taught) | Student Does (This is what students should be actively learning, not just the pages in the workbook) |
|------------------------|--------------------------------|---|---|---|---|
| Monday | | | | | |
| Tuesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

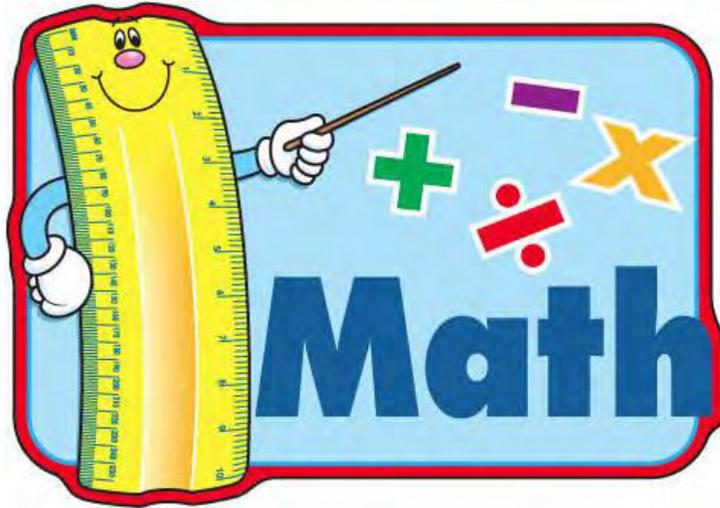
Homeroom Lesson Plan Template

| Day of the week | CCSS or State Standards | Daily Objective (Written in terms of what students will be able to do at end of lesson) | Assessment (This includes a daily exit ticket and an end of week assessment) | Teacher Does (This includes the daily mini-lesson that should be taught) | Student Does (This is what students should be actively learning, not just the pages in a workbook) |
|------------------------|--------------------------------|--|---|---|---|
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

Advanced Literacy Block and Advanced Math Lesson Plan Template

| Day of the week | CCSS or State Standards | Daily Objective (Standards Based Written in terms of what students will be able to do at end of lesson) | Assessment (Projects, presentations, etc.) | Teacher Does (This includes the daily procedures that should be taught) | Student Does (This is what students should be actively learning) |
|------------------------|--------------------------------|--|--|---|--|
| Monday | | | | | |
| Tuesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

Exalt



K-4

Math Handbook

Table of Contents

| | |
|---|-----|
| A) Program Philosophy, Instructional Modalities Overview..... | 3 |
| B) Direct Instruction Implementation..... | 6 |
| C) Direct Instruction Performance Management..... | 13 |
| D) SBI Outline and Support Documents..... | 20 |
| E) Homeroom Outline and Support Documents..... | 20 |
| Appendices..... | 21 |
| Kindergarten Alignments and Maps..... | 22 |
| First Grade Alignments and Maps..... | 34 |
| Second Grade Alignments and Maps..... | 48 |
| Third Grade Alignments and Maps..... | 65 |
| Fourth Grade Alignment and Maps..... | 84 |
| DI Forms..... | 104 |
| SBI Forms..... | 108 |
| Homeroom Forms..... | 109 |

Section A

Philosophy

Exalt Education prepares its students for competitive colleges and advanced careers through a liberal arts education. By ensuring mastery of the core subjects and developing the key behaviors required for success, students will acquire citizenship and leadership in their communities and beyond. High expectations and accountability, a longer school day and year, and a multi-modal learning environment lay the path for our students' successes. Our co-teacher model, individualized instruction and hands-on learning ensure our students succeed daily. Exalt's eight element design has been chosen because they are research validated and proven best educational practices. The eight elements are:

1. Serve students from early childhood through secondary education
2. More focused learning time using an interdisciplinary schedule
3. Multi-modal learning environment
4. Embedded Standards & Assessment
5. Greater Teacher Ownership & Opportunity
6. Enhanced Use of Technology
7. Focus on Competitive Colleges & Advanced Careers
8. Structured Leadership Development

We believe that all students deserve only the best education. The 8 elements in our design have been proven effective in preparing students for college at exemplary public schools all across the country. However, to our knowledge, no school has ever merged all 8 elements into one school model until now!

Types of Instructional Modalities

1. Direct Instruction and using Connecting Math Concepts and/or DISTAR
2. Standards Based Instruction and Rocket Math (math facts)
3. Additional Math Block

Connecting Math Concepts Course Description

Connecting Math Concepts helps all children be successful because it implements the following principles:

- The program and teacher together accept complete responsibility for teaching every student to mastery.
- All instruction is direct and unambiguous; tasks and activities are specified in detail.
- The strands are organized in an order that is easy to comprehend. Every skill and strategy that student's need is specifically taught, applied, and reviewed. Students receive consistent daily practice.

- Assessment is continuous; errors are corrected the instant they occur in a positive, productive way. Connections are made between important concepts. Instructional time is maximized, so that all students have the opportunity to learn and apply concepts.
- Concepts are introduced at a reasonable rate. 90% of the material presented daily is review, leaving 10% for new concepts; this ensures daily success for every student.
- There is both guided and independent practice. All lessons have been extensively field tested and revised before publication.

Homeroom, Standards-Based, and Rocket Math Course Descriptions

- Homeroom will serve as a homeroom time that will teach the standards students need to be successful.
- Math facts will be taught daily during advisory. We will utilize Rocket Math for the math facts program.
- Three days a week, students will have a short standards-based lesson and activities or math centers that support the lesson. Standards-based books have been created for students to use as a resource.
- Two days a week students will be doing Math centers during the advisory block. Teachers will be using the common core math standards and common core math binders to structure their lessons.

Interdisciplinary Course Description

- The term interdisciplinary means drawing from two or more areas of study. Global Studies and Natural World/FOSS units will have an integration of art, music and technology.
- We also hope to integrate ELA and Math into our daily Natural World and Global Studies Lessons.
- Through hands-on learning, project-driven learning, and authentic assessment, students will be provided with a rich learning experience.
- Students will have the opportunity to apply basic Math and ELA skills in multiple areas, which will solidify skills.
- Global Studies, Natural World, Visual Art and Music Elements will use Core Knowledge; in addition to Core Knowledge, Natural World will also utilize the FOSS program. This class will be taught whole group with one teacher teaching while the other teacher has prep. However, team teaching will occur in the planning process. Both teachers are responsible for the content taught to their students during this block.

Assessment

Exalt assesses students in many ways. In curriculum assessment, cumulative testing, authentic assessment, exit tickets, summative unit tests, Illuminate, NWEA MAP, and state testing.

Yearlong Preparation for State and National Tests

- ELA and Math standards will be integrated within the Global Studies and Natural World courses to give further practice and support for state testing.
- Applying test prep skills across subject areas helps students apply their knowledge in other areas outside of school or on a test.

Section B

Direct Instruction Implementation

Direct instruction is built upon the philosophy that all children can be taught, some children need more practice than others, and all children can succeed if provided with adequate training and materials. The curriculum is also built upon the philosophy that the details of instruction must be controlled to minimize the chance of students misinterpreting the information being taught and to maximize the reinforcing effects of instruction.

At the heart of all exercises is an oral as well as written portion. The basic learning paradigm for DI is Model, Lead, Test, and Individual Turns. DI implements this by saying ‘My turn, do it with me, your turn, and all by yourself.’ The below table demonstrates this paradigm.

| | | |
|-------------------------|---------------------------|------------------------------|
| MODEL | “My turn.” | Teacher only |
| LEAD | “Do it with me.” | Teacher with students |
| TEST | “Your turn.” | Students only |
| INDIVIDUAL TURNS | “All by yourself.” | Individual student |

Exalt Education uses Direct Instruction for Reading, Math and Language classes in our schools. Those times of day are protected school wide and teachers must teach direct instruction during those times of the day. A second reading time has been created for groups who need additional support. Teachers must adhere to the schedule during the entire duration of the period. Instruction time is valued and protected. Teacher must start

and stop every lesson on time, teaching bell to bell. Field trips and special events must not be scheduled during DI teaching time.

Placement Tests and Student Groups

All students are placement tested into performance groups. The groups are as homogeneous as possible. Proper placement is a key to success. If students are in ability-based performance groups, instruction can be more efficient for the teacher and students can move at a rate that is best for their learning.

Group sizes vary on the needs of students. Students who are older and higher performing can have groups between 15-20 in size. Students who are younger or lower performing should have smaller group sizes.

Groups should be organized in different ways depending on the size of the group. There are several key factors for teachers to consider when physically arranging the group. First, the teacher needs to be able to get to all the students quickly. Second, all students need to be able to see the presentation book clearly. Finally, materials need to be easy for students to access.

Behavior

Direct Instruction works to minimize distractions by controlling any classroom factors that could contribute to this. There must be clear expectations for all situations that happen during direction instruction blocks. Students must have procedures for transitions, use and storage of materials, the handing in and out of assignments, pencils and all materials.

All behavior expectations need to be taught, practiced and retaught to students to ensure high levels of academic performance during DI blocks. Every DI group has the STAR behavior expectations posted near their group. STAR stands for...

Sit tall

Talk big

Answer on signal

Respect others

Sequence and Scripts

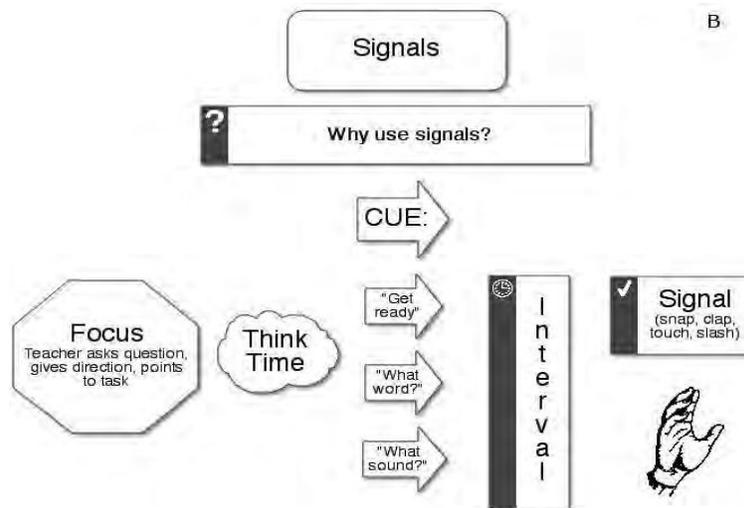
Each Direct Instruction curriculum is carefully crafted into a meaningful sequence based on research on how kids learn. It is not random or traditional, but rather what makes the most sense to student learning. Each DI program is piloted and field tested with actual students. The program is then revised based on student performance.

Direct Instruction is organized into scripts and formats. Everything that teachers and students say and do is specified in a script. The language in the program is consistent day to day so that students can attend to critical learning components. The scripts minimize

the confusion and distractions. They are organized into formats or patterns of teaching steps. Over time, the formats change so that there is less structure and more independent skills. It cuts down prep time and allows teachers to focus on great delivery. The script allows a teacher's showmanship to shine.

Signals and Unison Responses

Signals and unison responses are key features in direct instruction. A signal is used to get all students to answer together. We use signals and unison response to get a clearer picture of who is firm, increase student engagement, increase student accountability, and make teaching more efficient. Unison response also gives students hundreds of times to respond per lesson verses just waiting to be called on. The teacher will be able to hear mistakes quickly and correct them immediately. Signals can be either visual or audible depending on the lesson. The diagram below shows the process of using a signal to generate a unison response.



Pacing

Another key feature of direct instruction is pacing. Brisk pacing accomplishes three major goals. These include teachers teaching more material, maintaining students' interest and reducing management problems.

Motivation

One key factor to remember when teaching DI is that it is our job as a teacher is to motivate and reinforce students. If the teacher acts like it is important, the students will respond like it is important. We can use many tools to do this. One tool used in DI is the teacher-student game.

Teacher Student Game

The teacher-student game fosters group camaraderie and reinforces good behavior and academic success. The point game reinforces desired behaviors because students can earn points with good behavior that results in tangible reinforcement. It facilitates instruction by prompting students to obey the rules and follow all directions. It reinforces academic success and promotes mastery by giving students more reinforcement for getting things correct the first time.

The game should be encouraged daily with all instructional groups at all elementary school grades. Teachers of middle school and high school students can use an alternative motivation system, such as the 90% club.

Setting Up the Game

Children can earn points for:

- working hard and following the rules
- getting the right answer.

The teacher can earn points for:

- students not following the rules
(e.g., not responding to a task because they weren't attending; speaking out of turn; making inappropriate contact; getting out of their seats when they weren't directed to)
- signal errors
(e.g., not saying sounds when the teacher touches under them; saying sounds when the teacher is not touching under them, etc.)

Teacher starts the game by stating expectations:

“We’re going to play a game. If you win the game, you get to have _____ (their reward for winning). You get points for working hard and following the rules (tell them the rules in 1 minute or less). You also get points for getting things right.”

I get points when you don’t follow the rules or if you get tricked and don’t follow my signals.”

Note: Teachers can only give themselves a point when students breaking previously stated rules or expectations. If there is not a rule to govern a situation, the teacher cannot take a point. So it is important that the teacher establishes simple, comprehensive behavioral rules and expectations the first day of school (e.g., sit tall, talk big, answer together and respect others).

When giving yourself a point, *always state the expectation not being met* (e.g., “Everyone is not following the direction to track when others are reading. My point”).

Mastery

Teaching to mastery is a key feature in direct instruction. Teachers must meet specific criteria for student performance in each lesson:

- Students should be at least 70% correct on anything that is being introduced for the first time.
- Students should be at least 90% correct on the parts of the lesson that deal with skills and information introduced earlier in the program sequence.
- At the end of the lesson, all students should be virtually 100% firm on all tasks and activities.
- The rate of errors should be low enough that the teacher is able to complete the lesson in the allotted time.
- Students must be at least 85% first-time correct on independent work.
- Student must have 90-100% performance on mastery tests.

Individual Turns

Individual turns are built into lessons to provide teachers for checks for understanding and to allow students additional practice. The following procedure is used when giving individual turns:

- Announce:** “Time for individual turns”
- Focus the group:** Point to the task or ask the question. Allow sufficient think time. More for harder tasks less for easier tasks.
- Signal:** Call on an individual. “Jane, what word?” or “Marcus, what sound?”

Guidelines for Individual Turns:

- Call on students randomly, not in order.
- If an error is made, tell the answer to the whole group and repeat the task with the whole group. Then do individual turns again.
- Give three or four individual turns for each exercise. Do not give an individual turn to every student on every task.
- Generally, 50% of the individual turns should be given to the low performing students in the group.
- Students should demonstrate 100% mastery on oral individual turns.

Correction Procedures

All errors must be corrected immediately and correct answers given to students quickly.

Every time an error in an exercise occurs:

1. Give the answer (tell, show or show and tell)
2. Repeat the task statement or question)
3. Go back and repeat the part (if you can't figure out what the “part” is, go back at least two things: 2 sounds, 2 words, 2 pictures, or 2 problems). **Repeat steps 1-3 until the whole part is 100% firm- no errors are made)**
4. Go to the next part. Repeat parts until all parts are firm.
5. Go back to the beginning of the exercise, if it is a short exercise. In a lengthy exercise, go back to those tasks or parts where the errors occurred.
6. Give individual turn.
7. Provide a delayed test at least 2 more times. (e.g., after the next exercise, at the end of the lesson, in line in the hallway, before lunch).

Guidelines for Workcheck

Following Workcheck Procedures

1. Have students check their own work rather than exchange papers.
2. Have students use colored pens or pencils while checking their work.
3. Provide visual answers whenever appropriate or beneficial to students.
4. Show and tell students how to mark correct and incorrect items.

5. Show and tell students how to mark items to fix up later (unless a specific program suggests that students fix work as they check).
6. Provide time to have students redo the missed items. Have students redo missed items by writing next to or above original items rather than erase them.
7. Provide additional verbal or written delayed tests on commonly missed items (at the end of the lesson, before or after lunch, at the end of the day, or the next day if new copies of workbook pages are needed).

Monitoring Student Checking while Walking Around the Room

1. Monitor that students are checking their work (their eyes are on their papers).
2. Monitor that students are looking at the particular items being checked.
3. Check that students have and are using marking pens or pencils.
4. Monitor that students are marking X's and C's (or other symbols taught), and that students are making the marks appropriately next to the items, especially wrong items.

Monitoring Student Performance

1. At the beginning of the year, check all books every day. As students become consistent with accurate checking, randomly check a minimum of five books a day.
2. Each day, record a score for independent work (e.g. number of errors, points, or percentages). Whenever possible, record a percentage for independent work for each student.
3. For students with less than 85% for three days, note on the Lesson Progress Chart and talk immediately to someone else, such as a coach or building coordinator.

NOTE: These procedures are not to be used with tests.

Section C

Direct Instruction Performance Management

Why do we track data?

- To analyze the overall status of DI implementation
- To continuously monitor mastery and lesson progress
- To determine areas that require change, and to identify solutions
- To summarize and report lesson gains, mastery tests, and results
- To communicate questions or comments to the Direct Instruction Coordinator

What data keeping forms do we use?

- LPC- lesson progress chart
 - Submitted weekly
 - Tracks lesson progress
 - Gives a snapshot of group composition and test results
- STS - Student Test Summaries
 - Submitted when a test or checkout is given
 - Tracks student performance on each section of a given test
- IW- Independent work scores
 - Submitted weekly
 - Tracks student scores on daily independent work

What is done with the data?

- Data is reviewed weekly by DI coordinator, and suggestions are given regarding student placement and necessary interventions
- Questions and comments are responded to, and problem solving occurs between teachers and coordinator
- Data is archived online and can be accessed to look at student growth and achievement

What is required for weekly data submission?

- Data must be updated before you leave on Wednesday of each week
- LPC- every week
 - Download a new blank LPC each week
- STS- for each group that took a test or checkout that week
 - This is one form with multiple tabs that is used for the entirety of a program
- IW- every week
 - Download a new STS form each time you fill one up

How do I fill out an LPC?

- For each subject (yellow= reading, green = math, orange = language), enter the following:
 - Group name
 - Grades of the students in your group, and how many students in each grade (i.e. 2nd-6, 3rd- 12)
 - Total # of kids in group
 - Subject level
 - Performance level- Low, Medium, High (you may need a few weeks to figure this out)
 - Lessons taught each day
 - There are two rows for when you teach more than one lesson in a day
 - Partial lessons should be listed as what part of the new lesson you stopped at (i.e. 15 ex. 4)
 - # of lessons/# of days in school
 - Do not include holidays or non-school days
 - Do include school days where you had parties, field trips, remedies, etc.
 - Name of test or checkouts given (one per row)
 - # of students passing/# of students in group
 - do not include absent students as passing

- Names of students absent
 - Go back and enter them as either passing or not passing when they return to school
- Names of students not passing

How do I leave notes on an LPC?

- At the bottom of your LPC, fill out:
- General Notes
 - Struggles (be specific) had by students or teacher that week
 - Questions, general comments
 - Types of items students missed
 - i.e. Amanda- counting coins, Johnny- subtraction
 - This info comes from your STS
 - Checkout scores if not passed
 - Recorded as time/errors
 - I.e. James 1:30/2
 - Movement notes
 - i.e. Sally joined this group on Tuesday from Mr. Anderson's group

How do I receive feedback?

- At the bottom of your LPC, you will see:
- Communication
 - This is where the DI coordinator will leave responses to your comments or questions.
 - The coordinator will e-mail you to let you know that they have left feedback on your LPC

How do I fill out an STS form?

- Fill in student names, separated by a row in between

- Record students first time scores on each part (only the first time score is recorded in Illuminate for students' grades)
- Add up the total score, and calculate the students' percentages
- Highlight in red any percentages under 90%*
 - * 85% for cumulative tests
- At the bottom, fill in the # passing each section/total # in group
 - Passing criteria is at the top of each column
 - Calculate the percentage passing for each section
 - Highlight in red any percentages less than 85%
 - For any sections that less than 85% of the group passed, the teacher needs to remedy (re-teach) those strands

How do I record retest scores on an STS form?

- If a student or group doesn't pass the first time:
 - Remedy the sections that the student or group did not pass
 - Have the students or group retake the sections of the test that they did not pass
 - Record retest scores in the row below the student's name
 - Calculate their percentage based on their scores from the parts they passed the first time and the parts they retested
 - Highlight their retest score in red if still under 90%

How do I record checkouts on an STS form?

- All programs except decoding are recorded as time/errors
 - i.e. 1:12/2
- Decoding is recorded as wpm/errors
 - i.e. 96/3
 - Highlight in red any scores that are over the criteria for time or errors
 - Criteria is listed at the top of the column on the STS

When do I record IW scores?

- Reading

- RMK and RM1: Every 5 lessons
- RM2 –RM5: every lesson
- Math
 - CMC K and CMC 1: Every 5 lessons
 - CMC 2- CMC F: every lesson
- Language
 - Every 5 lessons (lessons that end in 4 and 8)

How do I fill out an IW form?

- In the left column, enter the # correct/total # of questions
 - i.e. 34/37
- In the right column, enter the students' percentage (rounded)
 - i.e. 92%
- Highlight red all percentages less than 85%
- If a student is absent, mark both columns with the letter A (students do not have to make up daily work when absent)

Where do I find DI forms?

- All forms can be accessed on the Exalt website:

<https://sites.google.com/a/knovalearning.com/exalt-teacher-resource-page/>

- Download the forms that you need for the groups that you teach.
- Upload them to Google Drive and put them in your folders
- Keep a copy of filled out forms on your computer as a backup

Where do I submit DI forms?

- All forms will be submitted electronically to Google Drive
- As a group, let's create folders for ourselves
 - Your Name, School Year
 - DI Data
 - Current Week

- Math STS and IW
- Reading STS and IW
- Language STS and IW
- Previous LPCs

How do I submit data electronically?

- In your current week folder, include the following:
 - Current LPC
 - Labeled with your last name, LPC, date span of that week (i.e. Anderson LPC- 9/3-9/10)
 - Any applicable STS forms
 - Labeled with your last name, program/level, STS (i.e. Anderson RM4 STS)
 - IW forms for all subjects
 - Labeled with your last name, program/level, IW, date (i.e. Anderson RM4 IW 9/3-9/10)
 - When you are ready to submit, go to the left hand side of Google Drive, find your “current week” folder, and using the triangle to the right, select “e-mail collaborators”.
 - Select the name of your DI coordinator, and send them an e-mail letting them know your data is ready for review

Practice Scenarios

- Please fill in the reading line of an LPC based upon the following information:
 - Group name: Reading Rockets
 - Seven 4th graders, five 5th graders
 - Low performing group in RM4
 - Taught 5 lessons during a normal school week, starting with L.48
 - Gave MT 5 and checkout 5
 - Amanda didn’t pass MT (missed vocab items), and Johnny was absent for MT and checkout
 - Sarah didn’t pass checkout (1 min 12 seconds with 3 error

Section D

SBI Outline and Support Documents

SBI or Standards-Based Instruction allows teachers to focus specifically on Math common core standards in a whole group setting. These standards can also be integrated into the interdisciplinary blocks of Global Studies and Natural World. Students will have the opportunity to learn standards from teacher-created lesson plans. Teachers will use the Illuminate data and NWEA Maps data to shape their lessons.

Teachers will use the required SBI lesson plan template weekly to plan engaging lessons for students. These lessons will be taught during homeroom as well as integrated into the interdisciplinary blocks. The lesson plan template consists of the following components:

| CCSS or State Standards | Daily Objective (Standards Based Written in terms of what students will be able to do at end of lesson) | Assessment (This includes a daily exit ticket and an end of week assessment.) | Teacher Does (This includes the daily mini-lesson that should be taught.) | Student Does (This is what students should be actively learning, not just the pages in the workbook.) |
|--------------------------------|--|--|--|--|
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Teachers will also have Math Common Core Center Binders. These are full of center activities for teachers to implement and is organized by common core standard strands for ease of use.

Section E

Homeroom Outline and Support Documents

Homeroom is a time of day where one teacher in the classroom can give additional support to individual students or small groups of students in areas of direct instruction, while the other teacher is providing SBI type lessons, writer's workshop, etc. These students may need support on a particular section of a lesson or maybe they have been absent for a significant period of time.

Teachers will use the required homeroom template to outline engaging lessons for students. The lesson plan template consists of the following components:

Homeroom Lesson Plan Template

| CCSS or State Standards | Daily Objective (Written in terms of what students will be able to do at end of lesson) | Assessment (This includes a daily exit ticket and an end of week assessment.) | Teacher Does (This includes the daily mini-lesson that should be taught.) | Student Does (This is what students should be actively learning, not just the pages in a workbook.) |
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Appendices

Kindergarten



Level A Correlation to Grade K Common Core State Standards for Mathematics

Counting and Cardinality (K.CC)

Know number names and the count sequence.

1. Count to 100 by ones and by tens.

| Lesson | 1 | 2 | 3/3P | 4 | 5/5P | 6/6P | 7 | 8 | 9/9P | 10 |
|----------|---------------|---------------|---------------|---------------|---------------|----------|----------|----------|----------|------------|
| Exercise | 1.1, 1.5, 1.7 | 2.1, 2.4, 2.6 | 3.1, 3.5, 3.6 | 4.1, 4.4, 4.6 | 5.1, 5.4, 5.6 | 6.1, 6.6 | 7.2, 7.6 | 8.2, 8.6 | 9.1, 9.7 | 10.1, 10.7 |

| Lesson | 11/11P | 12 | 13 | 14 | 15/15P | 16 | 17 | 18 | 19 | 20 |
|----------|------------------|------------|------------|------|------------|------------|------------------|------------------------|------------------------|------------------|
| Exercise | 11.1, 11.3, 11.8 | 12.1, 12.7 | 13.1, 13.7 | 14.3 | 15.1, 15.6 | 16.1, 16.5 | 17.1, 17.4, 17.7 | 18.1, 18.3, 18.6, 18.8 | 19.1, 19.4, 19.7, 19.9 | 20.1, 20.3, 20.5 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|------|------------|------------|------|------------|------|------------|------|------|------------|
| Exercise | 21.1 | 22.1, 22.4 | 23.1, 23.3 | 24.3 | 25.2, 25.7 | 26.2 | 27.1, 27.5 | 28.1 | 29.1 | 30.1, 30.7 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|------|------|------------|------|------|------|------|------------|------------|------|
| Exercise | 31.1 | 32.1 | 33.1, 33.4 | 34.5 | 35.5 | 36.3 | 37.1 | 38.1, 38.2 | 39.1, 39.2 | 40.1 |

Counting and Cardinality (K.CC)

Know number names and the count sequence.

2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

| Lesson | 14 | 15/15P | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|----------|------------|--------|------|------------------|------------------------|------------------|------------|------|------------|------------|
| Exercise | 14.1, 14.7 | 15.8 | 16.5 | 17.1, 17.4, 17.7 | 18.1, 18.3, 18.6, 18.8 | 19.1, 19.4, 19.7 | 20.1, 20.5 | 21.1 | 22.1, 22.4 | 23.1, 23.3 |

| Lesson | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
|----------|------|------------|------|------------|------|------|------------|------------|------------|------------------|
| Exercise | 24.3 | 25.2, 25.7 | 26.2 | 27.1, 27.5 | 28.1 | 29.1 | 30.1, 30.7 | 31.1, 31.4 | 32.1, 32.8 | 33.1, 33.4, 33.6 |

| Lesson | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|------------------|------------------|------------|------------------|------------------|------------------|------------|
| Exercise | 34.2, 34.5, 34.8 | 35.1, 35.3, 35.5 | 36.3, 36.5 | 37.1, 37.3, 37.6 | 38.1, 38.2, 38.6 | 39.1, 39.2, 39.6 | 40.1, 40.3 |

Counting and Cardinality (K.CC)

Know number names and the count sequence.

3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects.)

| Lesson | 1/1P | 2 | 3/3P | 4 | 5/5P | 6/6P | 7 | 8 | 9/9P | 10 |
|----------|------|-----|------|-----|------|------|-----|-----|------|------|
| Exercise | 1.8 | 2.8 | 3.8 | 4.8 | 5.8 | 6.8 | 7.8 | 8.8 | 9.9 | 10.8 |

| Lesson | 11/P | 12 | 13 | 14 | 15/P | 16 | 17 | 18 | 19 | 20 |
|----------|-------|-------|-------|-------|-------------|------------|-------------|-------------|-------------|------------|
| Exercise | 11.10 | 12.10 | 13.10 | 14.11 | 15.5, 15.10 | 16.4, 16.9 | 17.5, 17.12 | 18.4, 18.11 | 19.3, 19.11 | 20.7, 20.9 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|--------------|--------------|-------------|------------|-------------|-------------|-------|-------------|-------------|-------------|
| Exercise | 21.10, 21.11 | 22.10, 22.11 | 23.9, 23.10 | 24.7, 24.9 | 25.9, 25.10 | 26.7, 26.11 | 27.10 | 28.8, 28.11 | 29.9, 29.11 | 30.9, 30.12 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|-------------|-------------|-------------|---------------------|---------------|--------|---------------|---------------|---------------|--------------|
| Exercise | 31.9, 31.12 | 32.7, 32.12 | 33.3, 33.12 | 34.7, 34.9, IW34.11 | 35.9, IW35.12 | IW36.9 | 37.8, IW37.11 | 38.8, IW38.11 | 39.8, IW39.11 | 40.7, IW40.9 |

Counting and Cardinality (K.CC)

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

| Lesson | 1 | 2 | 3/3P | 4 | 5/5P | 6/6P | 7 | 8 | 9/9P | 10 |
|----------|----------|----------|----------|----------|----------|------|-----|-----|------|------|
| Exercise | 1.1, 1.5 | 2.1, 2.4 | 3.1, 3.5 | 4.1, 4.4 | 5.1, 5.4 | 6.3 | 7.5 | 8.5 | 9.5 | 10.5 |

| Lesson | 11/11P | 12 | 13 | 14 | 15/15P | 16 | 17 | 18 | 19 | 20 |
|----------|--------|------------|------|-------------------------|-------------------------|-------------------------------|-------------------------|-------------------|------------|------------|
| Exercise | 11.7 | 12.2, 12.8 | 13.5 | 14.4, 14.6, 14.8, 14.10 | 15.3, 15.5, 15.9, 15.11 | 16.2, 16.4, 16.6, 16.8, 16.10 | 17.2, 17.5, 17.9, 17.11 | 18.4, 18.7, 18.10 | 19.3, 19.5 | 20.7, 20.8 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|-------------------------|------------------|------------------|------------|------------|------------------|------|------|------|------|
| Exercise | 21.4, 21.8, 21.9, 21.10 | 22.2, 22.8, 22.9 | 23.7, 23.8, 23.9 | 24.6, 24.7 | 25.6, 25.9 | 26.6, 26.7, 26.8 | 27.7 | 28.8 | 29.9 | 30.9 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|------|------------|-------|---------------|---------|--------|---------|---------|---------|--------|
| Exercise | 31.9 | 32.3, 32.9 | 33.10 | 34.9, IW34.11 | IW35.12 | IW36.9 | IW37.11 | IW38.11 | IW39.11 | IW40.9 |

Counting and Cardinality (K.CC)

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

| Lesson | 1 | 2 | 3/3P | 4 | 5/5P | 6/6P | 7 | 8 | 9/9P | 10 |
|----------|----------|----------|----------|----------|----------|------|-----|-----|------|------|
| Exercise | 1.1, 1.5 | 2.1, 2.4 | 3.1, 3.5 | 4.1, 4.4 | 5.1, 5.4 | 6.3 | 7.5 | 8.5 | 9.5 | 10.5 |

| Lesson | 11/11P | 12 | 13 | 14 | 15/15P | 16 | 17 | 18 | 19 | 20 |
|----------|------------|------------|------|-------------------------|-------------------------|-------------------------------|-------------------------|-------------------|------------|------------|
| Exercise | 11.6, 11.7 | 12.2, 12.8 | 13.5 | 14.4, 14.6, 14.8, 14.10 | 15.3, 15.5, 15.9, 15.11 | 16.2, 16.4, 16.6, 16.8, 16.10 | 17.2, 17.5, 17.9, 17.11 | 18.4, 18.7, 18.10 | 19.3, 19.5 | 20.7, 20.8 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|-------------------------|------------------|------------|------------|------------|------------------|------|------|------|------|
| Exercise | 21.4, 21.8, 21.9, 21.10 | 22.2, 22.8, 22.9 | 23.7, 23.8 | 24.6, 24.7 | 25.6, 25.9 | 26.6, 26.7, 26.8 | 27.7 | 28.8 | 29.9 | 30.9 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|------|------------|-------|---------------|---------|--------|---------|---------|---------|--------|
| Exercise | 31.9 | 32.3, 32.9 | 33.10 | 34.9, IW34.11 | IW35.12 | IW36.9 | IW37.11 | IW38.11 | IW39.11 | IW40.9 |

Counting and Cardinality (K.CC)

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 c. Understand that each successive number name refers to a quantity that is one larger.

| Lesson | 1 | 2 | 3/3P | 4 | 5/5P | 6/6P | 7 | 8 | 9/9P | 10 |
|----------|---------------|---------------|---------------|---------------|---------------|----------|----------|----------|----------|------------|
| Exercise | 1.1, 1.5, 1.7 | 2.1, 2.4, 2.6 | 3.1, 3.5, 3.6 | 4.1, 4.4, 4.6 | 5.1, 5.4, 5.8 | 6.3, 6.6 | 7.5, 7.6 | 8.5, 8.6 | 9.5, 9.7 | 10.5, 10.6 |

| Lesson | 11/11P | 12 | 13 | 14 | 15/15P | 16 | 17 | 18 | 19 | 20 |
|----------|------------------|------------------|------------|-------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------|------------------|------------------|
| Exercise | 11.6, 11.7, 11.8 | 12.2, 12.7, 12.9 | 13.5, 13.7 | 14.4, 14.6, 14.8, 14.10 | 15.3, 15.5, 15.6, 15.9, 15.11 | 16.2, 16.4, 16.6, 16.8, 16.10 | 17.2, 17.4, 17.5, 17.9, 17.11 | 18.3, 18.4, 18.7, 18.10 | 19.3, 19.5, 19.9 | 20.1, 20.7, 20.8 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|-------------------------------|------------------|------------|------------|------------|------------------|------------|------------|------------|------------|
| Exercise | 21.1, 21.4, 21.8, 21.9, 21.10 | 22.2, 22.8, 22.9 | 23.7, 23.8 | 24.6, 24.7 | 25.6, 25.9 | 26.6, 26.7, 26.8 | 27.5, 27.7 | 28.1, 28.8 | 29.1, 29.9 | 30.1, 30.9 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|------------------|------------------|-------------------|---------------------------|---------------------|--------------|---------------|---------------|---------------|--------------|
| Exercise | 31.1, 31.4, 31.9 | 32.3, 32.8, 32.9 | 33.1, 33.6, 33.10 | 34.2, 34.8, 34.9, IW34.11 | 35.3, 35.5, IW35.12 | 36.1, IW36.9 | 37.3, IW37.11 | 38.5, IW38.11 | 39.6, IW39.11 | 40.3, IW40.9 |

Counting and Cardinality (K.CC)

Count to tell the number of objects.

5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

| Lesson | 6/6P | 7 | 8 | 9/9P | 10 | 11/11P | 12 | 13 | 14 | 15/15P |
|----------|------|-----|-----|------|------|--------|------------|------|-------------------------|-------------------|
| Exercise | 6.3 | 7.5 | 8.5 | 9.5 | 10.5 | 11.7 | 12.2, 12.8 | 13.5 | 14.4, 14.6, 14.8, 14.10 | 15.3, 15.9, 15.11 |

| Lesson | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|----------|-------------------------------|-------------------------|-------------|------|-------------|------------|------|------------|------------|------------|
| Exercise | 16.2, 16.4, 16.6, 16.8, 16.10 | 17.2, 17.5, 17.9, 17.11 | 18.4, 18.10 | 19.5 | 20.8, 20.10 | 21.4, 21.9 | 22.9 | 23.7, 23.8 | 24.6, 24.7 | 25.6, 25.9 |

| Lesson | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
|----------|------------|------|------|------|------|------|------------|-------|------|---------|
| Exercise | 26.6, 26.7 | 27.7 | 28.6 | 29.9 | 30.9 | 31.9 | 32.3, 32.9 | 33.10 | 34.9 | IW35.12 |

| Lesson | 36 | 37 | 38 | 39 | 40 |
|----------|--------|---------|---------|---------|--------|
| Exercise | IW36.9 | IW37.11 | IW38.11 | IW39.11 | IW40.9 |

Counting and Cardinality (K.CC)

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹

¹Include groups with up to 10 objects

| Lesson | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
|----------|------|------|------|------|------|------|------|------|------|-------|
| Exercise | 19.6 | 20.4 | 21.7 | 22.7 | 23.6 | 24.8 | 25.8 | 26.9 | 27.9 | 28.10 |

| Lesson | 29 | 30 | 31 | 32 | 33 | 35 | 36 |
|----------|-------|-------|-------|-------|-------|--------|--------|
| Exercise | 29.10 | 30.11 | 31.10 | 32.11 | 33.11 | W35.12 | IW36.9 |

Counting and Cardinality (K.CC)

Compare numbers.

7. Compare two numbers between 1 and 10 presented as written numerals.
This standard is first addressed in **Lesson 79**.

Operations and Algebraic Thinking (K.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

| Lesson | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|----------|------|------|------|------|------------|------|------|------|------------|-------------------|
| Exercise | 17.8 | 18.5 | 19.8 | 20.6 | 21.3, 21.6 | 22.5 | 23.4 | 24.5 | 25.3, 25.4 | 26.3, 26.5, 26.10 |

| Lesson | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
|----------|------------------|------------|------------------|-------------------|-------------------|-------------------|------------|-------------------|-------------------|------------|
| Exercise | 27.3, 27.4, 27.8 | 28.3, 28.4 | 29.3, 29.4, 29.8 | 30.4, 30.6, 30.10 | 31.5, 31.6, 31.11 | 32.4, 32.6, 32.10 | 33.5, 33.8 | 34.3, 34.6, 34.10 | 35.4, 35.7, 35.11 | 36.4, 36.8 |

| Lesson | 37 | 38 | 39 | 40 |
|----------|------------|-------------------|-------------------|------------------|
| Exercise | 37.7, 37.9 | 38.7, 38.9, 38.10 | 39.7, 39.9, 39.10 | 40.4, 40.6, 40.8 |

Operations and Algebraic Thinking (K.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

| Lesson | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 |
|----------|------|------|------|------|------|------|------|------|------------|------------|
| Exercise | 25.3 | 26.3 | 27.4 | 28.5 | 29.5 | 30.5 | 31.7 | 32.7 | 33.3, 33.5 | 34.6, 34.7 |

| Lesson | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|------------|------------------|------------------|------------|------------|------------------|
| Exercise | 35.7, 35.9 | 36.4, 36.6, 36.8 | 37.4, 37.7, 37.9 | 38.4, 38.7 | 39.4, 39.7 | 40.5, 40.6, 40.8 |

Operations and Algebraic Thinking (K.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

This standard is first addressed in **Lesson 76**.

Operations and Algebraic Thinking (K.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

4. For any number from 1 to 9, find the number that makes 10 when added to a given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

This standard is first addressed in **Lesson 116**.

Operations and Algebraic Thinking (K.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

5. Fluently add and subtract within 5.

This standard is first addressed in **Lesson 56**.

Number and Operations in Base Ten (K.NBT)

Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

This standard is first addressed in **Lesson 57**.

Measurement and Data (K.MD)

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
This standard is first addressed in **Lesson 112**.

Measurement and Data (K.MD)

Describe and compare measurable attributes.

2. Directly compare two objects with a measurable attribute in common to see which object has "more of"/"less of" that attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
This standard is first addressed in **Lesson 97**.

Measurement and Data (K.MD)

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.
This standard is first addressed in **Lesson 116**.

Geometry (K.G)

Identify and describe shapes (squares, circle, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
This standard is first addressed in **Lesson 94**.

Geometry (K.G)

Identify and describe shapes (squares, circle, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

2. Correctly name shapes regardless of their orientations or overall size.
This standard is first addressed in **Lesson 85**.

Geometry (K.G)

Identify and describe shapes (squares, circle, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
This standard is first addressed in **Lesson 116**.

Geometry (K.G)

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
This standard is first addressed in **Lesson 94**.

Geometry (K.G)

Analyze, compare, create, and compose shapes.

5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
This standard is addressed in the following activities of the Student Practice Software:
 - **Block 6:** Activity 3
 - **Block 6:** Activity 6

Geometry (K.G)

Analyze, compare, create, and compose shapes.

6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
This standard is addressed in the following activity of the Student Practice Software:
 - **Block 6:** Activity 3

Note: Measurement, Data and Geometry standards will need to be heavily covered within SBI due to the minimal coverage in the Connecting Math Concepts program.

Kindergarten Math Common Core Monthly Map

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| <p>GRADE: Kindergarten</p> <p>MONTH: September – October</p> <p><i>Sept. Calendar: triangle, square, circle, rectangle</i> <i>Oct. Calendar: pumpkins (small, med, large)</i></p> |
| <p>STANDARDS:</p> <p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none">When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.Understand that each successive number name refers to a quantity that is one larger. |

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| <p>MONTH: September – October (cont.)</p> <p>GRADE: Kindergarten</p> |
| <p>SUBSKILLS:</p> <ul style="list-style-type: none">Demonstrate 1:1 correspondenceIdentify numerals by nameUse 10 frames to represent numbers visually or w/ objectsConserve number – understand that rearranging objects in a set does not change the quantity of objects.Count to create a set of a specified sizeCount on from a given number, particularly 5 |
| <p>VOCABULARY: circle, number, rectangle, same, shape, square, triangle, zero,</p> |

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| <p>MONTH: November – December GRADE: Kindergarten</p> <p><i>Nov. Calendar: Butterflies or Turkey Feathers (Up, down, left, right)</i> <i>Dec. Calendar: Bears in a Box (prepositional language)</i></p> |
| <p>STANDARDS:</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> |
| <p>SUBSKILLS:</p> <ul style="list-style-type: none"> • Use prepositional language |
| <p>VOCABULARY: above, behind, below, between, down, far, in front of, inside, left, near, outside, right, under, up</p> |

| |
|---|
| <p>MONTH: January – February GRADE: Kindergarten</p> <p><i>Jan. Calendar: rectangle, rhombus, rectangle, hexagon</i> <i>Feb. Calendar: Many Dots</i></p> |
| <p>STANDARDS:</p> <p>K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>K.OA.5 Fluently add and subtract within 5.</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> |

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|---|
| <p>MONTH: January – February (cont.) Grade: Kindergarten</p> |
| <p>SUBSKILLS:</p> <ul style="list-style-type: none"> • Solve addition & subtraction problems using objects, drawings, & number lines • Practice “ten friends” (number combinations that total 10) with cubes or other objects. • Identify a shape correctly when oriented from multiple perspectives • Represent numbers as tens & ones with objects • Fact fluency to 5 • Sort and classify objects by characteristic |
| <p>VOCABULARY: altogether, corner, ‘does not belong,’ group, hexagon, ordinal numbers (e.g. first, second, third, last, etc.), rhombus, set, side, sort,</p> |

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| <p>MONTH: March – April GRADE: Kindergarten <i>March Calendar: Cylinder, Sphere, Pyramid, Cube</i> <i>April Calendar: 3D Shapes in our World</i></p> |
| <p>STANDARDS:</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p> |

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| <p>MONTH: March-April (cont.) GRADE: Kindergarten</p> |
| <p>SUBSKILLS:</p> <ul style="list-style-type: none"> • Solve addition & subtraction problems using objects, drawings, & number lines • Count to determine the larger set • Use comparison symbols (<, =, > ≠) |
| <p>VOCABULARY: As many as, fewest, less, more, most,</p> |

MONTH: May
GRADE: Kindergarten
May Calendar: Measurement Tools

STANDARDS:

K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

K.G.2. Correctly name shapes regardless of their orientations or overall size.

K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

MONTH: May (cont.)
GRADE: Kindergarten

SUBSKILLS:

- Name 3D shapes
- Draw specified 2D shapes
- Identify a shape correctly when oriented from multiple perspectives
- Build 3D Shapes from objects
- Describe the characteristics of shapes (2D & 3D)
- Compare / contrast the characteristics of shapes (2D & 3D)
- Use comparison language (e.g. shorter, shortest)
- Understand which attributes can be measured
- Identify measurement tools

VOCABULARY: cube, heavy, light, long, short, size, sphere

First Grade



Level B Correlation to Grade 1 Common Core State Standards for Mathematics

Operations and Algebraic Thinking (1.OA)

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

| Lesson | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|----------|------|------|------|------|-------|------|------|------|------|------|
| Exercise | 12.3 | 13.6 | 14.3 | 15.8 | 16.10 | 17.8 | 18.6 | 19.6 | 20.5 | 21.8 |

| Lesson | 22 | 23 | 24 | 25 | 27 | 28 | 29 | 30 | 31 | 32 |
|----------|------|-------|------|-------|-------|------|------|------|------|-------|
| Exercise | 22.9 | 23.10 | 24.9 | 25.10 | 27.10 | 28.8 | 29.9 | 30.8 | 31.8 | 32.10 |

| Lesson | 33 | 34 | 36 | 37 |
|----------|-------|-------|------|------|
| Exercise | 33.10 | 34.10 | 36.9 | 37.9 |

Operations and Algebraic Thinking (1.OA)

Represent and solve problems involving addition and subtraction.

2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

This standard is addressed in the following activities of the Student Practice Software:

- Block 6: Activity 4
- Block 6: Activity 6

Operations and Algebraic Thinking (1.OA)

Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

| Lesson | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----------|------------|-------------|-------------|------------|------------|---------------------|---------------|---------------|----------------|---------------------|
| Exercise | 11.1, 11.3 | 12.1, 12.10 | 13.1, 13.10 | 14.1, 14.9 | 15.5, 15.7 | 16.3, 16.9, IW16.13 | 17.2, IW17.11 | 18.8, IW18.10 | 19.10, IW19.12 | 20.4, 20.6, IW20.10 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|---------------|---------------------------|---------------------|----------------------------|---------------------------|----------------------|---------------------------|---------------------|---------------------|------------|
| Exercise | 21.5, IW21.11 | 22.3, 22.7, 22.8, IW22.11 | 23.3, 23.9, IW23.11 | 24.1, 24.3, 24.10, IW24.11 | 25.1, 25.3, 25.8, IW25.11 | 26.5, 26.11, IW26.12 | 27.1, 27.7, 27.8, IW27.12 | 28.2, 28.6, IW28.11 | 29.7, 29.8, IW29.10 | 30.7, 30.9 |

| Lesson | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
|----------|---------------------|---------------|---------------|---------------|---------------|---------|---------|
| Exercise | 33.2, 33.4, IW33.11 | 34.6, IW34.11 | 35.4, IW35.11 | 36.1, IW36.10 | 37.5, IW37.11 | IW38.11 | IW39.11 |

Operations and Algebraic Thinking (1.OA)

Understand and apply properties of operations and the relationship between addition and subtraction.

4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

This standard is first addressed in **Lesson 71**.

Operations and Algebraic Thinking (1.OA)

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|-----|----------|---------------|-----|----------|----------|----------|---------------|---------------|-------------------|
| Exercise | 1.3 | 2.3, 2.6 | 3.3, 3.4, 3.6 | 4.4 | 5.7, 5.8 | 6.6, 6.7 | 7.4, 7.8 | 8.1, 8.3, 8.5 | 9.3, 9.4, 9.7 | 10.5, 10.6, 10.11 |

| Lesson | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 22 |
|----------|-------------------|-------------------|------|------------|------|------|------|------|------|------|
| Exercise | 11.2, 11.7, 11.10 | 12.2, 12.6, 12.11 | 13.3 | 14.2, 14.4 | 15.3 | 16.5 | 17.5 | 18.7 | 19.1 | 22.5 |

| Lesson | 23 | 24 | 25 | 26 | 28 | 29 | 30 | 33 | 34 | 35 |
|----------|------|------|------|------|------|------|------|------|------|------|
| Exercise | 23.4 | 24.2 | 25.2 | 26.6 | 28.1 | 29.2 | 30.3 | 33.1 | 34.2 | 35.3 |

| Lesson | 37 | 38 | 39 | 40 |
|----------|------|------|------|------|
| Exercise | 37.4 | 38.3 | 39.3 | 40.2 |

Operations and Algebraic Thinking (1.OA)

Add and subtract within 20.

6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|-----|----------|----------|----------|----------|----------|---------------------|--------------------|---------------|-------------------|
| Exercise | 1.3 | 2.3, 2.6 | 3.3, 3.6 | 4.4, 4.8 | 5.2, 5.8 | 6.6, 6.9 | 7.3, 7.6, 7.8, 7.10 | 8.4, 8.5, 8.7, 8.9 | 9.3, 9.6, 9.9 | 10.5, 10.7, 10.10 |

| Lesson | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----------|------------------|--------------------------|-------------------------|------------------------|------------------------|--|---------------------------|---------------------|-----------------------------|---------------------------|
| Exercise | 11.2, 11.3, 11.9 | 12.2, 12.8, 12.10, 12.11 | 13.1, 13.4, 13.8, 13.10 | 14.1, 14.2, 14.7, 14.9 | 15.4, 15.5, 15.7, 15.9 | 16.3, 16.5, 16.6, 16.8, 16.9, 16.10, IW16.13 | 17.2, 17.3, 17.6, IW17.11 | 18.4, 18.8, IW18.10 | 19.8, 19.10, 19.11, IW19.12 | 20.4, 20.7, 20.8, IW20.10 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|----------------------------|----------------------------------|--|----------------------------------|--|---|--|---------------------------------------|---------------------------------|---------------------------------------|
| Exercise | 21.5, 21.7, 21.10, IW21.11 | 22.3, 22.7, 22.8, 22.10, IW22.11 | 23.3, 23.7, 23.8, 23.9, 23.10, IW23.11 | 24.3, 24.6, 24.8, 24.10, IW24.11 | 25.3, 25.6, 25.8, 25.9, 25.10, IW25.11 | 26.2, 26.5, 26.8, 26.10, 26.11, IW26.12 | 27.1, 27.3, 27.5, 27.7, 27.8, 27.10, IW27.12 | 28.2, 28.4, 28.6, 28.7, 28.8, IW28.11 | 29.3, 29.7, 29.8, 29.9, IW29.10 | 30.1, 30.6, 30.7, 30.8, 30.9, IW30.11 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|--|----------------------------------|----------------------------------|----------------------------------|---------------------------|---------------------------------|---------------------------------|---|--|---------------------------------------|
| Exercise | 31.1, 31.5, 31.7, 31.8, 31.10, IW31.11 | 32.5, 32.7, 32.9, 32.10, IW32.11 | 33.2, 33.4, 33.9, 33.10, IW33.11 | 34.4, 34.6, 34.8, 34.10, IW34.11 | 35.1, 35.4, 35.7, IW35.11 | 36.1, 36.4, 36.6, 36.9, IW36.10 | 37.2, 37.3, 37.5, 37.9, IW37.11 | 38.1, 38.2, 38.4, 38.5, 38.7, 38.9, IW38.11 | 39.1, 39.2, 39.4, 39.6, 39.10, IW39.11 | 40.1, 40.3, 40.4, 40.6, 40.9, IW40.10 |

Operations and Algebraic Thinking (1.OA)

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 10 | 13 |
|----------|-----|-----|-----|-----|-----|--------|--------|--------|---------|---------|
| Exercise | 1.5 | 2.7 | 3.8 | 4.5 | 5.9 | IW6.11 | IW7.12 | IW8.13 | IW10.13 | IW13.12 |

| Lesson | 15 | 17 |
|----------|---------|---------|
| Exercise | IW15.10 | IW17.11 |

Operations and Algebraic Thinking (1.OA)

Work with addition and subtraction equations.

8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.

| Lesson | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|----------|-----|-----|-----|------|----------|---------------|--------------------------|-------------------|--------------------|--------------------|
| Exercise | 4.8 | 5.2 | 6.9 | 7.10 | 8.7, 8.9 | 9.6, 9.7, 9.9 | 10.4, 10.7, 10.10, 10.11 | 11.3, 11.9, 11.10 | 12.8, 12.10, 12.11 | 13.8, 13.10, 13.11 |

| Lesson | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|----------|-------------------|------------------|---------|----------------------|---------------------|----------------------------|---------------------|----------------------|---------------|---------------------|
| Exercise | 14.7, 14.9, 14.10 | 15.4, 15.7, 15.9 | IW16.13 | 17.3, 17.10, IW17.11 | 18.4, 18.9, IW18.10 | 19.4, 19.8, 19.11, IW19.12 | 20.7, 20.8, IW20.10 | 21.7, 21.10, IW21.11 | 22.8, IW22.11 | 23.3, 23.7, IW23.11 |

| Lesson | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
|----------|---------------------------|----------------------------------|----------------------------------|--|----------------------------|---------------------------|----------------------------------|----------------------------|----------------------------------|----------------------------------|
| Exercise | 24.1, 24.3, 24.8, IW24.11 | 25.1, 25.3, 25.9, 25.10, IW25.11 | 26.4, 26.5, 26.8, 26.10, IW26.12 | 27.3, 27.5, 27.8, 27.9, 27.11, IW27.12 | 28.4, 28.6, 28.10, IW28.11 | 29.3, 29.6, 29.8, IW29.10 | 30.1, 30.4, 30.7, 30.10, IW30.11 | 31.4, 31.8, 31.10, IW31.11 | 32.2, 32.6, 32.7, 32.10, IW32.11 | 33.4, 33.6, 33.8, 33.10, IW33.11 |

| Lesson | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|----------------------------------|----------------------------------|---------------------------------|---------------------------|---------------------------|----------------------------|---------------------------------|
| Exercise | 34.1, 34.6, 34.9, 34.10, IW34.11 | 35.5, 35.8, 35.9, 35.10, IW35.11 | 36.6, 36.7, 36.8, 36.9, IW36.10 | 37.2, 37.8, 37.9, IW37.11 | 38.2, 38.7, 38.9, IW38.11 | 39.2, 39.9, 39.10, IW39.11 | 40.4, 40.5, 40.8, 40.9, IW40.10 |

Number and Operations in Base Ten (1.NBT)

Extend the counting sequence.

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------|---|--|--|--|---|--|---|--|---|--|
| Exercise | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 | 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10 | 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, IW4.10 | 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10, IW5.11 | 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, IW6.11 | 7.1, 7.2, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, IW7.12 | 8.2, 8.6, 8.8, 8.9, 8.10, 8.11, 8.12, IW8.13 | 9.1, 9.2, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11 | 10.1, 10.2, 10.3, 10.4, 10.7, 10.8, 10.9, 10.10, 10.11, 10.12, IW10.13 |

| Lesson | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-----------------|--|--|--|---|---|---|---|---|---|---|
| Exercise | 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.8, 11.9, 11.10, 11.11, 11.12 | 12.4, 12.5, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12 | 13.1, 13.2, 13.5, 13.7, 13.8, 13.9, 13.11, IW13.12 | 14.5, 14.6, 14.7, 14.8, 14.9, 14.10, IW14.11 | 15.1, 15.2, 15.4, 15.5, 15.6, 15.7, 15.9, IW15.10 | 16.2, 16.3, 16.4, 16.5, 16.8, 16.11, 16.12, IW16.13 | 17.1, 17.3, 17.4, 17.7, 17.8, 17.10, IW17.11 | 18.1, 18.2, 18.4, 18.5, 18.6, 18.8, 18.9, IW18.10 | 19.2, 19.3, 19.4, 19.5, 19.6, 19.7, 19.8, 19.9, 19.10, 19.11, IW19.12 | 20.2, 20.3, 20.4, 20.5, 20.6, 20.7, 20.8, 20.9, 20.10, 20.11, IW20.10 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|-----------------|--|--|--|--|---|--|--|---|---|---|
| Exercise | 21.1, 21.3, 21.4, 21.5, 21.7, 21.8, 21.10, IW21.11 | 22.2, 22.3, 22.4, 22.6, 22.7, 22.8, 22.9, 22.10, IW22.11 | 23.2, 23.3, 23.5, 23.6, 23.7, 23.8, 23.9, 23.10, IW23.11 | 24.1, 24.3, 24.4, 24.5, 24.7, 24.8, 24.9, 24.10, IW24.11 | 25.1, 25.3, 25.4, 25.5, 25.6, 25.7, 25.8, 25.9, 25.10, IW25.11 | 26.1, 26.2, 26.5, 26.7, 26.8, 26.9, 26.10, 26.11, IW26.12 | 27.1, 27.3, 27.4, 27.5, 27.6, 27.7, 27.8, 27.9, 27.10, 27.11, IW27.12 | 28.1, 28.2, 28.3, 28.4, 28.6, 28.7, 28.8, 28.9, 28.10, IW28.11 | 29.1, 29.2, 29.3, 29.6, 29.7, 29.8, 29.9, IW29.10 | 30.1, 30.2, 30.3, 30.4, 30.6, 30.7, 30.8, 30.9, 30.10, IW30.11 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|-----------------|--|---|---|--|---|---|--|--|--|---|
| Exercise | 31.1, 31.2, 31.4, 31.5, 31.7, 31.8, 31.9, 31.10, IW31.11 | 32.2, 32.3, 32.4, 32.5, 32.6, 32.7, 32.8, 32.9, 32.10, IW32.11 | 33.1, 33.2, 33.3, 33.4, 33.5, 33.6, 33.7, 33.8, 33.9, 33.10, IW33.11 | 34.1, 34.4, 34.6, 34.7, 34.8, 34.9, 34.10, IW34.11 | 35.1, 35.2, 35.3, 35.4, 35.5, 35.7, 35.8, 35.9, 35.10, IW35.11 | 36.1, 36.2, 36.4, 36.6, 36.7, 36.8, 36.9, IW36.10 | 37.2, 37.3, 37.5, 37.6, 37.7, 37.8, 37.9, 37.10, IW37.11 | 38.1, 38.2, 38.5, 38.6, 38.7, 38.8, 38.9, 38.10, IW38.11 | 39.1, 39.2, 39.4, 39.6, 39.7, 39.8, 39.9, 39.10, IW39.11 | 40.1, 40.3, 40.4, 40.5, 40.6, 40.7, 40.8, 40.9, 30.10, IW40.10 |

Number and Operations in Base Ten (1.NBT)

Understand place value.

- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

| Lesson | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|-----------------|------|------|------|------|------|------|-------|------|------------|---------------------|
| Exercise | 16.1 | 17.9 | 18.3 | 19.9 | 20.9 | 21.9 | 22.10 | 23.8 | 24.1, 24.7 | 25.1, 25.7, 25.9 |

| Lesson | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
|----------|------------|------------|---------------|------------|------|---------------|---------|---------------------|---------------|---------------------------|
| Exercise | 26.7, 26.9 | 27.6, 27.9 | 28.3, IW28.11 | 29.1, 29.6 | 30.2 | 31.2, IW31.11 | IW32.11 | 33.5, 33.6, IW33.11 | 34.1, IW34.11 | 35.2, 35.8, 35.9, IW35.11 |

| Lesson | 36 | 37 | 38 | 39 | 40 |
|----------|---------------|---------------|---------------|------------|---------|
| Exercise | 36.2, IW36.10 | 37.7, IW37.11 | 38.6, IW38.11 | 39.7, 39.9 | IW40.10 |

Number and Operations in Base Ten (1.NBT)

Understand place value.

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

This standard is addressed in the following activities of the Student Practice Software:

- Block 4: Activity 4
- Block 5: Activity 6

Number and Operations in Base Ten (1.NBT)

Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|-----|----------|---------------|---------------|----------|----------|---------------------|-------------------------|--------------------|--------------------------|
| Exercise | 1.3 | 2.3, 2.6 | 3.3, 3.4, 3.6 | 4.3, 4.4, 4.8 | 5.2, 5.7 | 6.7, 6.9 | 7.3, 7.4, 7.6, 7.10 | 8.1, 8.3, 8.4, 8.7, 8.9 | 9.4, 9.6, 9.7, 9.9 | 10.6, 10.7, 10.10, 10.11 |

| Lesson | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----------|-------------------------|--------------------------|--------------------------------|-------------------------------|------------------------|---------------------------------|--|---------------------------------------|---|---|
| Exercise | 11.3, 11.7, 11.9, 11.10 | 12.6, 12.8, 12.10, 12.11 | 13.1, 13.3, 13.8, 13.10, 13.11 | 14.1, 14.4, 14.7, 14.9, 14.10 | 15.3, 15.5, 15.7, 15.9 | 16.1, 16.3, 16.6, 16.9, IW16.13 | 17.2, 17.3, 17.5, 17.6, 17.9, 17.10, IW17.11 | 18.3, 18.4, 18.7, 18.8, 18.9, IW18.10 | 19.1, 19.4, 19.8, 19.9, 19.10, 19.11, IW19.12 | 20.1, 20.4, 20.6, 20.7, 20.8, 20.9, IW20.10 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|---------------------------------|----------------------------------|--|----------------------------|----------------------------------|---|---|--|---|--|
| Exercise | 21.2, 21.5, 21.7, 21.9, IW21.11 | 22.3, 22.5, 22.7, 22.10, IW22.11 | 23.1, 23.3, 23.7, 23.8, 23.9, 23.10, IW23.11 | 24.1, 24.8, 24.10, IW24.11 | 25.1, 25.8, 25.9, 25.10, IW25.11 | 26.2, 26.4, 26.5, 26.8, 26.9, 26.10, 26.11, IW26.12 | 27.1, 27.2, 27.3, 27.5, 27.7, 27.9, 27.10, 27.11, IW27.12 | 28.2, 28.4, 28.6, 28.8, 28.10, IW28.11 | 29.3, 29.4, 29.6, 29.7, 29.8, 29.9, IW29.10 | 30.1, 30.7, 30.8, 30.9, 30.10, IW30.11 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|----------------------------------|--|----------------------------------|--|---------------------------------|---------------------------------|---|---|--|---|
| Exercise | 31.3, 31.7, 31.8, 31.10, IW31.11 | 32.1, 32.6, 32.7, 32.9, 32.10, IW32.11 | 33.2, 33.4, 33.6, 33.10, IW33.11 | 34.1, 34.3, 34.6, 34.8, 34.10, IW34.11 | 35.4, 35.6, 35.7, 35.8, IW35.11 | 36.1, 36.3, 36.6, 36.9, IW36.10 | 37.1, 37.2, 37.3, 37.4, 37.5, 37.9, IW37.11 | 38.1, 38.2, 38.4, 38.5, 38.7, 38.9, IW38.11 | 39.1, 39.2, 39.4, 39.5, 39.6, 39.10, IW39.11 | 40.1, 40.3, 40.4, 40.5, 40.6, 40.9, IW40.10 |

Number and Operations in Base Ten (1.NBT)

Use place value understanding and properties of operations to add and subtract.

5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

| Lesson | 3 | 5 | 6 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|----------|-----|-----|-----|-----|----------|-------------|-------|-------|-------|-------|
| Exercise | 3.4 | 5.7 | 6.7 | 8.3 | 9.4, 9.7 | 10.6, 10.11 | 11.10 | 12.11 | 13.11 | 14.10 |

| Lesson | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|----------|-------|------|------------------|------------------|------------------|------------------|------------------|---------|------------------|------------------|
| Exercise | 17.10 | 18.9 | 19.4, IW19.12 | 20.1, IW20.10 | 21.2, IW21.11 | 22.5, IW22.11 | 23.1, IW23.11 | IW24.11 | 25.9, IW25.11 | 26.4, IW26.12 |

| Lesson | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
|----------|------------------|---------|------------------|---------|------------------|------------------|---------|------|------------------|------------------|
| Exercise | 27.2, IW27.12 | IW28.11 | 29.4, IW29.10 | IW30.11 | 31.3, IW31.11 | 32.1, IW32.11 | IW33.11 | 34.3 | 35.6, IW35.11 | 36.3, IW36.10 |

| Lesson | 37 | 38 | 39 | 40 |
|----------|------------------|------------------|------------------|------|
| Exercise | 37.1, IW37.11 | 38.4, IW38.11 | 39.5, IW39.11 | 40.5 |

Number and Operations in Base Ten (1.NBT)

Use place value understanding and properties of operations to add and subtract.

6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

This standard is first addressed in **Lesson 54**.

Measurement and Data (1.MD)

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

This standard is first addressed in **Lesson 93**.

Measurement and Data (1.MD)

Measure lengths indirectly and by iterating length units.

2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

This standard is addressed in the following activities of the Student Practice Software:

- **Block 3:** Activity 6
- **Block 6:** Activity 5

Note: Measurement, Data and Geometry standards will need to be heavily covered within SBI due to the minimal coverage in the Connecting Math Concepts program.

Measurement and Data (1.MD)

Measure lengths indirectly and by iterating length units.

3. Tell and write time in hours and half-hours using analog and digital clocks.

This standard is first addressed in **Lesson 91**.

Measurement and Data (1.MD)

Measure lengths indirectly and by iterating length units.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

This standard is first addressed in **Lesson 122**.

Geometry (1.G)

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

This standard is first addressed in **Lesson 61**.

Geometry (1.G)

Reason with shapes and their attributes.

2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

This standard is first addressed in **Lesson 69**.

Geometry (1.G)

Reason with shapes and their attributes.

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

This standard is first addressed in **Lesson 117**.

Standards below to be used during SBI/Advisory Math, Global Studies and Natural World (when applicable)

Month: September
1st Grade Mathematics

STANDARDS:

1.NBT.1 Count to 120, starting at any number less than 120.

1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

1.OA.6 Add and subtract within 20, using strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

Month: September (cont.)

SUBSKILLS:

- 1:1 correspondence
- Recognize numbers on ten frames
- Counting by 10s

VOCABULARY: add, answer, count back, count on, equal (to), minus, number sentence (equation), plus, subtract,

Month: October – December
1st Grade Mathematics

STANDARDS:

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \heartsuit - 3$, $6 + 6 = \heartsuit$

SUBSKILLS:

- **Apply computational strategies (Doubles, Doubles + 1, Count on, Build Thru 10, etc.)**
- **Use number line to add & subtract (make jumps)**
- **Model addition & subtraction w/ objects**
- **Off-decade counting (4, 14, 24, etc.) forward and backward**
- **Fact Families**

VOCABULARY: addition, Build Thru 10, Doubles, Doubles +1, Fact family / Math Mountain, Fast 10s / Friendly 10s, How many in all?, How many more?, part, pattern, subtraction, symbol, total, whole

Month: January-February

1st Grade Mathematics

STANDARDS:

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

Understand the following as special cases:

- a. 10 can be thought of as a bundle of ten ones – called a “ten.”
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Month: January-February (cont.)
1st Grade Mathematics

SUBSKILLS:

- Off-decade counting (e.g. 4, 14, 24, etc.) forward and backward
- Add & subtract on the hundreds grid
- Match a written numeral to its place value representation
- Represent numbers w/ base 10 blocks
- Magnitude estimates (comparing numbers)
- Locate numbers on hundreds grid

VOCABULARY: (number) after, (number) before, compare, digit, greater than, greatest, east, less than, number line, numeral, ones, order, tens, unit, whole number.

Month: March
1st Grade Mathematics

STANDARDS:

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

SUBSKILLS:

- Identify figures
- Classify figures by geometric characteristic

VOCABULARY: category, cone, cylinder, diagonal, octagon, (rectangular) prism, pyramid, trapezoid.

| |
|--|
| Month: April 1st Grade Mathematics |
| STANDARDS: 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. |
| SUBSKILLS: <ul style="list-style-type: none"> - Distinguish hour hand from minute hand - Write time in digital format - Count by 5s - Cut a shape in half |
| VOCABULARY: calendar, day, half, half-hour, hour, today, tomorrow, week, year, yesterday |

| |
|--|
| Grade: 1 Month: May |
| STANDARDS: 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. |
| SUBSKILLS: |
| VOCABULARY: |

Second Grade



Core State Standards for Mathematics

Operations and Algebraic Thinking (2.OA)

Represent and solve problems involving addition and subtraction.

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

| Lesson | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 |
|----------|------|------|------|------|------|------|------|-------|------|------|
| Exercise | 33.5 | 34.2 | 35.2 | 36.2 | 37.2 | 38.3 | 39.3 | 40.10 | 41.7 | 42.7 |

| Lesson | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
|----------|------|------|------|------------|------|------|------------|------------|------------|------------|
| Exercise | 43.9 | 44.7 | 45.8 | 46.6, 46.9 | 47.8 | 48.8 | 49.8, 49.9 | 50.5, 50.8 | 51.5, 51.8 | 52.4, 52.7 |

| Lesson | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 |
|----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Exercise | 53.5, 53.7 | 54.2, 54.8 | 55.3, 55.6 | 56.3, 56.6 | 57.4, 57.7 | 58.3, 58.7 | 59.4, 59.7 | 60.4, 60.7 | 61.6, 61.8 | 62.5, 62.8 |

| Lesson | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
|----------|------------------|------------------|------------------|------------|------------|------------|------------|------------|
| Exercise | 63.5, 63.7, 63.9 | 64.2, 64.6, 64.8 | 65.2, 65.7, 65.8 | 66.8, 66.9 | 67.8, 67.9 | 68.8, 68.9 | 69.6, 69.9 | 70.7, 70.8 |

Operations and Algebraic Thinking (2.OA)

Add and subtract within 20.

- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|----------------|---------------|----------------|----------------|---------------------|-------------------------|------------------------------|------------------------------|------------------------------|--|
| Exercise | 1.3, 1.5, 1.10 | 2.2, 2.7, 2.9 | 3.6, 3.8, 3.11 | 4.2, 4.9, 4.10 | 5.2, 5.3, 5.4, 5.10 | 6.1, 6.4, 6.6, 6.7, 6.8 | 7.1, 7.2, 7.3, 7.5, 7.7, 7.8 | 8.1, 8.3, 8.5, 8.6, 8.7, 8.8 | 9.1, 9.3, 9.4, 9.5, 9.6, 9.8 | 10.1, 10.2, 10.3, 10.4, 10.6, 10.7, 10.9 |

| Lesson | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----------|-------------------------------------|---|------------------------------------|------------------------|------------------------------|------------------------------|-------------------------------------|------------------------------|------------------------------------|------------------------------|
| Exercise | 11.2, 11.3, 11.5, 11.8, 11.9, 11.10 | 12.1, 12.2, 12.4, 12.6, 12.8, 12.9, 12.10 | 13.1, 13.2, 13.4, 13.5, 13.7, 13.9 | 14.1, 14.4, 14.5, 14.8 | 15.1, 15.2, 15.3, 15.5, 15.9 | 16.2, 16.6, 16.7, 16.8, 16.9 | 17.2, 17.4, 17.6, 17.8, 17.9, 17.10 | 18.3, 18.4, 18.6, 18.7, 18.9 | 19.2, 19.3, 19.4, 19.6, 19.7, 19.8 | 20.3, 20.4, 20.6, 20.7, 20.9 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|------------------------|------------------------|------------------------|------------------------|------------------------------|------------------------|------------------------|------------------------------|------------------------|------------|
| Exercise | 21.1, 21.6, 21.7, 21.8 | 22.1, 22.5, 22.6, 22.7 | 23.1, 23.6, 23.7, 23.8 | 24.1, 24.6, 24.7, 24.8 | 25.1, 25.2, 25.7, 25.8, 25.9 | 26.1, 26.6, 26.7, 26.9 | 27.1, 27.5, 27.6, 27.8 | 28.1, 28.3, 28.6, 28.8, 28.9 | 29.1, 29.3, 29.7, 29.8 | 30.1, 30.9 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|------------------|-------------------------|-------------------------|------------------|------------|------------|------|------------|-------------|------|
| Exercise | 31.1, 31.3, 31.7 | 32.1, 32.3, 32.9, 32.10 | 33.2, 33.6, 33.9, 33.10 | 34.6, 34.8, 34.9 | 35.6, 35.8 | 36.8, 36.9 | 37.8 | 38.7, 38.9 | 39.9, 39.10 | 40.7 |

| Lesson | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|----------|------------------|------------------|-------------------|------------|-------------------|------------------------------|------------------------|------------------------|------------------------------|------------------------|
| Exercise | 41.4, 41.8, 41.9 | 42.3, 42.6, 42.8 | 43.3, 43.8, 43.10 | 44.3, 44.8 | 45.1, 45.4, 45.10 | 46.1, 46.3, 46.4, 46.8, 46.9 | 47.1, 47.3, 47.5, 47.8 | 48.1, 48.3, 48.6, 48.9 | 49.1, 49.2, 49.3, 49.6, 49.9 | 50.1, 50.4, 50.7, 50.9 |

| Lesson | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
|----------|------------------------------|------------------|------------|------------|------------|------------------|------------------|------------------|------------------|------------------------|
| Exercise | 51.2, 51.3, 51.4, 51.7, 51.9 | 52.2, 52.3, 52.6 | 53.4, 53.8 | 54.7, 54.9 | 55.1, 55.7 | 56.1, 56.4, 56.7 | 57.1, 57.5, 57.8 | 58.1, 58.6, 58.8 | 59.1, 59.5, 59.8 | 60.1, 60.3, 60.6, 60.8 |

| Lesson | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
|----------|------------------------------|------------------------------|------------------------------|------------------------|------------------|------------|------------|------------|------------|------------|
| Exercise | 61.1, 61.2, 61.4, 61.5, 61.8 | 62.1, 62.3, 62.4, 62.6, 62.8 | 63.1, 63.3, 63.4, 63.6, 63.9 | 64.4, 64.5, 64.7, 64.8 | 65.3, 65.4, 65.8 | 66.4, 66.9 | 67.4, 67.9 | 68.4, 68.9 | 69.4, 69.9 | 70.6, 70.8 |

Operations and Algebraic Thinking (2.OA)

Work with equal groups of objects to gain foundations for multiplication.

- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.

| Lesson | 55 | 56 | 57 | 58 | 59 | 60 |
|----------|------|------|------|------|------|------|
| Exercise | 55.1 | 56.1 | 57.1 | 58.1 | 59.1 | 60.1 |

Operations and Algebraic Thinking (2.OA)

Work with equal groups of objects to gain foundations for multiplication.

- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

| Lesson | 44 | 45 | 46 | 47 | 48 | 49 |
|----------|------|------|------|------------|------|------|
| Exercise | 44.5 | 45.9 | 46.7 | 47.4, 47.7 | 48.4 | 49.7 |

Number and Operations in Base Ten (2.NBT)

Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens—called a "hundred."
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

| Lesson | 1 | 2 | 3 | 4 | 7 | 10 | 11 | 12 | 13 | 14 |
|----------|-----|-----|----------|-----|-----|-------|-------|------|------------|------------|
| Exercise | 1.8 | 2.5 | 3.2, 3.8 | 4.8 | 7.9 | 10.10 | 11.11 | 12.3 | 13.3, 13.8 | 14.2, 14.7 |

| Lesson | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|----------|------------|------------|------|------|------|------|------|------|------|------|
| Exercise | 15.6, 15.8 | 16.3, 16.5 | 17.3 | 18.2 | 19.1 | 20.1 | 21.2 | 22.7 | 23.8 | 24.8 |

| Lesson | 25 | 27 | 29 | 36 | 59 | 68 |
|----------|------|------|------|------|------|------|
| Exercise | 25.8 | 27.8 | 29.8 | 36.9 | 59.8 | 68.9 |

Number and Operations in Base Ten (2.NBT)

Understand place value.

2. Count within 1000; skip-count by 5s, 10s, and 100s.

| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|----------|------------|
| Exercise | 1.6 | 2.3 | 3.4 | 4.3 | 5.6 | 6.3 | 7.6 | 8.2 | 9.1, 9.7 | 10.1, 10.8 |

| Lesson | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----------|-------------------|-------------------|------------------|------|------------------|-------------------------------------|------------|------------------|------------------|------------------------|
| Exercise | 11.2, 11.4, 11.11 | 12.1, 12.5, 12.10 | 13.1, 13.6, 13.7 | 15.7 | 16.1, 16.4, 16.9 | 17.1, 17.2, 17.5, 17.7, 17.8, 17.10 | 18.1, 18.4 | 18.5, 18.8, 18.9 | 19.4, 19.5, 19.8 | 20.2, 20.5, 20.8, 20.9 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|------------------|------------------|------------------|------------------|------------|------------------|------------|------------|------|------|
| Exercise | 21.3, 21.5, 21.8 | 22.2, 22.4, 22.7 | 23.3, 23.5, 23.8 | 24.3, 24.5, 24.8 | 25.4, 25.9 | 26.2, 26.4, 26.9 | 27.3, 27.8 | 28.7, 28.9 | 29.8 | 30.5 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|------|-------------------|-------------------|------------|------------|------------------|------------|------------|-------------------|-------------------------|
| Exercise | 31.7 | 32.5, 32.6, 32.10 | 33.1, 33.3, 33.10 | 34.1, 34.3 | 35.1, 35.3 | 36.1, 36.3, 36.9 | 37.1, 37.3 | 38.2, 38.4 | 39.2, 39.4, 39.10 | 40.2, 40.4, 40.8, 40.11 |

| Lesson | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|----------|------------------|------|-------------|------|-------|------|------|------|------------|------------|
| Exercise | 41.1, 41.8, 41.9 | 42.8 | 43.6, 43.10 | 44.8 | 45.10 | 48.9 | 47.8 | 48.9 | 49.1, 49.9 | 50.7, 50.9 |

| Lesson | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
|----------|------------|------|------|------------|------------|------------|------------|------------------|------------------|------------|
| Exercise | 51.7, 51.9 | 52.8 | 53.8 | 54.1, 54.9 | 55.5, 55.7 | 56.5, 56.7 | 57.3, 57.8 | 58.4, 58.6, 58.8 | 59.3, 59.5, 59.8 | 60.3, 60.8 |

| Lesson | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
|----------|------|------------------|------------------|------|------------------------|------------|------------------|------------------|------------------|------------|
| Exercise | 61.5 | 62.4, 62.7, 62.8 | 63.4, 63.8, 63.9 | 64.5 | 65.1, 65.3, 65.6, 65.8 | 66.5, 66.7 | 67.5, 67.7, 67.9 | 68.5, 68.7, 68.9 | 69.5, 69.7, 69.9 | 70.1, 70.4 |

Number and Operations in Base Ten (2.NBT)

Understand place value.

3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|----------|----------|-------------------|----------|-----|-----|-----|-----|-----|------|
| Exercise | 1.7, 1.8 | 2.5, 2.8 | 3.2, 3.8, 3.10 | 4.5, 4.8 | 5.8 | 6.5 | 7.4 | 8.4 | 9.2 | 10.5 |

| Lesson | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----------|----------------------|------------|------------|------------|---------------------|---------------------|-------------|------------|------------|------|
| Exercise | 11.6, 11.7, 11.11 | 12.3, 12.7 | 13.3, 13.8 | 14.2, 14.7 | 15.6, 15.8, 15.9 | 16.3, 16.5, 16.9 | 17.3, 17.10 | 18.2, 18.9 | 19.1, 19.8 | 20.1 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|------------|------|------------|------------|------------|---------------------|------------|------|------------|------|
| Exercise | 21.2, 21.8 | 22.7 | 23.2, 23.8 | 24.2, 24.8 | 25.3, 25.5 | 26.5, 26.8, 26.9 | 27.4, 27.8 | 28.2 | 29.2, 29.8 | 30.9 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|------|-------|-------------|------------|------------|------------|------------|------------|------------|------------|
| Exercise | 31.7 | 32.10 | 33.7, 33.10 | 34.5, 34.9 | 35.5, 35.8 | 36.5, 36.9 | 37.5, 37.9 | 38.1, 38.6 | 39.1, 39.5 | 40.1, 40.5 |

| Lesson | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|----------|------|---------------------|----------------------|------|------|------|------------|------|------------|------------|
| Exercise | 41.2 | 42.1, 42.4, 42.8 | 43.1, 43.5, 43.10 | 44.1 | 45.7 | 46.5 | 47.6, 47.8 | 48.5 | 49.4, 49.9 | 50.2, 50.9 |

| Lesson | 51 | 54 | 58 | 59 | 68 |
|----------|------|------|------|------|------|
| Exercise | 51.9 | 54.9 | 58.8 | 59.8 | 68.9 |

Number and Operations in Base Ten (2.NBT)

Understand place value.

4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

| Lesson | 31 | 36 |
|----------|------|------|
| Exercise | 31.4 | 36.9 |

Number and Operations in Base Ten (2.NBT)

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|-------------------|---------------|-------------------|-------------------|------------------------|----------------------------|---------------------------------|------------------------------------|------------------------------------|---|
| Exercise | 1.3, 1.5, 1.10 | 2.2, 2.7, 2.9 | 3.5, 3.9, 3.11 | 4.2, 4.9, 4.10 | 5.2, 5.3, 5.4, 5.10 | 6.1, 6.4, 6.6, 6.7, 6.8 | 7.1, 7.2, 7.3, 7.5, 7.7, 7.8 | 8.1, 8.3, 8.5, 8.6, 8.7, 8.8 | 9.1, 9.3, 9.4, 9.5, 9.6, 9.8 | 10.1, 10.2, 10.3, 10.4, 10.6, 10.7, 10.9 |

| Lesson | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----------|---|--|--|---------------------------|------------------------------------|------------------------------------|---|---------------------------|--|------------------------------------|
| Exercise | 11.2, 11.3, 11.5, 11.8, 11.9, 11.10 | 12.1, 12.2, 12.4, 12.6, 12.8, 12.9, 12.10 | 13.1, 13.2, 13.4, 13.5, 13.7, 13.9 | 14.1, 14.4, 14.5, 14.8 | 15.1, 15.2, 15.3, 15.5, 15.9 | 16.2, 16.6, 16.7, 16.8, 16.9 | 17.2, 17.4, 17.6, 17.8, 17.9, 17.10 | 18.3, 18.6, 18.7, 18.9 | 19.2, 19.3, 19.4, 19.6, 19.7, 19.8 | 20.3, 20.4, 20.6, 20.7, 20.9 |

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|------------------------------------|---------------------|
| Exercise | 21.1, 21.4, 21.6, 21.7, 21.8 | 22.1, 22.3, 22.5, 22.6, 22.7 | 23.1, 23.4, 23.6, 23.7, 23.8 | 24.1, 24.4, 24.6, 24.7, 24.8 | 25.1, 25.2, 25.4, 25.6, 25.7, 25.8, 25.9 | 26.1, 26.2, 26.3, 26.6, 26.7, 26.9 | 27.1, 27.3, 27.5, 27.6, 27.7, 27.8 | 28.1, 28.3, 28.5, 28.6, 28.8, 28.9 | 29.1, 29.3, 29.6, 29.7, 29.8 | 30.1, 30.7, 30.8 |

| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----------|---------------------------|----------------------------|----------------------------|---------------------|------------|---------------------------|---------------------------|---------------------|----------------------------|----------------------|
| Exercise | 31.1, 31.3, 31.6, 31.7 | 32.1, 32.3, 32.9, 32.10 | 33.2, 33.6, 33.9, 33.10 | 34.6, 34.8, 34.9 | 35.6, 35.8 | 36.2, 36.6, 36.8, 36.9 | 37.2, 37.6, 37.8, 37.9 | 38.3, 38.7, 38.9 | 39.3, 39.7, 39.9, 39.10 | 40.7, 40.9, 40.11 |

| Lesson | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|----------|---------------------|---------------------|------------|----------------------|----------------------|------------------------------------|---------------------------|---------------------------|------------------------------------|---------------------|
| Exercise | 41.4, 41.6, 41.9 | 42.3, 42.6, 42.8 | 43.3, 43.8 | 44.3, 44.8, 43.10 | 45.1, 45.4, 45.10 | 46.1, 46.3, 46.4, 46.6, 46.8 | 47.1, 47.3, 47.5, 47.8 | 48.1, 48.3, 48.6, 48.9 | 49.1, 49.2, 49.3, 49.8, 49.9 | 50.1, 50.4, 50.9 |

| Lesson | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
|----------|------------------------------------|---------------------------|---------------------|---------------------------|---------------------|---------------------|---------------------|------------|---------------------|---------------------------|
| Exercise | 51.2, 51.3, 51.4, 51.7, 51.9 | 52.2, 52.3, 52.6, 52.8 | 53.1, 53.4, 53.8 | 54.3, 54.5, 54.7, 54.9 | 55.1, 55.2, 55.7 | 56.1, 56.4, 56.7 | 57.1, 57.5, 57.8 | 58.1, 58.8 | 59.1, 59.5, 59.8 | 60.1, 60.3, 60.6, 60.8 |

| Lesson | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
|----------|------------------------------------|------------------------------------|------------------------------------|---------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Exercise | 61.1, 61.2, 61.4, 61.5, 61.8 | 62.1, 62.3, 62.4, 62.6, 62.8 | 63.1, 63.3, 63.4, 63.6, 63.9 | 64.4, 64.5, 64.7, 64.8 | 65.3, 65.4, 65.8 | 66.2, 66.4, 66.9 | 67.2, 67.4, 67.9 | 68.2, 68.4, 68.9 | 69.2, 69.4, 69.9 | 70.3, 70.6, 70.8 |

Number and Operations in Base Ten (2.NBT)

Use place value understanding and properties of operations to add and subtract.

6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

| Lesson | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|----------|-----|-----|-----|-----|-----|----------|------------|------|-------------|------|
| Exercise | 4.9 | 5.4 | 6.4 | 7.5 | 8.7 | 9.1, 9.8 | 10.1, 10.9 | 11.2 | 12.1, 12.10 | 13.1 |

| Lesson | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|----------|------|-------------|------|------|------|------------|------------|------------|---------------------|---------------------|
| Exercise | 16.9 | 17.4, 17.10 | 18.9 | 19.8 | 20.9 | 21.1, 21.4 | 22.1, 22.3 | 23.1, 23.4 | 24.1, 24.4, 24.6 | 25.2, 25.6, 25.7 |

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|-----------------|---------------------|---------------------|---------------------|------------|------------|---------------------------|----------------------------|----------------------------|---------------------|------------|
| Lesson | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| Exercise | 26.1, 26.3, 26.6 | 27.1, 27.6, 27.7 | 28.1, 28.5, 28.6 | 29.3, 29.6 | 30.3, 30.7 | 31.1, 31.3, 31.6, 31.7 | 32.1, 32.3, 32.9, 32.10 | 33.2, 33.6, 33.9, 33.10 | 34.6, 34.9, 34.9 | 35.6, 35.8 |

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|-----------------|------------------------------------|---------------------------|---------------------|----------------------------|--------------------------------------|---------------------|---------------------|------------|------------|----------------------------|
| Lesson | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 |
| Exercise | 36.1, 36.2, 36.6, 36.8, 36.9 | 37.2, 37.6, 37.8, 37.9 | 38.3, 38.7, 38.9 | 39.3, 39.7, 39.9, 39.10 | 40.2, 40.7, 40.9, 40.10, 40.11 | 41.3, 41.4, 41.6 | 42.3, 42.6, 42.8 | 43.3, 43.8 | 44.3, 44.8 | 45.1, 45.2, 45.4, 45.10 |

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|-----------------|------------------------------------|---------------------------|-------------------------------------|------------------------------------|---------------------------|-----------|-----------|------------|-----------|------------|
| Lesson | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| Exercise | 46.1, 46.3, 46.4, 46.8, 46.9 | 47.1, 47.3, 47.5, 47.8 | 48.1, 48.3, 48.6, 48.9, 43.10 | 49.1, 49.2, 49.3, 49.6, 49.9 | 50.1, 50.4, 50.7, 50.9 | 51.9 | 52.8 | 53.1, 53.6 | 54.9 | 55.2, 55.7 |

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|-----------------|-----------|-----------|-----------|------------|---------------------|---------------------|------------|---------------------|---------------------------|------------|
| Lesson | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 |
| Exercise | 56.7 | 57.8 | 58.8 | 59.5, 59.8 | 60.3, 60.6, 60.8 | 61.4, 61.5, 61.8 | 62.3, 62.8 | 63.4, 63.6, 63.9 | 64.4, 64.5, 64.7, 64.8 | 65.3, 65.8 |

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|-----------------|------------|------------|------------|------------|------------|
| Lesson | 66 | 67 | 68 | 69 | 70 |
| Exercise | 66.2, 66.8 | 67.2, 67.9 | 68.2, 68.9 | 69.2, 69.9 | 70.3, 70.8 |

Number and Operations in Base Ten (2.NBT)

Use place value understanding and properties of operations to add and subtract.

7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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|-----------------|----------|----------|----------|----------|-----------------------|----------|----------|----------|----------|---------------------|
| Lesson | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Exercise | 1.3 | 2.2 | 3.6 | 4.4, 4.6 | 5.1, 5.2, 5.5, 5.9 | 6.2, 6.8 | 7.3, 7.8 | 8.6, 8.8 | 9.3, 9.5 | 10.2, 10.4, 10.6 |

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|-----------------|-------------------------------------|----------------------------|---------------------------|---------------------|---------------------|---------------------|-----------|------------|-----------|------------|
| Lesson | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Exercise | 11.3, 11.5, 11.7, 11.9, 11.10 | 12.2, 12.6, 12.8, 12.10 | 13.2, 13.4, 13.7, 13.9 | 14.1, 14.4, 14.8 | 15.1, 15.2, 15.9 | 16.2, 16.6, 16.9 | 17.4 | 18.3, 18.9 | 19.2 | 20.3, 20.9 |

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|-----------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|------------------------------------|---------------------------|
| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| Exercise | 21.1, 21.4, 21.6, 21.7, 21.8 | 22.1, 22.3, 22.5, 22.6, 22.7 | 23.1, 23.4, 23.6, 23.7, 23.8 | 24.1, 24.4, 24.6, 24.7, 24.8 | 25.1, 25.2, 25.4, 25.6, 25.7, 25.8, 25.9 | 26.1, 26.2, 26.3, 26.6, 26.7, 26.9 | 27.1, 27.3, 27.5, 27.6, 27.7, 27.8 | 28.1, 28.3, 28.5, 28.6, 28.8, 28.9 | 29.1, 29.3, 29.6, 29.7, 29.8 | 30.1, 30.3, 30.7, 30.9 |

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|-----------------|---------------------------|----------------------------|----------------------------|---------------------|------------|---------------------------|---------------------------|---------------------|----------------------------|------------|
| Lesson | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| Exercise | 31.1, 31.3, 31.6, 31.7 | 32.1, 32.3, 32.9, 32.10 | 33.2, 33.6, 33.9, 33.10 | 34.6, 34.8, 34.9 | 35.8, 35.8 | 36.2, 36.6, 36.8, 36.9 | 37.2, 37.6, 37.8, 37.9 | 38.3, 38.7, 38.9 | 39.3, 39.7, 39.9, 39.10 | 40.7, 40.9 |

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|-----------------|----------------------------|---------------------|----------------------|------------|----------------------------|------------------------------------|---------------------------|---------------------------|------------------------------------|---------------------------|
| Lesson | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| Exercise | 41.4, 41.6, 41.9, 40.11 | 42.3, 42.6, 42.8 | 43.3, 43.8, 43.10 | 44.3, 44.8 | 45.1, 45.2, 45.4, 45.10 | 46.1, 46.3, 46.4, 46.8, 46.9 | 47.1, 47.3, 47.5, 47.8 | 48.1, 48.3, 48.6, 48.9 | 49.1, 49.2, 49.3, 49.6, 48.9 | 50.1, 50.4, 50.7, 50.9 |

| Lesson | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
|----------|---------------------|---------------------|---------------------|------------|------------|---------------------|---------------------|---------------------|---------------------|---------------------------|
| Exercise | 51.2, 51.3, 51.9 | 52.2, 52.6, 52.8 | 53.1, 53.3, 53.8 | 54.5, 54.9 | 55.1, 55.7 | 56.1, 56.4, 56.7 | 57.1, 57.5, 57.8 | 58.1, 58.6, 58.8 | 59.1, 59.5, 59.8 | 60.1, 60.3, 60.6, 60.8 |

| Lesson | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
|----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Exercise | 61.1, 61.2, 61.4, 61.5, 61.8 | 62.1, 62.3, 62.4, 62.6, 62.8 | 63.1, 63.3, 63.4, 63.6, 63.9 | 64.1, 64.4, 64.5, 64.7, 64.8 | 65.3, 65.4, 65.8 | 66.2, 66.4, 66.9 | 67.2, 67.4, 67.9 | 68.2, 68.4, 68.9 | 69.2, 69.4, 69.9 | 70.3, 70.6, 70.8 |

Number and Operations in Base Ten (2.NBT)

Use place value understanding and properties of operations to add and subtract.

6. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

| Lesson | 22 | 23 | 24 | 39 | 40 | 41 | 42 | 43 | 45 | 49 |
|----------|------|------|------|------|------|------|------------|------|------|------|
| Exercise | 22.7 | 23.8 | 24.8 | 39.7 | 40.7 | 41.4 | 42.3, 42.8 | 43.3 | 45.1 | 49.1 |

| Lesson | 50 | 51 | 58 | 59 |
|----------|------------|------|------|------|
| Exercise | 50.7, 50.9 | 51.7 | 58.6 | 59.8 |

Number and Operations in Base Ten (2.NBT)

Use place value understanding and properties of operations to add and subtract.

9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

This standard is first addressed in **Lesson 98**.

Measurement and Data (2.MD)

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

| Lesson | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
|----------|------|------|------|------|------|------|------|------|------|------|
| Exercise | 30.8 | 31.7 | 32.8 | 33.4 | 34.7 | 35.7 | 36.7 | 37.7 | 38.8 | 39.8 |

| Lesson | 40 | 41 | 43 | 44 | 46 | 49 | 54 | 59 | 60 | 61 |
|----------|------|------|-------|------|------|------|------|------|------|------|
| Exercise | 40.3 | 41.5 | 43.10 | 44.8 | 46.9 | 49.9 | 54.9 | 59.2 | 60.2 | 61.3 |

| Lesson | 62 | 63 | 64 | 65 | 66 | 67 | 68 |
|----------|------|------|------|------|------|------|------|
| Exercise | 62.2 | 63.2 | 64.3 | 65.5 | 66.3 | 67.3 | 68.3 |

Measurement and Data (2.MD)

Measure and estimate lengths in standard units.

2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

| Lesson | 34 | 35 | 41 | 43 | 44 | 46 | 49 | 51 | 53 | 54 |
|----------|------|------|------|-------|------|------|------|------|------|------|
| Exercise | 34.7 | 35.7 | 41.5 | 43.10 | 44.8 | 46.9 | 49.9 | 51.9 | 53.8 | 54.9 |

Measurement and Data (2.MD)

Measure and estimate lengths in standard units.

3. Estimate lengths using units of inches, feet, centimeters, and meters.

This standard is first addressed in **Lesson 85**.

Measurement and Data (2.MD)

Measure and estimate lengths in standard units.

4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

This standard is first addressed in **Lesson 115**.

Measurement and Data (2.MD)

Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

| Lesson | 44 | 45 | 46 | 47 | 48 | 49 | 51 | 52 | 53 | 54 |
|----------|------|------|------|------|------|------|------|------------|------|------|
| Exercise | 44.5 | 45.9 | 46.7 | 47.7 | 48.7 | 49.7 | 51.3 | 52.2, 52.7 | 53.7 | 54.8 |

| Lesson | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 |
|----------|------|------|------|------|------|------|------|------------|------------|------|
| Exercise | 55.6 | 56.6 | 57.7 | 58.7 | 59.7 | 60.4 | 61.6 | 62.5, 62.8 | 63.7, 63.9 | 64.8 |

| Lesson | 65 | 66 | 67 | 68 | 69 | 70 |
|----------|------------|------|------|------|------|------|
| Exercise | 65.7, 65.8 | 66.8 | 67.9 | 68.9 | 69.6 | 70.7 |

Measurement and Data (2.MD)

Relate addition and subtraction to length.

6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Measurement and Data (2.MD)

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

This standard is first addressed in **Lesson 79**.

Measurement and Data (2.MD)

Work with time and money.

8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and c symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

| Lesson | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 43 |
|----------|------|------|------|------|------|------|------|------|------|------|
| Exercise | 21.3 | 22.4 | 23.5 | 24.5 | 25.8 | 26.4 | 27.8 | 28.7 | 29.8 | 43.4 |

| Lesson | 44 | 62 | 63 | 64 |
|----------|------|------|------|------|
| Exercise | 44.8 | 62.7 | 63.8 | 64.8 |

Measurement and Data (2.MD)

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

This standard is first addressed in **Lesson 124**.

Measurement and Data (2.MD)

Represent and interpret data.

10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

This standard is first addressed in **Lesson 116**.

Geometry (2.G)

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

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|----------|------|------|------|------|------|------|------|------------|------------|------|
| Lesson | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| Exercise | 43.2 | 44.2 | 45.3 | 46.2 | 47.2 | 48.2 | 49.9 | 50.6, 50.9 | 51.6, 51.9 | 52.5 |

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|----------|------------|------|------|------------|------------|------|------|------|------|------|
| Lesson | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 66 | 68 |
| Exercise | 53.6, 53.8 | 54.6 | 55.4 | 56.2, 56.7 | 57.2, 57.8 | 58.2 | 59.8 | 60.8 | 66.9 | 68.9 |

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| Lesson | 69 | 70 |
| Exercise | 69.3 | 70.8 |

Geometry (2.G)

Reason with shapes and their attributes.

2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

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| Lesson | 47 | 48 |
| Exercise | 47.4 | 48.4 |

Geometry (2.G)

Reason with shapes and their attributes.

3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

This standard is first addressed in **Lesson 95**.

Standards below to be used during SBI/Advisory Math, Global Studies and Natural World (when applicable)

2nd Grade Math Common Core Monthly Map

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|--|
| 2nd Grade Mathematics Month: September - October |
| STANDARDS: 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. |

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| 2nd Grade Mathematics MONTH: September – October (cont.) |
| SUBSKILLS: <ul style="list-style-type: none">• Doubles, Doubles +1, Fast 10s, Build Thru 10• Fact Families / Fact Triangles / Math Mountains• Missing Addend / Subtrahend problems• Comparison problems• Compare two-digit numbers using $<$, $>$, & $=$• Count forward & backward by 5s, 10s, and 100s• Identify numbers as even & odd |
| VOCABULARY: difference, even number, odd number, operation, related (fact), skip count, sum, |

2nd Grade Mathematics
MONTH: November- December

STANDARDS:

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- a. 100 can be thought of as a bundle of ten tens — called a "hundred."
- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800,

900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2nd Grade Mathematics
MONTH: November-December (cont.)

SUBSKILLS:

- Off-decade/century counting (e.g. 4,14, 24, 34, etc.) forward and backward
- Represent a number using expanded notation and identify the value of the digit
- Understand the meaning of Base 10 Blocks (e.g. the size of the block is relevant, not the order of the blocks)
- Represent numbers in multiple equivalent ways (e.g. 35 as 2 tens and 15 ones, or 35 ones, or 3 tens and 5 ones)
- Work w/ 100s grids & number lines
- Use $>$, $<$ & $=$ to compare and order numbers
- Using hundreds grids / number lines / place value drawings to add & subtract
- Identify coins and their values
- Determine the value of mixed collections of coins to \$1.00.
- Represent an amount of money with \$ or ¢, not both.

VOCABULARY: compare (w/ symbols $>$, $<$), compose, decompose, expanded form, hundreds, order, place value, standard form, thousands, value,

2nd Grade Mathematics
MONTH: January

STANDARDS:

2.NBT.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

SUBSKILLS:

- Using the language of telling time

VOCABULARY: am, bar graph, chart, column, half-hour, half-past, hour, hour hand, minute, minute hand, quarter hour, quarter of, quarter to, pictograph, pm, row, survey, table, time

2nd Grade Mathematics
MONTH: February- March

STANDARDS:

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2nd Grade Mathematics

MONTH: February-March (cont.)

SUBSKILLS:

- Fluently add using 'partial sums', 'new groups below', OR the standard algorithm
- Estimate or use benchmark numbers to assess the reasonableness of answers
- Understand the inverse relationship between addition & subtraction

VOCABULARY: About how many?, best guess, cent, coin, dime, dollar, equation, estimate, estimation, money, nickel, penny, quarter, regrouping, result, solution, solve,

2nd Grade Mathematics

MONTH: April

STANDARDS:

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

SUBSKILLS:

- Representing a number with an array
- Understand an array as repeated addition
- Partition a shape to create equal pieces / fair shares

VOCABULARY: column, half ($\frac{1}{2}$), quarter ($\frac{1}{4}$), row, third ($\frac{1}{3}$)

2nd Grade Mathematics

MONTH: May-June

STANDARDS:

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

2nd Grade Mathematics

MONTH: May-June (cont.)

SUBSKILLS:

- Correctly use a ruler to measure items (line up at 0, no gaps, etc.)
- Read a ruler to the nearest cm or inch
- Know standard & metric conversions (inches, feet, yards, cm, dam, m, etc.)
- Be able to identify appropriate tools and/or units for a measurement situation
- Use drawings of comparison bars to compare the length of two objects
- Use subtraction to determine the difference in the length of two objects
- Estimate lengths using units

VOCABULARY: About how many?, centimeter (cm), foot/feet, inch, length, measure, measurement, meter (m), metric, non-standard unit, ruler, standard unit, yard

Third Grade



Level D Correlation to Grade 3 Common Core State Standards for Mathematics

Operations and Algebraic Thinking (3.OA)

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

| | | | | | | | | | | |
|----------|------|------|------|------|------|------|------|------|------|------|
| Lesson | 72 | 73 | 74 | 75 | 76 | 77 | 79 | 80 | 81 | 82 |
| Exercise | 72.6 | 73.6 | 74.7 | 75.7 | 76.7 | 77.4 | 79.8 | 80.7 | 81.8 | 82.7 |

| | | | | | | | | | | |
|----------|------|------|------|------|------|------|------|------|------|------|
| Lesson | 83 | 84 | 86 | 90 | 91 | 92 | 93 | 95 | 96 | 97 |
| Exercise | 83.7 | 84.7 | 86.9 | 90.9 | 91.9 | 92.8 | 93.8 | 95.9 | 96.9 | 97.8 |

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|----------|------|-------|-------|-------|-------|-------|-------|-------|-------|--------------|
| Lesson | 99 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 111 | 112 |
| Exercise | 99.7 | 104.8 | 105.8 | 106.8 | 107.6 | 108.6 | 109.8 | 110.7 | 111.8 | 112.4, 112.8 |

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|----------|-------|-------|-------|-------|--------------|--------------|-------|--------------|-------|-------|
| Lesson | 113 | 114 | 115 | 117 | 118 | 119 | 120 | 121 | 122 | 124 |
| Exercise | 113.8 | 114.7 | 115.8 | 117.9 | 118.3, 118.9 | 119.6, 119.7 | 120.5 | 121.6, 121.8 | 122.9 | 124.9 |

| | | | |
|----------|-------|-------|-------|
| Lesson | 125 | 128 | 129 |
| Exercise | 125.9 | 128.1 | 129.9 |

Operations and Algebraic Thinking (3.OA)

Represent and solve problems involving multiplication and division.

2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

| | | | | | | | | | | |
|----------|------|------|------|------|------|------|------|------|------|------|
| Lesson | 73 | 75 | 77 | 78 | 79 | 85 | 87 | 88 | 90 | 92 |
| Exercise | 73.7 | 75.7 | 77.4 | 78.8 | 79.8 | 85.7 | 87.8 | 88.8 | 90.9 | 92.8 |

| | | | | | | | | | | |
|----------|------|------|------|------|-------|-------|-------|-------|-------|-------|
| Lesson | 94 | 95 | 97 | 99 | 104 | 107 | 108 | 109 | 110 | 111 |
| Exercise | 94.9 | 95.9 | 97.8 | 99.7 | 104.8 | 107.8 | 108.8 | 109.8 | 110.7 | 111.8 |

| | | | | | | | | | | |
|----------|-------|-------|-------|-------|--------------|-------|-------|-------|-------|-------|
| Lesson | 112 | 113 | 115 | 116 | 117 | 118 | 119 | 121 | 128 | 129 |
| Exercise | 112.8 | 113.8 | 115.8 | 116.6 | 117.7, 117.9 | 118.9 | 119.7 | 121.8 | 128.9 | 129.9 |

| | |
|----------|-------|
| Lesson | 130 |
| Exercise | 130.9 |

Operations and Algebraic Thinking (3.OA)

Represent and solve problems involving multiplication and division.

3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

| Lesson | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 |
|----------|------|------|------|------|------|------|------|------|------|------|
| Exercise | 72.6 | 73.6 | 74.7 | 75.7 | 76.7 | 77.4 | 78.8 | 79.8 | 80.7 | 81.8 |

| Lesson | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 |
|----------|------|------|------|------|-------|------|------|------|------------|------------|
| Exercise | 82.7 | 83.7 | 84.8 | 85.7 | 86.10 | 87.8 | 88.8 | 89.9 | 90.7, 90.9 | 91.6, 91.9 |

| Lesson | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 |
|----------|------------|------------|------|------|------|------|------------|------------|--------------|-------|
| Exercise | 92.5, 92.8 | 93.6, 93.8 | 94.9 | 95.9 | 96.9 | 97.8 | 98.6, 98.8 | 99.6, 99.7 | 100.6, 100.7 | 101.9 |

| Lesson | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 111 |
|----------|-------|-------|--------------|--------------|--------------|--------------|-------|--------------|--------------|--------------|
| Exercise | 102.8 | 103.9 | 104.7, 104.8 | 105.7, 105.8 | 106.7, 106.8 | 107.6, 107.8 | 108.8 | 109.7, 109.8 | 110.6, 110.7 | 111.7, 111.8 |

| Lesson | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 | 121 |
|----------|--------------|-------|--------------|--------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------|
| Exercise | 112.4, 112.8 | 113.8 | 114.6, 114.7 | 115.3, 115.8 | 116.6, 116.8, 116.9 | 117.5, 117.7, 117.9 | 118.3, 118.5, 118.9 | 119.4, 119.6, 119.7 | 120.5, 120.7, 120.8 | 121.6, 121.8 |

| Lesson | 122 | 123 | 124 | 125 | 127 | 128 | 129 |
|----------|-------|-------|-------|-------|-------|-------|-------|
| Exercise | 122.9 | 123.9 | 124.9 | 125.9 | 127.9 | 128.4 | 129.9 |

Operations and Algebraic Thinking (3.OA)

Represent and solve problems involving multiplication and division.

4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 8 = ?$

| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
|----------|------------------------|------------------|------------------------|-------------------------------|------------------------|------------------------------|------------------------------|------------------------|------------------------|------------|
| Exercise | 71.1, 71.2, 71.5, 71.7 | 72.1, 72.6, 72.8 | 73.1, 73.6, 73.7, 73.8 | 74.1, 74.5, 74.6, 74.7, 74.10 | 75.1, 75.4, 75.7, 75.9 | 76.1, 76.2, 76.6, 76.7, 76.8 | 77.1, 77.2, 77.4, 77.8, 77.9 | 78.1, 78.2, 78.6, 78.9 | 79.1, 79.2, 79.7, 79.8 | 80.1, 80.7 |

| Lesson | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
|----------|------------------|------------------------|------------------------|------------------------|------------------------|-------------|------------------|------------------|------------------|------------------------------|
| Exercise | 81.1, 81.2, 81.8 | 82.1, 82.3, 82.7, 82.8 | 83.1, 83.3, 83.7, 83.8 | 84.1, 84.2, 84.7, 84.8 | 85.1, 85.2, 85.7, 85.8 | 86.1, 86.10 | 87.1, 87.2, 87.8 | 88.1, 88.2, 88.8 | 89.1, 89.2, 89.8 | 90.1, 90.2, 90.5, 90.7, 90.8 |

| Lesson | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|----------|------------------------------------|------------------------------|------------------------------|------------------|------------|------------------------|------------------|------------------------|------------|----------------------------|
| Exercise | 91.1, 91.3, 91.4, 91.6, 91.7, 91.9 | 92.1, 92.3, 92.5, 92.8, 92.8 | 93.1, 93.3, 93.6, 93.7, 93.8 | 94.1, 94.6, 94.9 | 95.1, 95.9 | 96.1, 96.2, 96.7, 96.9 | 97.1, 97.2, 97.8 | 98.1, 98.2, 98.7, 98.8 | 99.6, 99.7 | 100.2, 100.5, 100.6, 100.7 |

| Lesson | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
|----------|---------------------------|---------------------------|---------------------------|-------------------------------------|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------|---------------------------|
| Exercise | 101.1, 101.8, 101.9 | 102.1, 102.8, 102.9 | 103.1, 103.7, 103.9 | 104.1, 104.6, 104.7, 104.8 | 105.1, 105.7, 105.8 | 106.1, 106.3, 106.7, 106.8 | 107.1, 107.3, 107.6, 107.8 | 108.1, 108.6, 108.7, 108.8 | 109.1, 109.7, 109.8 | 110.1, 110.6, 110.7 |

| Lesson | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
|----------|-------------------------------|-------------------------------------|---------------------------|-------------------------------------|-------------------------------------|---|---|-------------------------------------|-------------------------------------|---|
| Exercise | 111.1, 111.4, 111.7, 111.8 | 112.1, 112.4, 112.7, 112.8 | 113.1, 113.4, 113.8 | 114.1, 114.2, 114.6, 114.7 | 115.1, 115.2, 115.3, 115.8 | 116.1, 116.4, 116.6, 116.8, 116.9 | 117.1, 117.3, 117.5, 117.7, 117.9 | 118.1, 118.5, 118.7, 118.9 | 119.1, 119.4, 119.6, 119.7 | 120.1, 120.4, 120.5, 120.7, 120.8 |

| Lesson | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
|----------|---------------------------|-----------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|-------------------------------------|---------------------------|---------------------------|
| Exercise | 121.1, 121.6, 121.8 | 122.1, 122.9 | 123.1, 123.7, 123.9 | 124.1, 124.7, 124.9 | 125.1, 125.7, 125.9 | 126.1, 126.8, 126.9 | 127.1, 127.6, 127.9 | 128.1, 128.4, 128.7, 128.9 | 129.1, 129.4, 129.9 | 130.1, 130.5, 130.9 |

Operations and Algebraic Thinking (3.OA)

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

| Lesson | 71 | 72 | 75 | 76 | 77 | 83 | 84 | 85 | 86 | 87 |
|----------|------|------|------|------|------|------|------|------|------|------|
| Exercise | 71.1 | 72.1 | 75.1 | 76.1 | 77.1 | 83.8 | 84.1 | 85.1 | 86.1 | 87.1 |

| Lesson | 90 | 91 | 92 | 93 | 94 | 101 | 102 | 103 | 104 | 105 |
|----------|------|------|------|------|------|-------|-------|-------|-------|-------|
| Exercise | 90.9 | 91.1 | 92.1 | 93.1 | 94.1 | 101.1 | 102.1 | 103.1 | 104.1 | 105.1 |

| Lesson | 106 | 107 | 113 | 114 | 117 | 118 | 119 | 120 | 121 | 122 |
|----------|-----------------|-------|-------|-------|-------|--------------|--------------|-----------------|--------------|-------|
| Exercise | 106.3, 106.6 | 107.3 | 113.4 | 114.1 | 117.2 | 118.1, 118.2 | 119.1, 119.3 | 120.1, 120.2 | 121.1, 121.2 | 122.9 |

| Lesson | 123 | 124 | 125 | 126 | 127 | 128 | 130 |
|----------|-----------------|--------------|-------|-----------------|-----------------|-------|-------|
| Exercise | 123.8, 123.9 | 124.1, 124.9 | 125.1 | 126.1, 126.5 | 127.2, 127.9 | 128.1 | 130.1 |

Operations and Algebraic Thinking (3.OA)

Understand properties of multiplication and the relationship between multiplication and division.

6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

| Lesson | 124 | 125 | 126 |
|----------|-------|-------|-------|
| Exercise | 124.8 | 125.8 | 126.8 |

Operations and Algebraic Thinking (3.OA)

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
|----------|---------------------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Exercise | 71.1, 71.5, 71.6, 71.7 | 72.1, 72.6, 72.7, 72.8 | 73.1, 73.3, 73.6, 73.8 | 74.1, 74.2, 74.7, 74.10 | 75.1, 75.2, 75.7, 75.9 | 76.1, 76.7, 76.8 | 77.1, 77.4, 77.9 | 78.1, 78.5, 78.8 | 79.1, 79.5, 79.8 | 80.1, 80.5, 80.7 |

| Lesson | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
|----------|---------------------|------------------------------------|------------------------------------|---------------------|---------------------------|----------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Exercise | 81.1, 81.4, 81.8 | 82.1, 82.3, 82.4, 82.7, 82.8 | 83.1, 83.3, 83.4, 83.8, 83.9 | 84.1, 84.2, 84.5 | 85.1, 85.2, 85.5, 85.7 | 86.1, 86.5, 86.10 | 87.1, 87.4, 87.5, 87.8 | 88.1, 88.3, 88.5, 88.8 | 89.1, 89.4, 89.5, 89.9 | 90.1, 90.4, 90.6, 90.9 |

| Lesson | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|----------|---------------------|---------------------|------------------------------------|------------|---------------------------|---------------------------|--|--|---------------------------|-------------------------------------|
| Exercise | 91.1, 91.5, 91.9 | 92.1, 92.3, 92.4 | 93.1, 93.2, 93.3, 93.5, 93.6 | 94.1, 94.5 | 95.1, 95.3, 95.5, 95.9 | 96.1, 96.2, 96.4, 96.5 | 97.1, 97.2, 97.5, 97.6, 97.7, 97.8 | 98.1, 98.2, 98.4, 98.5, 98.6, 98.8 | 99.1, 99.2, 99.6, 99.7 | 100.1, 100.4, 100.6, 100.7 |

| Lesson | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
|----------|-------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---|---|-------------------------------------|-----------------|--------------|
| Exercise | 101.1, 101.4, 101.5, 101.9 | 102.1, 102.6, 102.9 | 103.1, 103.6, 103.9 | 104.1, 104.5, 104.8 | 105.1, 105.5, 105.8 | 106.1, 106.3, 106.6, 106.7, 106.8 | 107.1, 107.3, 107.5, 107.6, 107.8 | 108.1, 108.6, 108.7, 108.8 | 109.1, 109.8 | 110.1, 110.7 |

| Lesson | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
|----------|------------------------|------------------------|------------------------|--------------|---------------------------|---------------------------|-------------------------------|-------------------------------------|---------------------------|-------------------------------------|
| Exercise | 111.1, 111.4, 111.8 | 112.1, 112.7, 112.8 | 113.1, 113.4, 113.8 | 114.1, 114.7 | 115.1, 115.3, 115.8 | 116.1, 116.6, 116.9 | 117.1, 117.5, 117.7, 117.9 | 118.1, 118.5, 118.7, 118.9 | 119.1, 119.4, 119.7 | 120.1, 120.2, 120.4, 120.8 |

| Lesson | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
|----------|---------------------------|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------|---------------------------|-----------------|---------------------------|---------------------------|
| Exercise | 121.1, 121.2, 121.8 | 122.1, 122.6, 122.9 | 123.1, 123.7, 123.8, 123.9 | 124.1, 124.7, 124.8, 124.9 | 125.1, 125.7, 125.8, 125.9 | 126.1, 126.8, 126.9 | 127.1, 127.2, 127.9 | 128.1, 128.9 | 129.1, 129.4, 129.9 | 130.1, 130.5, 130.9 |

Operations and Algebraic Thinking (3.OA)

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

| Lesson | 111 | 112 | 116 | 117 | 118 | 119 | 120 | 121 | 122 | 123 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-----------------|-------|
| Exercise | 111.7 | 112.4 | 116.6 | 117.5 | 118.5 | 119.4 | 120.7 | 121.8 | 122.3, 122.9 | 123.3 |

| Lesson | 124 | 125 | 127 | 128 | 129 | 130 |
|----------|-------|-------|-------|-------|-------|-------|
| Exercise | 124.3 | 125.5 | 127.7 | 128.5 | 129.8 | 130.8 |

Operations and Algebraic Thinking (3.OA)

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

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|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Lesson | 72 | 73 | 75 | 81 | 83 | 86 | 87 | 88 | 89 | 90 |
| Exercise | 72.8 | 73.8 | 75.9 | 81.8 | 83.9 | 86.10 | 87.3 | 88.4 | 89.6 | 90.9 |

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|-----------------|-----------|-----------|------------|-----------|-----------|-----------|------------|------------|-----------|--------------|
| Lesson | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| Exercise | 91.9 | 92.8 | 93.4, 93.8 | 94.2 | 95.2 | 96.3 | 97.6, 97.8 | 98.4, 98.8 | 99.2 | 100.2, 100.7 |

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|-----------------|--------------|------------|------------|--------------|------------|------------|------------|--------------|------------|------------|
| Lesson | 101 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 |
| Exercise | 101.2, 101.9 | 111.8 | 112.6 | 113.4, 113.8 | 114.1 | 115.8 | 116.3 | 117.8, 117.9 | 118.1 | 119.7 |

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|-----------------|------------|------------|------------|------------|------------|
| Lesson | 120 | 126 | 127 | 128 | 129 |
| Exercise | 120.8 | 126.7 | 127.8 | 128.6 | 129.1 |

Number and Operations in Base Ten (3.NBT)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

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|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Lesson | 71 | 72 | 74 | 75 | 77 | 78 | 80 | 81 | 94 | 96 |
| Exercise | 71.7 | 72.8 | 74.10 | 75.9 | 77.9 | 78.8 | 80.7 | 81.8 | 94.9 | 96.9 |

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|-----------------|-----------|-----------|-----------|------------|------------|------------|------------|------------|--------------|--------------|
| Lesson | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 | 106 |
| Exercise | 97.3 | 98.8 | 99.5 | 100.5 | 101.8 | 102.8 | 103.9 | 104.8 | 105.2, 105.8 | 106.2, 106.8 |

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|-----------------|------------|------------|------------|------------|--------------|------------|------------|------------|------------|------------|
| Lesson | 107 | 108 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 |
| Exercise | 107.8 | 108.8 | 110.2 | 111.2 | 112.2, 112.8 | 113.6 | 114.4 | 115.5 | 116.9 | 117.9 |

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|-----------------|--------------|------------|------------|------------|------------|------------|--------------|------------|------------|
| Lesson | 118 | 120 | 121 | 122 | 123 | 127 | 128 | 129 | 130 |
| Exercise | 118.3, 118.9 | 120.5 | 121.6 | 122.8 | 123.9 | 127.7 | 128.5, 128.9 | 129.8 | 130.8 |

Number and Operations in Base Ten (3.NBT)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
|----------|------------|------------|------------|-------------|------------|------|------|------|------|------|
| Exercise | 71.6, 71.7 | 72.7, 72.8 | 73.3, 73.8 | 74.2, 74.10 | 75.2, 75.9 | 76.8 | 77.9 | 78.8 | 79.9 | 80.7 |

| Lesson | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
|----------|------|------------|------------|------------|------------------|-------------------|------|------|------|------|
| Exercise | 81.8 | 82.7, 82.8 | 83.7, 83.9 | 84.7, 84.8 | 85.6, 85.7, 85.9 | 86.8, 86.9, 86.10 | 87.8 | 88.8 | 89.9 | 90.9 |

| Lesson | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 99 | 100 | 101 |
|----------|------|------|------|------|------|------|------|------|-------|-------|
| Exercise | 91.9 | 92.8 | 93.8 | 94.9 | 95.9 | 96.9 | 97.8 | 99.7 | 100.7 | 101.9 |

| Lesson | 103 | 104 | 105 | 106 | 108 | 109 | 110 | 111 | 112 | 113 |
|----------|-------|-------|-------|-------|--------------|--------------|--------------|--------------|--------------|--------------|
| Exercise | 103.9 | 104.8 | 105.8 | 106.8 | 108.4, 108.8 | 108.7, 108.8 | 110.6, 110.7 | 111.7, 111.8 | 112.4, 112.9 | 113.6, 113.8 |

| Lesson | 114 | 115 | 116 | 117 | 118 | 119 | 120 | 121 | 122 | 123 |
|----------|--------------|--------------|--------------|---------------------|---------------------|--------------|--------------|---------------------|-----------------------------------|---------------------|
| Exercise | 114.4, 114.7 | 115.5, 115.8 | 116.7, 116.9 | 117.4, 117.6, 117.9 | 118.6, 118.8, 118.9 | 119.5, 119.7 | 120.6, 120.8 | 121.5, 121.7, 121.8 | 122.3, 122.4, 122.7, 122.8, 122.9 | 123.3, 123.4, 123.7 |

| Lesson | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
|----------|----------------------------|----------------------------|---------------------|---------------------|--------------|--------------|--------------|
| Exercise | 124.3, 124.5, 124.7, 124.9 | 125.4, 125.5, 125.7, 125.9 | 126.5, 126.6, 126.9 | 127.2, 127.7, 127.9 | 128.7, 128.9 | 129.4, 129.8 | 130.5, 130.8 |

Number and Operations in Base Ten (3.NBT)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

| Lesson | 71 | 72 | 74 | 76 | 78 | 79 | 80 | 82 | 84 | 89 |
|----------|------|------|------|------|------------|------|------|------|------|------|
| Exercise | 71.7 | 72.6 | 74.7 | 76.8 | 78.2, 78.8 | 79.8 | 80.7 | 82.8 | 84.7 | 89.3 |

| Lesson | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 |
|----------|------|------------|------|------|------|------|------|------|------|------------------|
| Exercise | 90.3 | 91.6, 91.7 | 92.6 | 93.7 | 94.6 | 95.9 | 96.7 | 97.3 | 98.8 | 99.5, 99.6, 99.7 |

| Lesson | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 112 |
|----------|--------------|-------|-------|-------|--------------|--------------|-------|-------|--------------|--------------|
| Exercise | 100.5, 100.7 | 101.8 | 102.8 | 103.9 | 104.6, 104.8 | 105.6, 105.8 | 106.8 | 107.8 | 108.6, 108.7 | 112.7, 112.8 |

| Lesson | 113 | 114 | 118 | 119 | 121 | 122 | 126 | 128 | 129 | 130 |
|----------|-------|-------|--------------|-------|-------|-------|--------------|-------|-------|-------|
| Exercise | 113.8 | 114.7 | 118.3, 118.9 | 119.6 | 121.8 | 122.9 | 126.5, 126.6 | 128.9 | 129.4 | 130.9 |

Number and Operations—Fractions (3.NF)

Develop understanding of fractions as numbers.

1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

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|----------|------|------|------|------|------|-------|------|------|------|------|
| Lesson | 72 | 76 | 77 | 81 | 82 | 86 | 89 | 91 | 93 | 95 |
| Exercise | 72.8 | 76.8 | 77.9 | 81.8 | 82.8 | 86.10 | 89.9 | 91.9 | 93.8 | 95.9 |

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|----------|------|------|-------|-------|-------|-----------------|-----------------|-----------------|-----------------|--------------|
| Lesson | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 |
| Exercise | 99.7 | 99.3 | 100.3 | 101.4 | 102.5 | 103.4, 103.9 | 104.4, 104.8 | 105.4, 105.8 | 106.5, 106.8 | 107.7, 107.8 |

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|----------|-------|-------|-------|-----------------|-------|-------|-----------------|-------|-------|-------|
| Lesson | 109 | 110 | 111 | 112 | 114 | 115 | 116 | 117 | 118 | 119 |
| Exercise | 109.8 | 110.7 | 111.8 | 112.5, 112.8 | 114.7 | 115.4 | 116.2, 116.9 | 117.9 | 118.4 | 119.2 |

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|----------|-------|-------|-------|-----------------|-------|-------|-------|-------|-----------------|-----------------|
| Lesson | 120 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
| Exercise | 120.3 | 122.9 | 123.5 | 124.6, 124.9 | 125.9 | 126.4 | 127.3 | 128.2 | 129.2, 129.9 | 130.2, 130.9 |

Number and Operations—Fractions (3.NF)

Develop understanding of fractions as numbers.

2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.
 - Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.

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|----------|------|------|------|------|------|------|------|------|------|------|
| Lesson | 72 | 76 | 77 | 80 | 82 | 86 | 93 | 95 | 98 | 99 |
| Exercise | 72.8 | 76.8 | 77.9 | 80.7 | 82.8 | 86.1 | 93.8 | 95.9 | 98.7 | 99.3 |

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|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Lesson | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 |
| Exercise | 100.3 | 101.4 | 102.5 | 103.4 | 104.4 | 105.8 | 106.8 | 107.8 | 108.5 | 109.8 |

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|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Lesson | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 |
| Exercise | 110.7 | 111.5 | 112.5 | 113.5 | 114.2 | 115.8 | 116.9 | 117.9 | 118.9 | 119.7 |

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|----------|-------|-------|-------|-------|-------|-------|-------|
| Lesson | 120 | 121 | 122 | 123 | 126 | 129 | 130 |
| Exercise | 120.8 | 121.8 | 122.9 | 123.9 | 126.2 | 129.2 | 130.2 |

Number and Operations—Fractions (3.NF)

Develop understanding of fractions as numbers.

3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.*
 - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

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|----------|------|------|------|------|------|------|------|------|------|------|
| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 82 |
| Exercise | 71.7 | 72.3 | 73.4 | 74.4 | 75.5 | 76.5 | 77.7 | 78.8 | 79.8 | 82.8 |

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|----------|------|------|-------|------------|------|------------|------------|------|------|------|
| Lesson | 83 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 |
| Exercise | 83.9 | 85.9 | 86.10 | 87.4, 87.6 | 88.3 | 89.4, 89.9 | 90.4, 90.9 | 91.2 | 92.2 | 93.2 |

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|----------|------------|------|------|------------|------|------------|--------------|-------|--------------|--------------|
| Lesson | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 |
| Exercise | 94.4, 94.9 | 95.3 | 96.5 | 97.5, 97.8 | 98.8 | 99.3, 99.7 | 100.3, 100.7 | 101.4 | 102.5, 102.9 | 103.4, 103.9 |

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|----------|--------------|-------|-------|-------|-------|--------------|-------|-------|-------|-------|
| Lesson | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 112 | 114 | 118 |
| Exercise | 104.4, 104.8 | 105.8 | 106.8 | 107.8 | 108.8 | 109.4, 109.8 | 110.7 | 112.8 | 114.7 | 118.4 |

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|----------|-------|-------|
| Lesson | 119 | 120 |
| Exercise | 119.2 | 120.3 |

Student Practice Software: Block 5 Activities 3 and 6

Measurement and Data (3.MD)

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

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|----------|------|------|------|-------|------|------|------|------|------|------|
| Lesson | 71 | 72 | 73 | 74 | 75 | 77 | 80 | 82 | 84 | 85 |
| Exercise | 71.7 | 72.8 | 73.8 | 74.10 | 75.9 | 77.9 | 80.7 | 82.8 | 84.8 | 85.9 |

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|----------|------|------|------|------|------|------|------|------------|------------|------|
| Lesson | 88 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 |
| Exercise | 88.8 | 90.9 | 91.8 | 92.7 | 93.8 | 94.8 | 95.8 | 96.8, 96.9 | 97.4, 97.8 | 98.3 |

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|----------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Lesson | 99 | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 111 | 116 |
| Exercise | 99.7 | 100.7 | 101.7 | 102.7 | 103.9 | 104.8 | 105.8 | 106.8 | 111.8 | 116.9 |

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| Lesson | 119 |
| Exercise | 119.7 |

Measurement and Data (3.MD)

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

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|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|
| Lesson | 72 | 73 | 78 | 88 | 89 | 90 | 91 | 92 | 93 | 94 |
| Exercise | 72.8 | 73.8 | 78.8 | 88.8 | 89.9 | 90.7 | 91.6 | 92.5, 92.8 | 93.8 | 94.9 |

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|-----------------|-----------|-----------|------------|------------|------------|------------|--------------|------------|------------|------------|
| Lesson | 97 | 99 | 100 | 101 | 104 | 107 | 110 | 112 | 114 | 115 |
| Exercise | 97.8 | 99.6 | 100.6 | 101.9 | 104.8 | 107.8 | 110.6, 110.7 | 112.8 | 114.7 | 115.8 |

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|-----------------|------------|------------|------------|------------|-----------------|-----------------|---------------------------|-----------------|-----------------|------------|
| Lesson | 116 | 118 | 119 | 120 | 121 | 122 | 123 | 124 | 125 | 127 |
| Exercise | 116.9 | 118.9 | 119.7 | 120.8 | 121.4, 121.8 | 122.2, 122.9 | 123.2, 123.6, 123.9 | 124.4, 124.9 | 125.6, 125.9 | 127.5 |

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|-----------------|------------|------------|------------|
| Lesson | 128 | 129 | 130 |
| Exercise | 128.9 | 129.5 | 130.3 |

Measurement and Data (3.MD)

Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

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|-----------------|-----------|-----------|-----------|-----------|------------|-----------|-----------|------------|------------|-----------|
| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| Exercise | 71.4 | 72.5 | 73.5 | 74.8 | 75.6, 75.9 | 76.3 | 77.5 | 78.7, 78.8 | 79.6, 79.8 | 80.6 |

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|-----------------|-----------|------------|------------|------------|------------|-------------|-----------|-----------|-----------|-----------|
| Lesson | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| Exercise | 81.6 | 82.5, 82.8 | 83.6, 83.9 | 84.6, 84.8 | 85.8, 85.9 | 86.2, 86.10 | 87.6 | 88.7 | 89.8 | 90.8 |

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|-----------------|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|
| Lesson | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 105 |
| Exercise | 91.9 | 92.8 | 93.8 | 94.7, 94.9 | 95.6 | 96.9 | 97.8 | 98.8 | 99.7 | 105.8 |

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|-----------------|------------|------------|------------|------------|------------|------------|------------|-----------------|------------|------------|
| Lesson | 106 | 108 | 110 | 111 | 113 | 115 | 120 | 124 | 125 | 126 |
| Exercise | 106.8 | 108.8 | 110.7 | 111.8 | 113.8 | 115.8 | 120.8 | 124.2, 124.9 | 125.3 | 126.3 |

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|-----------------|------------|------------|
| Lesson | 129 | 130 |
| Exercise | 129.3 | 130.4 |

Measurement and Data (3.MD)

Represent and interpret data.

4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

| Lesson | 125 | 126 | 127 | 128 | 129 | 130 |
|----------|-------|-------|-------|-------|-------|-------|
| Exercise | 125.2 | 126.2 | 127.3 | 128.3 | 129.8 | 130.6 |

Measurement and Data (3.MD)

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

| Lesson | 124 | 127 | 128 | 129 |
|----------|-------|-------|-----------------|-------|
| Exercise | 124.9 | 127.6 | 128.4, 128.7 | 129.4 |

Student Practice Software: Block 3 Activity 6, Block 4 Activity 6

Measurement and Data (3.MD)

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

| Lesson | 92 | 95 |
|----------|------|------|
| Exercise | 92.8 | 95.6 |

Student Practice Software: Block 3 Activity 6, Block 4 Activity 6

Measurement and Data (3.MD)

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

7. Relate area to the operations of multiplication and addition.
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

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|----------|------|------|------|------|------|------|-------|-------|-------|-------|
| Lesson | 71 | 82 | 83 | 89 | 94 | 97 | 100 | 102 | 103 | 104 |
| Exercise | 71.7 | 82.8 | 83.9 | 89.9 | 94.9 | 97.8 | 100.7 | 102.9 | 103.9 | 104.8 |

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|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------------|
| Lesson | 106 | 107 | 108 | 111 | 112 | 115 | 117 | 120 | 123 | 124 |
| Exercise | 106.8 | 107.8 | 108.8 | 111.4 | 112.7 | 115.8 | 117.9 | 120.8 | 123.7 | 124.7, 124.9 |

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|----------|-------|-----------------|-------|---------------------------|-----------------|-----------------|
| Lesson | 125 | 126 | 127 | 128 | 129 | 130 |
| Exercise | 125.7 | 126.5, 126.6 | 127.6 | 128.4, 128.7, 128.9 | 129.4, 129.9 | 130.5, 130.9 |

Student Practice Software: Block 3 Activity 6, Block 4 Activity 6, Block 5 Activities 1 and 4

Measurement and Data (3.MD)

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

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|----------|------|------|------|------|------|------|------|-------|-------|-------|
| Lesson | 71 | 82 | 83 | 89 | 91 | 94 | 97 | 100 | 106 | 107 |
| Exercise | 71.7 | 82.8 | 83.9 | 89.9 | 91.9 | 94.9 | 97.8 | 100.7 | 106.8 | 107.8 |

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|----------|-------|--------------|-------|-------|-----------------|-----------------|-----------------|---------------------------|------------------------|---------------------------|
| Lesson | 115 | 117 | 118 | 119 | 120 | 121 | 122 | 123 | 124 | 125 |
| Exercise | 115.8 | 117.6, 117.9 | 118.6 | 119.5 | 120.6, 120.8 | 121.5, 121.7 | 122.4, 122.7 | 123.4, 123.7, 123.9 | 124.5, 124.7, 124.9 | 125.4, 125.7, 125.9 |

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| Lesson | 126 | 127 |
| Exercise | 126.6, 126.9 | 127.9 |

Geometry (3.G)

Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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|----------|------|------|------|------|------|------|------|------|------|------|
| Lesson | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 |
| Exercise | 76.8 | 77.9 | 78.4 | 79.4 | 80.4 | 81.3 | 82.8 | 83.5 | 84.8 | 85.9 |

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|----------|------|------|-------|-------|-------|-----------------|
| Lesson | 87 | 91 | 101 | 128 | 129 | 130 |
| Exercise | 87.8 | 91.9 | 101.9 | 128.8 | 129.7 | 130.7, 130.9 |

Geometry (3.G)

Reason with shapes and their attributes.

2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

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| Lesson | 121 |
| Exercise | 121.3 |

Student Practice Software: Block 5 Activities 2 and 5

Standards below to be used during SBI/Advisory Math, Global Studies and Natural World (when applicable)

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| 3rd Grade Mathematics MONTH: September – Mid October |
| 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. |
| 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. |
| 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |

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| 3rd Grade Mathematics MONTH: September-Mid October |
| SUBSKILLS: <ul style="list-style-type: none">• Expanded notation & values of a digits• Reading & writing numbers• Comparing & ordering numbers• Solving missing addend / start-change / comparison problems• Represent the unknown in an equation with a letter.• Addition w/ regrouping• Subtraction w/ regrouping• Estimation strategies (rounding, benchmark numbers, front end estimation)• Count collections of coins• Represent money amounts in more than one way |
| VOCABULARY: |

3rd Grade Mathematics

MONTH: Mid October – November

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.

3rd Grade Mathematics

MONTH: Mid October-November (cont.)

3.OA.5 Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

3.OA.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. Multiply and divide within 100.

3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

SUBSKILLS:

- Multiplication as equal groups, arrays, jumps on the number line, repeated addition
- Division as fair sharing and partitioning (repeated subtraction on a number line)
- Use objects to model multiplication & division situations and record their representations.
- Understand multiplication and division as inverse operations
- Use a multiplication table

VOCABULARY: divide, division, double, dozen, equal groups, factor, multiplication, multiply, product, repeated subtraction, set, triple

3rd Grade Mathematics
MONTH: December

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

- a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).

3.MD.7 Relate area to the operations of multiplication and addition.

- a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- b. Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole- number products as rectangular areas in mathematical reasoning.
- c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

3rd Grade Mathematics

MONTH: December (cont.)

SUBSKILLS:

- Memorize multiplication & division facts
- Make connections between arrays, multiplication, and area

VOCABULARY: array

3rd Grade Mathematics
MONTH: January-February

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

3rd Grade Mathematics
MONTH: January-February

SUBSKILLS:

- Identify polygons by name, including non-regular polygons
- Compare & contrast / classify polygons by characteristics/attributes
- Identify or draw a polygon to meet a set of characteristics/attributes
- Identify or draw parallel lines, perpendicular lines, and acute, right, or obtuse angles
- Identify congruent figures w/ transformations
- Identify or draw lines of symmetry
- Work with pattern blocks or tangrams to compose & decompose shapes
- Calculate perimeter, including missing sides of regular shapes
- Identify the base and height in a rectangle when determining the area

VOCABULARY: 2-dimensional shape, Acute angle, Attributes, Closed figure, Combine, Congruent, Degree (angle), Figure, Intersecting Lines, Line, Line segment, Obtuse angle, Open (figure), Parallel lines, Parallelogram, Pentagon, Perimeter, Perpendicular lines, Polygon, Quadrilateral, Regular polygon, Right angle, Shape Transformation (flip / reflection, slide / translation, turn / rotation), symmetry / symmetrical, Types of triangles

3rd Grade Mathematics

MONTH: March

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

SUBSKILLS:

- Skip counting
- Identify patterns / missing elements
- Apply different scales in graphs
- Create line plots
- Answer 2 step questions by interpreting a graph. Questions could use any of the 4 basic operations.
- Understand how adding or removing data changes the graph results.

VOCABULARY: data (Information), 'Find the missing number,' frequency table, horizontal, key, label(ed), line graph, line plot, sequence (increasing & decreasing), vertical

3rd Grade Mathematics

MONTH: April-mid May

3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/8 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

3rd Grade Mathematics
MONTH: April-Mid May

SUBSKILLS:

- Name fractions
- Represent a given fraction w/ a drawing, objects, and on a number line
- Compare & order fractions using models

VOCABULARY: Common fractions (1/2, 1/3, 1/4, 1/10), Denominator, Equivalent, Equal parts, Fraction, Numerator, Part to whole, Set, Shaded part,

3rd Grade Mathematics
MONTH: Mid-May-June

3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

SUBSKILLS:

- Tell time to the nearest minute
- Calculate elapsed time on a number line
- Measure capacity using metric units

VOCABULARY:

Fourth Grade



Level E Correlation to Grade 4 Common Core State Standards for Mathematics

Operations and Algebraic Thinking (4.OA)

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

| | | | | | | | | |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Lesson | 71 | 72 | 74 | 78 | 83 | 86 | 87 | 116 |
| Exercise | 71.9 | 72.9 | 74.8 | 78.9 | 83.9 | 86.9 | 87.9 | 116.7 |

Operations and Algebraic Thinking (4.OA)

Use the four operations with whole numbers to solve problems.

2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

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|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| Exercise | 71.9 | 72.9 | 73.8 | 74.8 | 75.9 | 76.9 | 77.9 | 78.9 | 79.9 | 80.9 |

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|-----------------|-----------|------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Lesson | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| Exercise | 81.8 | 82.6, 82.9 | 83.5, 83.9 | 84.9 | 85.10 | 86.9 | 87.9 | 88.8 | 89.7 | 90.4 |

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|-----------------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|
| Lesson | 91 | 92 | 93 | 94 | 95 | 108 | 109 | 110 | 111 | 112 |
| Exercise | 91.6 | 92.3 | 93.8 | 94.7 | 95.9 | 108.8 | 109.2 | 110.7 | 111.7 | 112.5 |

| | | | | | | | | | | |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|------------|
| Lesson | 113 | 114 | 115 | 116 | 117 | 118 | 121 | 124 | 125 | 126 |
| Exercise | 113.6 | 114.4 | 115.6 | 116.7 | 117.7 | 118.7 | 121.6 | 124.3 | 125.3, 125.8 | 126.6 |

| | |
|-----------------|--------------|
| Lesson | 127 |
| Exercise | 127.3, 127.7 |

Operations and Algebraic Thinking (4.OA)

Use the four operations with whole numbers to solve problems.

3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

| | | | |
|-----------------|------------|------------|------------|
| Lesson | 113 | 127 | 130 |
| Exercise | 113.6 | 127.3 | 130.7 |

Operations and Algebraic Thinking (4.OA)

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

| Lesson | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Exercise | 100.7 | 101.2 | 102.2 | 103.2 | 104.2 | 105.1 | 106.2 | 107.2 | 108.1 | 109.1 |

| Lesson | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 |
|----------|-------|-------|--------------|--------------|--------------|--------------|-------|-------|--------------|--------------|
| Exercise | 110.1 | 111.5 | 112.7, 112.8 | 113.2, 113.8 | 114.2, 114.8 | 115.7, 115.8 | 116.7 | 117.6 | 118.2, 118.6 | 119.1, 119.4 |

| Lesson | 120 | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 |
|----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Exercise | 120.3, 120.7 | 121.4, 121.6 | 122.1, 122.4 | 123.1, 123.7 | 124.1, 124.6 | 125.2, 125.6 | 126.4, 126.7 | 127.2, 127.7 | 128.3, 128.6 | 129.4, 129.6 |

| Lesson | 130 |
|----------|-------|
| Exercise | 130.4 |

Operations and Algebraic Thinking (4.OA)

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

| Lesson | 112 | 113 | 114 | 115 |
|----------|-------|-------|-------|-------|
| Exercise | 112.7 | 113.2 | 114.2 | 115.7 |

Student Practice Software: Block 3 Activity 4, Block 4 Activity 5, Block 5 Activity 2

Number and Operations in Base Ten (4.NBT)

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*

| Lesson | 71 | 72 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 |
|----------|------|------------|------------|------|------|------------|------------|------|------|------------|
| Exercise | 71.4 | 72.1, 72.4 | 75.1, 75.4 | 76.1 | 77.1 | 78.1, 78.3 | 79.1, 79.4 | 80.4 | 81.1 | 82.1, 82.4 |

| Lesson | 84 | 86 | 92 | 114 |
|----------|------|------|------|-------|
| Exercise | 84.1 | 86.5 | 92.1 | 114.8 |

Number and Operations in Base Ten (4.NBT)

Generalize place value understanding for multi-digit whole numbers.

2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

| Lesson | 114 | 115 | 116 | 117 | 118 | 119 | 120 | 121 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|
| Exercise | 114.5 | 115.4 | 116.4 | 117.5 | 118.4 | 119.5 | 120.6 | 121.6 |

Number and Operations in Base Ten (4.NBT)

Generalize place value understanding for multi-digit whole numbers.

3. Use place value understanding to round multi-digit whole numbers to any place.

| Lesson | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 |
|----------|------|------|------|------|------------|------------|------|------|------|------------|
| Exercise | 79.5 | 80.6 | 81.2 | 82.5 | 83.4, 83.9 | 84.6, 84.9 | 85.6 | 86.6 | 87.6 | 88.5, 88.8 |

| Lesson | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 |
|----------|------|------|------------|------------|------------|------------|------------|------|------|------|
| Exercise | 89.7 | 90.8 | 91.3, 91.5 | 92.6, 92.8 | 93.2, 93.9 | 94.2, 94.6 | 95.7, 95.9 | 96.8 | 97.7 | 98.5 |

| Lesson | 99 | 100 | 106 | 110 | 112 | 116 | 121 | 128 | 130 |
|----------|------|-------|-------|-------|-------|-------|-------|-------|-------|
| Exercise | 99.5 | 100.8 | 106.8 | 110.7 | 112.8 | 116.7 | 121.6 | 128.7 | 130.7 |

Number and Operations in Base Ten (4.NBT)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
|----------|------------------|------------|------------|------------|------|------------|------------|------|------|------|
| Exercise | 71.5, 71.7, 71.9 | 72.5, 72.9 | 73.5, 73.8 | 74.5, 74.8 | 75.8 | 76.7, 76.9 | 77.8, 77.9 | 78.9 | 79.9 | 80.9 |

| Lesson | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
|----------|------|------------|------------|------------|-------|------|------|------------|------|------|
| Exercise | 81.2 | 82.5, 82.9 | 83.4, 83.9 | 84.6, 84.9 | 85.10 | 86.9 | 87.9 | 88.1, 88.8 | 89.7 | 90.8 |

| Lesson | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|----------|------|------|------|------|------|------|------------------|------------------|------------------|--------------|
| Exercise | 91.8 | 92.8 | 93.9 | 94.9 | 95.9 | 96.9 | 97.3, 97.7, 97.9 | 98.4, 98.5, 98.7 | 99.5, 99.6, 99.8 | 100.5, 100.8 |

| Lesson | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
|----------|--------------|---------------------|---------------------|---------------------|--------------|-------|-------|--------------|-------|--------------|
| Exercise | 101.4, 101.5 | 102.5, 102.6, 102.8 | 103.5, 103.6, 103.8 | 104.5, 104.7, 104.8 | 105.7, 105.8 | 106.8 | 107.6 | 108.6, 108.8 | 109.7 | 110.5, 110.7 |

| Lesson | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
|----------|--------------|---------------------|--------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------|---------------------|
| Exercise | 111.1, 111.3 | 112.2, 112.6, 112.8 | 113.3, 113.8 | 114.1, 114.6, 114.8 | 115.1, 115.5, 115.8 | 116.1, 116.5, 116.7 | 117.2, 117.3, 117.7 | 118.1, 118.5, 118.7 | 119.3, 119.6 | 120.1, 120.4, 120.7 |

| Lesson | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 |
|----------|-----------------|-----------------|-----------------|-----------------|---------------------------|---------------------------|------------------------|-----------------|-------|
| Exercise | 121.2, 121.6 | 122.2, 122.7 | 123.2, 123.7 | 124.4, 124.7 | 125.4, 125.5, 125.8 | 126.3, 126.6, 126.7 | 127.3, 127.6, 127.7 | 128.5, 128.7 | 129.8 |

Number and Operations in Base Ten (4.NBT)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 79 | 82 | 83 |
|----------|------------|---------------------|------|------------|---------------------------|------|------|------|------|------|
| Exercise | 71.4, 71.9 | 72.1, 72.4, 72.9 | 73.8 | 74.2, 74.8 | 75.1, 75.3, 75.4, 75.9 | 76.9 | 77.9 | 79.9 | 82.9 | 83.9 |

| Lesson | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 |
|----------|------------|-------------|---------------------|---------------------|------------|------|------------|------------|---------------------|------------|
| Exercise | 84.7, 84.9 | 85.5, 85.10 | 86.3, 86.5, 86.9 | 87.3, 87.5, 87.9 | 88.3, 88.8 | 89.4 | 90.4, 90.8 | 91.6, 91.9 | 92.3, 92.5, 92.8 | 93.3, 93.8 |

| Lesson | 94 | 95 | 96 | 97 | 98 | 99 | 101 | 102 | 103 | 104 |
|----------|------|------------|------------|---------------------|---------------------|---------------------|-----------------|-----------------|-----------------|---------------------------|
| Exercise | 94.7 | 95.6, 95.9 | 96.7, 96.9 | 97.3, 97.4, 97.9 | 98.4, 98.8, 98.9 | 99.4, 99.8, 99.9 | 101.3, 101.8 | 102.5, 102.8 | 103.5, 103.8 | 104.3, 104.5, 104.8 |

| Lesson | 105 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 |
|----------|-----------------|-------|-------|-------|-------|--------------|------------------------|---------------------------|---------------------------|------------------------|
| Exercise | 105.2, 105.7 | 106.8 | 107.9 | 108.8 | 109.8 | 110.6, 110.7 | 111.4, 111.6, 111.7 | 112.3, 112.5, 112.8 | 113.5, 113.6, 113.8 | 114.4, 114.7, 114.8 |

| Lesson | 115 | 116 | 117 | 118 | 119 | 120 | 121 | 122 | 123 | 124 |
|----------|--------------|--------------|-------|-------|--------------|-----------------|-------|-----------------|-----------------|-------|
| Exercise | 115.5, 115.8 | 116.5, 116.7 | 117.7 | 118.7 | 119.3, 119.8 | 120.1, 120.7 | 121.6 | 122.5, 122.7 | 123.5, 123.7 | 124.7 |

| Lesson | 125 | 126 | 127 | 128 | 129 | 130 |
|----------|-------|-----------------|--------------|-------|-------|-------|
| Exercise | 125.8 | 126.1, 126.7 | 127.1, 127.3 | 128.7 | 129.8 | 130.6 |

Number and Operations in Base Ten (4.NBT)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
|----------|------|------------|------------|------------|------------|------|------|------|------|------|
| Exercise | 71.9 | 72.2, 72.9 | 73.2, 73.8 | 74.2, 74.8 | 75.3, 75.9 | 76.9 | 77.9 | 78.9 | 79.9 | 80.9 |

| Lesson | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
|----------|------|------|------|------------|-------------|---------------------|---------------------|------------|------|---------------------|
| Exercise | 81.8 | 82.9 | 83.9 | 84.7, 84.9 | 85.5, 85.10 | 86.3, 86.5, 86.9 | 87.3, 87.5, 87.9 | 88.3, 88.8 | 89.4 | 90.4, 90.7, 90.8 |

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|-----------------|------------|---------------------|------------|------------|------------|---------------------|------------|------------|---------------------|-----------------|
| Lesson | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| Exercise | 91.3, 91.6 | 92.3, 92.5, 92.8 | 93.3, 93.8 | 94.7, 94.9 | 95.6, 95.9 | 96.6, 96.7, 96.9 | 97.3, 97.8 | 98.4, 98.9 | 99.4, 99.8, 99.9 | 100.7, 100.8 |

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|-----------------|-----------------|---------------------------|---------------------------|---------------------------|-------------------------------------|-----------------|----------------------------------|-------------------------------------|---|------------------------|
| Lesson | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| Exercise | 101.6, 101.8 | 102.5, 102.7, 102.8 | 103.4, 103.5, 103.8 | 104.1, 104.5, 104.8 | 105.1, 105.5, 105.7, 105.8 | 106.6, 106.8 | 107.1, 107.3, 107.8, 107.9 | 108.1, 108.3, 108.7, 108.8 | 109.1, 109.2, 109.5, 109.6, 109.8 | 110.1, 110.6, 110.7 |

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|-----------------|------------------------|---------------------------|---------------------------|----------------------------------|----------------------------------|--------------|--------------|-----------------|--------------|------------|
| Lesson | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| Exercise | 111.4, 111.6, 111.7 | 112.3, 112.5, 112.8 | 113.5, 113.6, 113.8 | 114.2, 114.4, 114.7, 114.8 | 115.5, 115.6, 115.7, 115.8 | 116.5, 116.7 | 117.6, 117.7 | 118.2, 118.7 | 119.3, 119.6 | 120.7 |

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|-----------------|------------|---------------------------|---------------------------|---------------------------|---------------------------|-----------------|------------------------|---------------------------|-----------------|-----------------|
| Lesson | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
| Exercise | 121.6 | 122.3, 122.5, 122.7 | 123.3, 123.5, 123.7 | 124.3, 124.5, 124.7 | 125.1, 125.3, 125.8 | 126.6, 126.7 | 127.1, 127.3, 127.7 | 128.1, 129.3, 129.7 | 129.4, 129.6 | 130.2, 130.4 |

Number and Operations—Fractions (4.NF)

Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

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|-----------------|-----------|-----------|-----------|-----------|-----------|------------|------------|---------------------|------------|-----------|
| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| Exercise | 71.3 | 72.3 | 73.6 | 74.6 | 75.9 | 76.5, 76.8 | 77.5, 77.9 | 78.3, 78.5, 78.9 | 79.8, 79.9 | 80.9 |

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|-----------------|------------|---------------------|------------|------------|-------------|---------------------|---------------------|------------|-----------|------------|
| Lesson | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| Exercise | 81.6, 81.8 | 82.6, 82.8, 82.9 | 83.7, 83.9 | 84.5, 84.7 | 85.5, 85.10 | 86.3, 86.5, 86.9 | 87.3, 87.5, 87.9 | 88.3, 88.8 | 89.4 | 90.4, 90.8 |

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|-----------------|-----------|------------|-----------|-----------|------------|------------|------------|------------|---------------------|-----------------|
| Lesson | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| Exercise | 91.6 | 92.3, 92.8 | 93.4 | 94.5 | 95.4, 95.9 | 96.6, 96.9 | 97.4, 97.9 | 98.8, 98.9 | 99.4, 99.6, 99.9 | 100.5, 100.8 |

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|-----------------|------------|-----------------|-----------------|-----------------|---------------------------|-----------------|--------------|-----------------|-----------------|--------------|
| Lesson | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| Exercise | 101.3 | 102.4, 102.8 | 103.5, 103.8 | 104.3, 104.5 | 105.3, 105.7, 105.8 | 106.7, 106.8 | 107.3, 107.8 | 108.3, 108.8 | 109.6, 109.8 | 110.6, 110.7 |

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|-----------------|--------------|------------|------------|------------|------------|--------------|-----------------|------------|------------|-----------------|
| Lesson | 111 | 112 | 113 | 114 | 116 | 119 | 120 | 121 | 122 | 123 |
| Exercise | 111.4, 111.7 | 112.8 | 113.8 | 114.8 | 118.7 | 119.2, 119.6 | 120.2, 120.7 | 121.3 | 122.5 | 123.5, 123.7 |

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|-----------------|------------|------------|------------|------------|
| Lesson | 124 | 125 | 126 | 128 |
| Exercise | 124.7 | 125.8 | 126.7 | 128.7 |

Number and Operations—Fractions (4.NF)

Extend understanding of fraction equivalence and ordering.

2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

| Lesson | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 |
|----------|------|------|------|------|------|-------|-----------------|-----------------|-----------------|-------|
| Exercise | 95.2 | 96.2 | 97.1 | 98.2 | 99.9 | 100.2 | 101.6, 101.8 | 102.7, 102.8 | 103.4, 103.8 | 104.8 |

| Lesson | 105 | 106 | 107 | 108 | 111 | 115 | 118 | 124 | 129 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Exercise | 105.8 | 106.1 | 107.1 | 108.8 | 111.7 | 115.8 | 118.7 | 124.7 | 129.6 |

Number and Operations—Fractions (4.NF)

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.
- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{4} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.
 - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
|----------|------|------------|------------|------------|---------------------|------------|------------|------------|------------|------|
| Exercise | 71.9 | 72.6, 72.9 | 73.2, 73.4 | 74.2, 74.4 | 75.2, 75.3, 75.5 | 76.3, 76.9 | 77.4, 77.9 | 78.6, 78.9 | 79.7, 79.9 | 80.2 |

| Lesson | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
|----------|------------|------------|------------|------------|-------------|------------|------|------|------------|------|
| Exercise | 81.7, 81.8 | 82.7, 82.9 | 83.8, 83.9 | 84.4, 84.9 | 85.4, 85.10 | 86.8, 86.9 | 87.8 | 88.2 | 89.2, 89.7 | 90.2 |

| Lesson | 91 | 92 | 93 | 94 | 95 | 97 | 98 | 99 | 100 | 101 |
|----------|------|------|------|------|------|------|------------|------|-------|-------|
| Exercise | 91.8 | 92.8 | 93.9 | 94.9 | 95.9 | 97.3 | 98.4, 98.8 | 99.8 | 100.8 | 101.8 |

| Lesson | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 111 |
|----------|-------|-------|-----------------|-------|-----------------|--------------|---------------------------|-----------------|-------|-------|
| Exercise | 102.8 | 103.8 | 104.1, 104.8 | 105.5 | 106.6, 106.8 | 107.7, 107.8 | 108.5, 108.7, 108.8 | 109.5, 109.8 | 110.7 | 111.7 |

| Lesson | 112 | 113 | 114 | 115 | 116 | 117 | 119 | 121 | 122 | 123 |
|----------|-------|-------|-------|-------|-------|-------|-------|-----------------|-----------------|---------------------------|
| Exercise | 112.8 | 113.8 | 114.8 | 115.8 | 116.7 | 117.7 | 119.6 | 121.2, 121.3 | 122.2, 122.7 | 123.2, 123.6, 123.7 |

| Lesson | 124 | 125 | 127 | 128 | 129 | 130 |
|----------|---------------------------|---------------------------|--------------|-------|-----------------|-----------------|
| Exercise | 124.3, 124.4, 124.7 | 125.3, 125.4, 125.8 | 127.6, 127.7 | 128.5 | 129.1, 129.6 | 130.1, 130.5 |

Number and Operations—Fractions (4.NF)

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
 - b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
 - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 78 | 79 | 81 | 85 |
|----------|------|------|------------|------------|------------|------------|------|------|------|-------|
| Exercise | 71.8 | 72.6 | 73.4, 73.6 | 74.4, 74.6 | 75.5, 75.9 | 76.5, 76.9 | 78.9 | 79.9 | 81.8 | 85.10 |

| Lesson | 89 | 95 | 96 | 97 | 98 | 99 | 100 | 102 | 103 | 104 |
|----------|------|------|------|------|------------|------------|-----------------|-----------------|-------|-------|
| Exercise | 89.7 | 95.9 | 96.9 | 97.9 | 98.1, 98.3 | 99.1, 99.2 | 100.6, 100.8 | 102.3, 102.4 | 103.7 | 104.1 |

| Lesson | 105 | 106 | 107 | 108 | 109 | 110 | 111 | 114 | 116 | 117 |
|----------|-------|-------|-------|-------|-----------------|-------|-------|-------|-------|-------|
| Exercise | 105.5 | 106.6 | 107.8 | 108.7 | 109.5, 109.8 | 110.7 | 111.7 | 114.8 | 116.7 | 117.7 |

| Lesson | 119 | 121 | 124 | 125 | 127 | 128 | 129 |
|----------|-------|-------|-----------------|-----------------|-------|-------|-------|
| Exercise | 119.6 | 121.6 | 124.3, 124.7 | 125.3, 125.8 | 127.7 | 128.1 | 129.6 |

Number and Operations—Fractions (4.NF)

Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.

| Lesson | 78 | 121 | 122 | 123 | 124 |
|----------|------|-------|-------|-------|-------|
| Exercise | 78.3 | 121.3 | 122.7 | 123.2 | 124.7 |

Number and Operations—Fractions (4.NF)

Understand decimal notation for fractions, and compare decimal fractions.

6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

| Lesson | 72 | 74 | 76 | 78 | 96 | 104 | 106 | 108 | 109 | 114 |
|----------|------|------|------|------|------|-------|-------|-------|-------|-------|
| Exercise | 72.9 | 74.8 | 76.9 | 78.3 | 96.9 | 104.8 | 106.7 | 108.8 | 109.8 | 114.8 |

| Lesson | 116 | 120 | 123 | 125 | 126 | 127 | 129 |
|----------|-------|-------|-------|-------|-------|-------|-------|
| Exercise | 116.7 | 120.7 | 123.7 | 125.8 | 126.2 | 127.5 | 129.6 |

Number and Operations—Fractions (4.NF)

Understand decimal notation for fractions, and compare decimal fractions.

7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

| Lesson | 110 | 111 | 112 | 113 |
|----------|-------|-------|-------|-------|
| Exercise | 110.2 | 111.1 | 112.1 | 113.1 |

Student Practice Software: Block 2 Activity 6, Block 3 Activity 1, Block 4 Activity 4

Measurement and Data (4.MD)

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

| Lesson | 74 | 75 | 77 | 82 | 84 | 126 | 127 | 128 |
|----------|------|------|------|------|------|-------|-------|-------|
| Exercise | 74.8 | 75.9 | 77.9 | 82.9 | 84.9 | 126.1 | 127.1 | 128.1 |

Measurement and Data (4.MD)

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

| | | | | | | | | | | |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Lesson | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 |
| Exercise | 83.9 | 94.9 | 85.10 | 86.9 | 87.9 | 88.8 | 89.7 | 90.8 | 91.8 | 92.8 |

| | | | | | | | | | | |
|-----------------|-----------|-----------|------------|------------|------------|-----------------|------------|------------|-----------------|-----------------|
| Lesson | 93 | 94 | 105 | 106 | 107 | 108 | 110 | 111 | 112 | 113 |
| Exercise | 93.9 | 94.9 | 105.8 | 106.8 | 107.7 | 108.5, 108.8 | 110.7 | 111.7 | 112.5, 112.8 | 113.6, 113.8 |

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|-----------------|--------------|------------|------------|------------|------------|------------|------------|-----------------|-----------------|-----------------|
| Lesson | 115 | 116 | 117 | 118 | 120 | 121 | 122 | 123 | 124 | 125 |
| Exercise | 115.6, 115.8 | 116.7 | 117.7 | 118.7 | 120.7 | 121.6 | 122.5 | 123.5, 123.7 | 124.3, 124.7 | 125.3, 125.8 |

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|-----------------|------------|--------------|------------|-----------------|------------|
| Lesson | 126 | 127 | 128 | 129 | 130 |
| Exercise | 126.6 | 127.3, 127.6 | 128.5 | 129.3, 129.6 | 130.5 |

Measurement and Data (4.MD)

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

| | | | | | | | | | | |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Lesson | 71 | 75 | 82 | 85 | 88 | 89 | 90 | 91 | 92 | 93 |
| Exercise | 71.9 | 75.9 | 82.9 | 85.10 | 88.3 | 89.7 | 90.7 | 91.3 | 92.5 | 93.3 |

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|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|
| Lesson | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 104 |
| Exercise | 94.1 | 95.6 | 96.7 | 97.3 | 98.4 | 99.8 | 100.8 | 101.8 | 102.8 | 104.8 |

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|-----------------|------------|------------|------------|------------|------------|------------|------------|-----------------|------------|------------|
| Lesson | 106 | 108 | 110 | 112 | 114 | 117 | 121 | 124 | 125 | 126 |
| Exercise | 106.8 | 108.8 | 110.7 | 112.8 | 114.8 | 117.7 | 121.6 | 124.3, 124.7 | 125.3 | 126.6 |

| | | |
|-----------------|------------|------------|
| Lesson | 127 | 129 |
| Exercise | 127.3 | 129.6 |

Measurement and Data (4.MD)

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

| | | |
|-----------------|------------|------------|
| Lesson | 129 | 130 |
| Exercise | 129.3 | 130.5 |

Measurement and Data (4.MD)

Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
- An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
 - An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
|----------|------|------------|------|------|------------|------|------------|------------|------------|------|
| Exercise | 71.5 | 72.5, 72.9 | 73.5 | 74.5 | 75.8, 75.9 | 76.9 | 77.8, 77.9 | 78.2, 78.9 | 79.2, 79.9 | 80.8 |

| Lesson | 81 | 82 | 83 | 84 | 87 | 90 | 91 | 93 | 95 | 97 |
|----------|------|------|------|------|------|------|------|------|------|------|
| Exercise | 81.8 | 82.9 | 83.9 | 84.9 | 87.9 | 90.8 | 91.8 | 93.9 | 95.9 | 97.9 |

| Lesson | 99 | 103 | 107 | 108 | 109 | 110 | 112 | 113 | 114 | 115 |
|----------|------|-------|-------|-------|--------------|-------|--------------|-------|-------|--------------|
| Exercise | 99.9 | 103.8 | 107.4 | 108.4 | 108.4, 109.8 | 110.4 | 112.4, 112.8 | 113.4 | 114.3 | 115.2, 115.8 |

| Lesson | 116 | 117 | 118 | 119 | 121 | 122 | 123 | 124 | 125 | 126 |
|----------|-------|-------|-------|-------|-------|-------|--------------|-------|-------|--------------|
| Exercise | 116.6 | 117.4 | 118.7 | 119.8 | 121.5 | 122.6 | 123.4, 123.7 | 124.2 | 125.7 | 126.5, 126.7 |

| Lesson | 127 | 128 | 129 |
|----------|-------|-------|-------|
| Exercise | 127.7 | 128.4 | 129.2 |

Measurement and Data (4.MD)

Geometric measurement: understand concepts of angle and measure angles.

6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

| Lesson | 121 | 122 | 123 | 125 | 126 | 127 | 128 | 129 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|
| Exercise | 121.5 | 122.6 | 123.4 | 125.7 | 126.7 | 127.7 | 128.4 | 129.2 |

Measurement and Data (4.MD)

Geometric measurement: understand concepts of angle and measure angles.

7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

| Lesson | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
|----------|------|------|------|------|------|------|------------|------|------------|------|
| Exercise | 71.5 | 72.5 | 73.5 | 74.5 | 75.8 | 76.9 | 77.8, 77.9 | 78.2 | 79.2, 79.9 | 80.8 |

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|----------|------|------|------|------|------|------|------|------|------|-------|
| Lesson | 81 | 82 | 83 | 84 | 87 | 90 | 93 | 97 | 99 | 103 |
| Exercise | 81.8 | 82.9 | 83.9 | 84.9 | 87.9 | 90.8 | 93.9 | 97.9 | 99.9 | 103.8 |

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|----------|-------|-------|-------|-------|-------|-------|
| Lesson | 109 | 112 | 115 | 123 | 124 | 126 |
| Exercise | 109.8 | 112.8 | 115.8 | 123.7 | 124.2 | 126.7 |

Geometry (4.G)

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

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|----------|------|------|------|-------|-------|-------|-----------------|-------|-------|-------|
| Lesson | 95 | 96 | 97 | 100 | 101 | 102 | 103 | 108 | 109 | 110 |
| Exercise | 95.3 | 96.3 | 97.2 | 100.1 | 101.1 | 102.3 | 103.1, 103.3 | 108.4 | 109.4 | 110.4 |

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|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Lesson | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| Exercise | 111.7 | 112.4 | 113.4 | 114.3 | 115.2 | 116.6 | 117.4 | 118.7 | 119.6 | 120.5 |

| | | | | | | | |
|----------|-------|-----------------|-------|-------|-----------------|-----------------|-------|
| Lesson | 122 | 125 | 126 | 127 | 128 | 129 | 130 |
| Exercise | 122.7 | 125.7, 125.8 | 126.5 | 127.4 | 128.4, 128.7 | 129.2, 129.5 | 130.3 |

Student Practice Software: Block 5 Activity 1

Geometry (4.G)

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

| | | | | | | | | | | |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Lesson | 106 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 |
| Exercise | 106.4 | 109.4 | 110.4 | 111.7 | 112.4 | 113.4 | 114.3 | 115.2 | 116.8 | 117.4 |

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|----------|-------|-------|-------|-----------------|-------|-------|-------|-------|-------|
| Lesson | 118 | 119 | 122 | 125 | 126 | 127 | 128 | 129 | 130 |
| Exercise | 118.7 | 119.6 | 122.7 | 125.7, 125.8 | 126.5 | 127.4 | 128.7 | 129.5 | 130.3 |

Geometry (4.G)

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

This standard is addressed in the following activities of the Student Practice Software:

- Block 3 Activity 2
- Block 4 Activity 2
- Block 5 Activity 3

4th Grade Math Common Core Monthly Map

4th Grade Mathematics

Unit 1 (Basic Facts & Multiplication Concepts)

MONTH: September

CCSS:

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4th Grade Mathematics

MONTH: September

SUBSKILLS:

- Memorize multiplication & division facts through 10
- Understand the concept of division as both fair sharing and partitioning
- Understand division as an inverse of multiplication
- Understand multiplication as equal groups, arrays, the area model, and equal intervals on a number line
- Identify multiples of a given number
- Identify the meaning of an operation in context
- Solve two-step word problems using all four operations
- Use a variable to represent the unknown quantity in an equation

VOCABULARY: associative property, common factor, commutative property, distributive property, identity property, (equal) interval, inverse operations, multiple, quotient, square number

4th Grade Mathematics

MONTH: October

CCSS:

4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

SUBSKILLS:

- Reading & writing numbers into the billions
- Place value, expanded notation, and values of a given digit into the billions
- Comparing & ordering numbers
- Addition & subtraction w/ regrouping
- Estimation strategies (rounding, friendly numbers / benchmark numbers)

VOCABULARY: addend, billion, calculate, closer to, expression, inequality (with symbols), million, round

4th Grade Mathematics

MONTH: November

4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.

4.NBT.5 M u l t i p l y a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

SUBSKILLS:

- Select appropriate estimation strategies (benchmark numbers, overestimate, underestimate)
- Use extension facts (multiplying by multiples of 10)
- Familiarity with partial products algorithm / area model of multiplication
- Multiply multi-digit numbers (1 digit x 4 digit, 2 digit x 2 digit, 2 digit x 3 digit)

VOCABULARY: approximately, benchmark numbers (25, 50, 75, 100, etc.), overestimate, underestimate

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| <p>4th Grade Mathematics MONTH: December</p> |
| <p>CCSS: 4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. 4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> |
| <p>SUBSKILLS:</p> <ul style="list-style-type: none"> • Classify, contrast & compare polygons based on attributes • Apply characteristics of polygons to solve problems • Identify & classify types of angles & triangles • Identify line symmetry in polygons |
| <p>VOCABULRY:</p> <ul style="list-style-type: none"> • 2-dimensional shape, acute angle, angle, attributes, classify, closed (figure), congruent, degree (angle), figure, intersecting lines, obtuse angle, open (figure), parallel lines, parallelogram, perpendicular lines, polygon, quadrilateral, regular polygon, right angle, |

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| <p>4th Grade Mathematics MONTH: January</p> |
| <p>CCSS: 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> |
| <p>SUBSKILLS:</p> <ul style="list-style-type: none"> • Identify base & height in a figure • Calculate perimeter & area of rectangular figures • Use area relationships to find the length of an unknown side • Explain why a square unit is the standard for measuring area • Subdivide complex figures into rectangles • Identify perimeter / area situation from a word problem • Understand the relationship between changes in area & perimeter |
| <p>VOCABULARY: abbreviations for metric system (cm, m, mm, km), area, area of a rectangle (formula), base, complex shape, diagram, dimensions, gaps, height, region, square units (w/ cm, inches, etc.)</p> |

4th Grade Mathematics MONTH: February

4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

- a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
- c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
- b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
- c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

4th Grade Mathematics MONTH: February (cont.)

4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

SUBSKILLS:

- Use models and knowledge of factors to identify and generate equivalent fractions
- Simplify fractions
- Compare & order fractions w/ unlike denominators, and justify the comparison with a model
- Convert between an improper fraction & a mixed number
- Plot fractions on a number line
- Add & subtract fractions (including mixed numbers) w/ like denominators
- Estimate fraction sums & differences
- Represent multiplication of fractions by a whole number as repeated addition.
- List all the factors of a number

VOCABULARY: equivalent fractions, equivalent representations, improper fraction, line plot, mixed number, model

4th Grade Mathematics MONTH: March

CCSS:

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.

4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

SUBSKILLS:

- Plot decimals on a number line
- Use hundreds grids to represent equivalent fractions & decimals, including numbers greater than 1.
- Represent fractions with denominators of 10 or 100 as decimals.
- Compare and order mixed sets of fractions & decimals Rounding & estimation of fractions & decimals

VOCABULARY: decimal, hundredths, tenths

4th Grade Mathematics MONTH: April

CCSS:

4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

SUBSKILLS:

- Solve multi-step word problems using all 4 operations
- Justify the answer to a division calculation using models
- Interpret the remainder in a problem situation
- Division by up to 4 digits by 1 digit

VOCABULARY: dividend, divisor

4th Grade Mathematics

MONTH: May

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

- a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
- b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4th Grade Mathematics

MONTH: May (cont.)

SUBSKILLS:

- Identify & draw points, lines, line segments, rays, and perpendicular and parallel lines
- Estimate angle measure based on benchmark angles.
- Use tools for measuring length
- Convert between units of measure
- Determine elapsed time

VOCABULARY:

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| 4th Grade Mathematics MONTH: June |
| CCSS: 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1 generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. |
| SUBSKILLS: <ul style="list-style-type: none">• Create or extend a pattern• Identify the rule that generates a given pattern• Supply the missing terms in a pattern• Identify and explain secondary rules in numeric patterns (when appropriate) |
| VOCABULARY: |

Online LPC Sample

| Group | Grade | # in group | Subject/Level | Performance level (L, M, H) | TH | F | M | T | W | # of lessons/# of days | Test or checkout given | # of students passing | List names of students absent | List names of students not passing |
|---------------------------------------|-------|------------|---------------|-----------------------------|----|---|---|---|---|------------------------|------------------------|-----------------------|-------------------------------|------------------------------------|
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| Notes: | | | | | | | | | | | | | | |
| Reading-General notes | | | | | | | | | | | | | | |
| Reading-Items students missed on test | | | | | | | | | | | | | | |
| Reading-Checkout times if not passed | | | | | | | | | | | | | | |
| Reading-movement | | | | | | | | | | | | | | |
| Math-Grade/Process | | | | | | | | | | | | | | |

**Corrective: Comprehension B1 (2008 Edition)
Student Test Summary**

Teacher: _____ School: _____ Group: _____

| Names | Parts | | | | | | | | | | | | Test 1 | |
|-------|-------|---|---|---|---|---|---|---|---|-------|-----|--|--------|--|
| | A | B | C | D | E | F | G | H | I | Total | % | | | |
| 1 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 24 | | | |
| 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 21 | 88 | | | |
| 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 24 | 100 | | | |
| 4 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 23 | 96 | | | |
| 5 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 17 | 71 | | | |
| 6 | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | |

Bottom # is original score
Top # is retest score
Circle when passing.

National Institute for Direct Instruction (NIFI)
May copy on limited basis for classroom use.

Checkout Sample Form

Decoding B2 Student Checkout Summary (2008 Edition)

Teacher: Ms. Aas Date: _____ Group: Dec. B2

| Lesson | 31 | | 32 | | 33 | | 34 | | 35 | |
|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | CO1 | CO2 |
| Criteria | 0-2 | 105 | 0-2 | 105 | 0-2 | 105 | 0-2 | 105 | 0-2 | 105 |
| | 0-3 | 0-3 | 0-3 | 0-3 | 0-3 | 0-3 | 0-3 | 0-3 | 0-3 | 0-3 |
| Names | | | | | | | | | | |
| 1 Coby Walker | 1 | 162 | 1 | 187 | 1 | 151 | 2 | 153 | 2 | 171 |
| 2 Cameron Pearson | 0 | 135 | Ab | Ab | Ab | Ab | 2* | 181 | 1 | 165 |
| 3 Rodney Cooper | 1 | 93 | 2* | 183 | 2* | 99 | 2 | 116 | 2 | 115 |
| 4 Kenneth Milton | 0 | 150 | 0 | 153 | 1 | 153 | 1* | 148 | 1 | 163 |
| 5 Shatonya Conway | 0 | 180 | 1 | 133 | 0 | 138 | 0 | 157 | 0 | 165 |
| 6 Natalie Heard | 1 | 180 | 0 | 185 | 0 | 213 | 0 | 220 | 0 | 184 |
| 7 Jaylen Sims | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 13 | | | | | | | | | | |
| 14 | | | | | | | | | | |
| 15 | | | | | | | | | | |

Standards-Based Instruction Lesson Plan Template

| Day of the week | CCSS or State Standards | Daily Objective (Standards Based Written in terms of what students will be able to do at end of lesson) | Assessment (This includes a daily exit ticket and an end of week assessment.) | Teacher Does (This includes the daily mini-lesson that should be taught.) | Student Does (This is what students should be actively learning, not just the pages in the workbook.) |
|------------------------|--------------------------------|--|--|--|--|
| Monday | | | | | |
| Tuesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

Homeroom Lesson Plan Template

| Day of the week | CCSS or State Standards | Daily Objective (Written in terms of what students will be able to do at end of lesson) | Assessment (This includes a daily exit ticket and an end of week assessment.) | Teacher Does (This includes the daily mini-lesson that should be taught.) | Student Does (This is what students should be actively learning, not just the pages in a workbook.) |
|------------------------|--------------------------------|--|--|--|--|
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

Request for the
State Board of Education
to Review the Decision Made by the
Charter Authorizing Panel

**Quest Middle School of West Little Rock
Little Rock, Arkansas**



From: [Christopher Heller](#)
To: [ADE Charter Schools](#)
Cc: [Tom Kimbrell \(ADE\)](#); [Jeremy Lasiter \(ADE\)](#); [Lori Freno-Engman \(ADE\)](#)
Subject: Quest Charter Application
Date: Wednesday, November 20, 2013 3:43:56 PM

Ms. Perry – In accordance with the procedures in Ark. Code Ann. sections 6-23-702 and 703, and the time frame set out in your November 14 letter announcing the approval of Quest Middle School’s charter application, LRSD requests that the State Board of Education review the final decision of the Department in this matter. Although Quest claimed in its application that it would enroll 78% free and reduced lunch students, then submitted an amended budget to the ADE at its approval hearing claiming at least 50% F/R students, neither number fits with the available evidence. Quest will likely be established as a predominately white, low poverty school which operates to the detriment of both LRSD and PCSSD. Quest will also draw students from the same area where LRSD has purchased land for the construction of a new middle school. It makes no sense as a matter of public policy to create two new middle schools in the same place at the same time.

Information available at the ADE Data Center supports LRSD’s concerns. At Baker, the elementary school closest to the proposed Quest site, less than 19% of the students received F/R lunch during the 2011-12 school year (the last year reported). At two other elementary schools in the area, Chenal and Roberts, there were 24% and 25% F/R students, respectively. To the extent Quest would draw from students from private or home schools rather than traditional public schools, the numbers would likely be even lower. Quest has budgeted \$99,000 for transportation. This will not be nearly enough to affect the character of the school. An accurate calculation of the likely F/R enrollment at Quest would also have the effect of reducing Quest’s budgeted income. If the State is willing to create what will clearly be a low poverty, identifiably white school operated by a private entity which does not have the means to transport any significant numbers of poverty students to the school, the SBE (rather than ADE) should make that decision with a full record of the likely enrollment and not on the questionable representation that there will be some degree of economic balance.

Thank you for your consideration of this request. Please let me know if there is anything further I must do to have this request presented to the State Board. CH

[CHRISTOPHER HELLER](#) | ATTORNEY



Heller@fridayfirm.com | Direct: (501) 370-1506 | Fax (501) 244-5344
400 West Capitol Avenue, Suite 2000
Little Rock, Arkansas 72201-3522 | www.FridayFirm.com

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Notification of Charter Authorizing Panel Decision

**Quest Middle School of West Little Rock
Little Rock, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 14, 2013

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Chris Baumann
Responsive Education Solutions
1301 Waters Ridge Drive
Lewisville, Texas 75057

RE: Notification of Charter Authorizing Panel Decision
Quest Middle School of West Little Rock

Dear Mr. Baumann:

On November 14, 2013, the Charter Authorizing Panel met and approved the application for the Quest Middle School of West Little Rock. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to **request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Jerry Guess, Superintendent, Pulaski County Special School District
Dr. Dexter Suggs, Superintendent, Little Rock School District
Mr. Kelly Rodgers, Superintendent, North Little Rock School District
Mr. Jeff Collum, Superintendent, Benton School District
Mr. Philip R. Rutherford, Superintendent, Bryant School District
Mr. Eddie Johnson, Superintendent, England School District
Ms. Suzanne Bailey, Superintendent, Lonoke School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

**Materials Distributed
By the Applicant at
the Hearing**

**Quest Middle School of West Little Rock
Little Rock, Arkansas**

Quest
MIDDLE SCHOOL
of
WEST LITTLE ROCK

Arkansas Public Charter School Application
Estimated Budget Worksheet

| <u>Revenues</u> | <u>Amount</u> | Year One | Year Two |
|----------------------------------|--|-----------------------|-----------------------|
| | | <u>Total</u> | <u>Total</u> |
| State Public Charter School Aid: | | | |
| No. of Students | (209) X 6,521 State Foundation Funding | \$1,434,620.00 | \$1,793,275.00 |
| No. of Students | (209) X 44.00 Professional Develk | \$9,680.00 | \$12,100.00 |
| No. of Students | 105 X eligible \$517 NSLA Fundi | \$ 54,026.50 | \$ 67,533.13 |
| Total State Charter School Aid | | \$1,498,326.50 | \$1,872,908.13 |
| Other Sources of Revenue | | | |
| Federal Grants (CNP) | 21,945.00 | | 27,431.25 |
| Federal Grants (Title IA) | | | - |
| Federal Grants (Title IIA) | | | |
| Federal Grants (IDEA B) | | | |
| Federal Grants Total | | \$21,945.00 | \$27,431.25 |
| Total Other Sources of Revenues | Provided by Responsive Education Solutions of Texas through grant or other means | 250,000.00 | 50,000.00 |
| TOTAL REVENUES | | \$1,770,271.50 | \$1,950,339.38 |

| <u>Expenditures</u> | <u>Amount</u> | Year One | Year Two |
|-------------------------------|---------------|--------------|--------------|
| | | <u>Total</u> | <u>Total</u> |
| Administration | | | |
| Salaries | 117,500.00 | | 117,500.00 |
| Fringe Benefits | 36,612.90 | | 36,600.31 |
| Purchased Services | 5,000.00 | | 5,000.00 |
| Supplies and Materials | 9,380.00 | | 11,450.00 |
| Equipment | 6,210.00 | | 6,210.00 |
| Other (Travel, Dues) | 7,340.00 | \$182,022.90 | 7,862.50 |
| Regular Classroom Instruction | | | |
| Salaries | 441,570.00 | | 551,962.00 |
| Fringe Benefits | 137,592.82 | | 171,931.75 |
| Purchased Services | 2,000.00 | | 2,000.00 |
| Supplies and Materials | 41,120.75 | | 51,400.94 |
| Equipment | | | |
| Other (Describe) | 4,344.00 | \$626,627.57 | 5,180.00 |
| Special Education | | | |
| Salaries | 45,396.00 | | 58,690.00 |
| Fringe Benefits | 14,145.35 | | 18,281.47 |
| Purchased Services | | | |
| Supplies and Materials | 627.00 | | 783.75 |
| Equipment | | | |
| Other (Describe) | | \$60,168.35 | \$77,755.22 |
| Gifted and Talented Program | | | |
| Salaries | | | |
| Fringe Benefits | | | |

| | | |
|------------------------|--------|--------|
| Purchased Services | | |
| Supplies and Materials | | |
| Equipment | | |
| Other (Describe) | \$0.00 | \$0.00 |

(Budget Continued)

Alternative Education Program:

| | | |
|-----------------------------------|-------------|-------------|
| Salaries (No. of Positions _____) | 35,874.00 | 67,557.00 |
| Fringe Benefits | 11,178.31 | 21,043.47 |
| Purchased Services | | |
| Supplies and Materials | | |
| Equipment | | |
| Other (Describe) | \$47,052.31 | \$88,600.47 |

Guidance Services

| | | |
|------------------------|------------|------------|
| Salaries | | |
| Fringe Benefits | - | - |
| Purchased Services | 1,000.00 | 1,000.00 |
| Supplies and Materials | | |
| Equipment | | |
| Other (Describe) | \$1,000.00 | \$1,000.00 |

Health Services

| | | |
|------------------------|-------------|-------------|
| Salaries | | - |
| Fringe Benefits | - | - |
| Purchased Services | 12,540.00 | 15,675.00 |
| Supplies and Materials | | |
| Equipment | | |
| Other (Describe) | \$12,540.00 | \$15,675.00 |

Media Services

| | | |
|------------------------|--------|--------|
| Salaries | | - |
| Fringe Benefits | - | - |
| Purchased Services | | |
| Supplies and Materials | | |
| Equipment | | |
| Other (Describe) | \$0.00 | \$0.00 |

Fiscal Services

| | | |
|------------------------|-------------|-------------|
| Salaries | | |
| Fringe Benefits | - | - |
| Purchased Services | 12,000.00 | 12,000.00 |
| Supplies and Materials | | |
| Equipment | | |
| Other (Describe) | \$12,000.00 | \$12,000.00 |

Maintenance and Operation

| | | |
|---|-----------|-------------|
| Salaries | | |
| Fringe Benefits | - | - |
| Purchased Services (include utilities) | 40,800.00 | 40,800.00 |
| Supplies and Materials | 6,500.00 | 6,500.00 |
| Equipment | | |
| Other (Describe)-Utilities | 28,800.00 | \$76,100.00 |
| | | 28,800.00 |
| | | \$76,100.00 |

(Budget Continued)

Pupil Transportation

| | | |
|------------------------|--------------------|--------------------|
| Salaries | | |
| Fringe Benefits | <u>-</u> | <u>-</u> |
| Purchased Services | <u>99,000.00</u> | <u>99,000.00</u> |
| Supplies and Materials | | |
| Equipment | | |
| Other (Describe) | <u>\$99,000.00</u> | <u>\$99,000.00</u> |

Food Services

| | | |
|------------------------|--------------------|--------------------|
| Salaries | | |
| Fringe Benefits | <u>-</u> | <u>-</u> |
| Purchased Services | <u>21,945.00</u> | <u>27,431.25</u> |
| Supplies and Materials | | |
| Equipment | | |
| Other (Describe) | <u>\$21,945.00</u> | <u>\$27,431.25</u> |

Data Processing

| | | |
|------------------------|--------------------|--------------------|
| Salaries | | |
| Fringe Benefits | <u>-</u> | <u>-</u> |
| Purchased Services | <u>4,800.00</u> | <u>4,800.00</u> |
| Supplies and Materials | | |
| Equipment | <u>44,673.75</u> | <u>12,375.00</u> |
| Other (Describe) | <u>\$49,473.75</u> | <u>\$17,175.00</u> |

Substitute Personnel

| | | |
|-----------------------------------|------------------------------------|----------------------------------|
| Salaries (No. of Positions _____) | <u>11,751.69</u> | <u>14,689.62</u> |
| Fringe Benefits | <u>3,661.82</u> <u>\$15,413.51</u> | <u>4,575.70</u> <u>19,265.32</u> |

Facilities

| | | |
|--|---------------------|---------------------|
| Lease/Purchase (contract for one total year including facility upgrades (Restroom renovation, lighting, walls, flooring, interior) | <u>496,386.00</u> | <u>496,386.00</u> |
| | <u>-</u> | <u>-</u> |
| Furniture & Equipment including facility upgrades: | <u>41,800.00</u> | <u>11,000.00</u> |
| Insurance (contract for one total year including facility upgrades): | | |
| Property Insurance | <u>4,000.00</u> | <u>4,000.00</u> |
| Content Insurance | <u>\$542,186.00</u> | <u>\$511,386.00</u> |

Debt Expenditures:

| | | |
|--------------------------------|-------------------|-------------------|
| Other Expenditures: (Security) | <u>\$2,000.00</u> | <u>\$2,000.00</u> |
|--------------------------------|-------------------|-------------------|

TOTAL EXPENDITURES

\$1,747,529.39

\$1,914,485.75

OVER (UNDER) Revenues **\$22,742.11**

\$35,853.62

2013-2014 Application Cycle

Quest Middle School of West Little Rock

Summary

**Quest Middle School of West Little Rock
Little Rock, Arkansas**

Quest Middle School of West Little Rock

| | |
|---------------------------------------|---|
| Grade Level(s): | 6-12 (6-8 in Year 1 adding a grade per year) |
| Student Enrollment Cap: | 490 (220 in Year 1) |
| Name of the Sponsoring Entity: | Responsive Education Solutions (ResponsiveEd) |
| IRS Status | 501(c)(3) Non-Profit Status |
| Address: | 1815 Rahling Road Little Rock, AR 72223 |

Mission Statement

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

Information on the School District in Which the Charter Would Be Located

Pulaski County Special School District
56.74% free and reduced-price lunch (2012-2013)
Needs Improvement District (ESEA 2012) - Mathematics

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- The address of the proposed charter being in the Pulaski County Special School District when the application is predicated on the school being in the Little Rock School District
- Budgeting concerns
 - Lack of a revised budget for review as revenue was reduced and expenses increased in response to concerns identified by the Charter Internal Review Committee -
 - Statement that the budget will be revised to reflect expenses for English language learners
 - Statement that budget will be revised to remove federal revenue
 - Only a statement without official documentation to demonstrate a commitment by the sponsoring entity to provide Quest with up to \$300,000.00 in 2014-2015 and up to \$100,000.00 in 2015-2016 should Quest fail to receive this revenue from other sources
- Lack of details about the student transportation plan
- The ability to meet the needs of gifted and talented students
- The brief mention of using a “classical based education” in the geographic service area section of the application and brief response to ADE comment without discussion of the classical curriculum
- The statement that “a student must reside in Quest’s approved geographic region”

Documentation Provided in Support of the Charter

Letters of Support Included in Application

| | |
|----------------------------|--|
| Representative Tim Griffin | United States House of Representatives |
| Ed Choate | Delta |

Petitions Included in Application

60 signatures

Other Letters of Support (available for review)

| | |
|------------------------------|--|
| Representative Allen Kerr | State of Arkansas House of Representatives |
| Representative Warwick Sabin | State of Arkansas House of Representatives |
| Director Lance Hines | City of Little Rock |
| John Bacon | eStem Public Charter School |
| Amy Bell | Studio Bella Photo and Design |
| Mark Fortune | The Gadberry Group |
| Ashley and David Coldiron | Parents |
| Vicky Crook | Business owner |
| Brad Cruse | Individual |
| Kellyann Goodman-Thornton | Parent |
| Nancy Greenwood | Individual |
| Randy Hatchell | Business owner |
| Kay Koonce | Individual |
| Andrew and Leah Lanford | Individuals |
| James Nelson | Individual |
| Virginia Nelson | Parent |
| Alanna and Gary Newton | Parents |
| Richard Thornton | Parent |

Other Petitions (available for review)

246 signatures

Requested Waivers

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Ark. Code Ann. § 6-10-106 Uniform Dates for Beginning and End of School Year**
 - The Applicant proposes to follow the calendar of the Little Rock School District. Therefore, this waiver is not necessary.
- **Ark. Code Ann § 6-13-622 Budget Publication**
 - Ark. Const. Art. 14 § 3 requires each district to make its budget public. The Panel can waive the requirement of Ark. Code Ann. § 6-13-622 to publish the budget in the newspaper, but the Applicant would still be required to make its budget public.
- **Ark. Code Ann. § 6-15-902(a) Grading Scale**
 - The past practice has been to grant this waiver only as to non-core (i.e. elective courses), when the request is made in a new charter school application. The waiver has been granted as to core courses only after a charter school has established itself and demonstrated a substantial need for the waiver. In addition, waiver may be granted only to the extent that the proposed grading scale is more rigorous than the scale provided by statute.
 - The Applicant indicated it will implement a more rigorous grading scale, but the grading scale was not provided.

- **Ark. Code Ann. § 6-16-102 School Day Hours**
 - The Applicant has indicated its program may necessitate a “school day” shorter or longer than six hours. However, the proposed daily schedule (Application, Attachment 5) shows 410 minutes of instructional time each day. This waiver is not necessary for an instructional day longer than six hours.
- **Ark. Code Ann. § 6-17-2802 Teacher Excellence and Support System**
 - If this waiver is granted, a waiver of the ADE Rules Governing the Teacher Excellence and Support System is necessary.
- **Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades Nine through Twelve**
 - The Applicant has indicated its program may necessitate a “school day” shorter or longer than six hours. However, the proposed daily schedule (Application, Attachment 5) shows 410 minutes of instructional time each day. This waiver is not necessary for an instructional day longer than six hours.
 - If this waiver is granted, a waiver of ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve is also necessary.
- **Ark. Code Ann. § 6-21-304 Purchases**
 - A waiver of this section is typically not requested.
- **Standards for Accreditation Section 9.0 Curriculum**
 - A waiver of this entire section is typically not requested.
- **Standards for Accreditation 9.03.4 38 Units of Credit**
 - Traditionally, this waiver has only been granted as charters phase in grades (i.e., the charter will offer all 38 units by the time it has its first 12th grade class) or when the charter will still meet the content requirements of all 38 courses through embedded courses.
- **Standards for Accreditation 14.03 Clock Hours for Unit of Credit**
 - The Panel lacks the authority to grant a waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas Frameworks.
- **ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites**
 - Based on requested statutory waivers, it appears a waiver of these rules is also necessary.

From Ark. Code Ann.

| | |
|------------------|--|
| 6-10-106 | School year dates |
| 6-11-129 | Data to be accessible on website |
| 6-13-109 | School superintendent |
| 6-13-619 | Monthly meetings |
| 6-13-620 | Powers and duties |
| 6-13-622 | Budget publication |
| 6-13-634 | School district board of directors—Size |
| 6-14-101 et seq. | Applicability of general election laws |
| 6-15-902(a) | Grading scale—Exemptions—Special education (to implement a more |
| 6-15-1004 | Qualified teachers in every public school classroom(pertaining to alternative learning programs) |
| 6-15-2302 | General business manager—Responsibilities—Minimum qualifications |
| 6-16-102 | School day hours |
| 6-16-105 | United States flag |

| | |
|----------------------|---|
| 6-16-106 | Arkansas state flag |
| 6-16-1204 | Implementation (requirement that pre-Advanced Placement courses be offered) |
| 6-17-111 | Duty-free lunch periods |
| 6-17-114 | Daily planning period |
| 6-17-117 | Noninstructional duties |
| 6-17-201 | Requirements—Written personnel policies—Teacher salary schedule |
| 6-17-201 et seq. | Personnel Policies |
| 6-17-211 | Use of personal leave when administrator or school employee is absent from campus |
| 6-17-301 | Employment of certified personnel |
| 6-17-302 | Principals—Responsibilities |
| 6-17-309 | Certification to teach grade or subject matter—Exceptions—Waivers |
| 6-17-401 et seq. | Certification Generally |
| 6-17-401 | Teacher licensure requirement |
| 6-17-427 | Superintendent license—Superintendent mentoring program required |
| 6-17-902 | Definition (definition of a teacher as licensed) |
| 6-17-908 | Teachers' salary fund—Authorized disbursements |
| 6-17-908(a)(4)(B) | Pertaining to insurance and fringe benefits for teachers |
| 6-17-919 | Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher) |
| 6-17-1201 et seq. | Teachers' Minimum Sick Leave Law |
| 6-17-1301 et seq. | School Employees' Minimum Sick Leave Law |
| 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| 6-17-2201 et seq. | Classified School Employee Minimum Salary Act |
| 6-17-2301 et seq. | Classified School Employee Personnel Policy Law |
| 6-17-2401 et seq. | Teacher Compensation Program of 2003 |
| 6-18-211 | Students in grades none through twelve—Mandatory Attendance |
| 6-18-503(a)(1)(C)(i) | Pertaining to alternative learning environments |
| 6-18-1001 et seq. | Public School Student Services Act |
| Chapter 19 | Transportation |
| 6-20-2208(c)(6) | Monitoring of expenditures (gifted and talented) |
| 6-21-117 | Leased academic facilities (requiring leased facilities to confirm to the school facility standards) |
| 6-21-303 | Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies) |
| 6-21-304 | Purchases (would use a state-approved vendor or obtain a minimum of three quotes for purchases between \$1,000 and \$50,000 and obtain bids when the estimated purchase price is equal to or exceeds \$50,000, rather than following the requirement of obtaining bids in each instance when the estimated purchase price shall equal or exceed \$10,000) |
| 6-25-101 et seq. | Public School Library and Media Technology Act |
| 6-42-101 et seq. | General Provisions (gifted and talented) |
| 6-48-101 et seq. | Alternative Learning Environments |

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|--------|--|
| 9 | Curriculum |
| 9.03.4 | Grades 9-12 (courses to be taught, requiring the 38 units of credit) |
| 10.02 | Class Size and Teaching Load |
| 14.03 | Unit of credit and clock hours for a unit of credit |
| 15.01 | School District Superintendent |
| 15.02 | Principals |
| 15.03 | Licensure and Renewal |
| 18 | Gifted and Talented Education |
| 19.03 | Pertaining to alternative learning environments |
| 19.04 | Requirement to provide summer school and adult education programs |
| 21 | Auxiliary Services |

From Other Rules

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Minimum Qualifications for General Business Managers
- ADE Rules Governing Educator Licensure
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing School Board Zones and Rezoning
- ADE Rules Governing School Election Expense Reimbursement

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Quest Middle School of West Little Rock
Little Rock, Arkansas

QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK

| | |
|-------------------------------------|---|
| Sponsoring Entity: | Responsive Education Solutions (ResponsiveEd) |
| IRS Status: | Recognized non-profit entity |
| Grade Levels: | 6-12 |
| Student Enrollment Cap: | 490 |
| Address of Proposed Charter: | 1815 Rahling Road, Little Rock, AR 72223 |

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
 - o Published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located
 - o The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - o The last publication date of the notice was no less than seven days prior to the public meeting.
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of

districts that are contiguous to the district in which the charter school would be located

- o Within seven calendar days following the first publication.

Meets the Standard

C-2 GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Provide the job description for the state director, budgeted at 0.25 FTE.

Response: The "State Director" referenced on the Personnel Salary Schedule is the "Regional Director" referenced in the 2013 Application: Open-Enrollment Public Charter School ("Charter Application"). The job description and professional qualifications for the Regional Director are found on Pages 8 and 25 of the Charter Application respectively.

C-3 MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-4 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other school

Meets the Standard

C-5 EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Meets the Standard

Concerns and Additional Questions:

- Provide the grade levels to be served by year with the maximum enrollment for each year.

Response:

| School Year | Grade Levels | Student Enrollment |
|-------------|--------------|--------------------|
| First Year | 6-8 | 220 |
| Second Year | 6-9 | 280 |
| Third Year | 6-10 | 350 |
| Fourth Year | 6-11 | 420 |
| Fifth Year | 6-12 | 490 |
| Maximum | 6-12 | 490 |

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

Response: Quest understands that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

C-6: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - o Reading;
 - o Reading Comprehension;
 - o Mathematics; and
 - o Mathematics Reasoning;
- Goals that are clear, measurable and data-driven;

- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Define the specific subpopulations whose performance will be analyzed to determine if there is a narrowing of the achievement gap on state assessments.

Response: The subpopulations whose performance will be analyzed include: (1) Economically Disadvantaged, (2) English Language Learner, and (3) Special Education.

- Define “narrowing of the performance gaps” and quantify how much the gap will be narrowed to demonstrate measurable growth for students.

Response: The performance gaps identified in Quest’s first year of operation will be narrowed by 25% by the end of Quest’s fourth year of operation.

- Explain the manner in which “80% of state assessments over a three year time period” will be calculated.

Response: This goal is to be revised to read “In Reading/Mathematics, performance gaps identified in Quest’s first year of operation will be narrowed by 25% by the end of Quest’s fourth year of operation as demonstrated by student performance on mandated state assessments.”

- Define the “three year time period.”

Response: The “three year time period” is the time between Quest’s first and fourth years of operation.

- Confirm the understanding, that during the first year of operation, the charter’s annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter’s AMOs will be based upon the academic performance of the students who attend the charter.

Response: Quest understands that, during the first year of operation, the charter’s annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter’s AMOs will be based upon the academic performance of the students who attend the charter.

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will

present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education’s content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Does Not Meet the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Response: Quest’s response to C.7. contains a typo. Having already been approved by the Arkansas State Board of Education to operate three open- enrollment charter schools—including Quest Middle School of Pine Bluff— ResponsiveEd’s team of 30+ writers, editors, proofreaders, and graphic artists have already aligned the curriculum with the Arkansas Curriculum Frameworks in content areas **including** English Language Arts and Mathematics and the curriculum requirements of the Common Core State Standards in English Language Arts and Mathematics as adopted by the State Board of Education.

- State the content areas in which there is curriculum alignment with the Arkansas Curriculum Frameworks and/or the Common Core State Standards as it is stated that there is alignment “in content areas **excluding** English Language Arts and Mathematics and the curriculum requirements of the Common Core State Standards in English Language Arts and Mathematics as adopted by the State Board of Education.” (Emphasis added.)

Response: Quest’s response to C.7. contains a typo. ResponsiveEd’s team of 30+ writers, editors, proofreaders, and graphic artists have already aligned the curriculum with the Arkansas Curriculum Frameworks in content areas **including** English Language Arts and Mathematics and the curriculum requirements of the Common Core State Standards in English Language Arts and Mathematics as adopted by the State Board of Education.

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;

- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard

Concerns and Additional Questions: Health

- Explain how the charter will comply with health and safety services outlined in 16.03 of the Arkansas Department of Education Rules Governing Standards for Accreditation.

Response: Quest is seeking exemption from Rule 16 in order to obtain greater flexibility in the provision of its support services. Even so, health and safety services will be provided to the students attending Quest. Health screening services have been budgeted and will be performed by a qualified independent contractor. In addition, as part of the general administration provided by the sponsoring entity, a Director of Health and Safety will have the following duties and responsibilities:

- Develop policies, procedures, and work standards for school health program.
 - Monitor compliance of school health program with federal, state and local laws, regulations and policies.
 - Collaborate with other child-support agencies in designing and providing a school health program.
 - Negotiate professional and medical services essential to the school health program.
 - Provide professional development on health-related topics for school staff.
 - Screen and conduct health appraisals for students and staff.
 - Provide follow-up evaluations on students as required
- Explain the ways in which daily responsibilities for student health issues will be handled and by whom.

Response: Daily responsibilities for student health issues will be handled by school staff who have been trained by the Director of Health and Safety or (if professional medical expertise is required) qualified independent contractors.

Special Education Services

- Confirm the understanding that RTI cannot replace referrals for special education services.

Response: Quest understands that RTI cannot replace referrals for special education services.

- Confirm that all state and federal special education laws and rules will be followed.

Response: Quest confirms that all state and federal special education laws and rules will be followed

Transportation Services

- Provide the student transportation plan.

Response: Quest has budgeted \$99,000.00 each year to develop and implement a transportation program designed to ensure that all eligible Little Rock students who wish to attend Quest may do so. While the transportation program has not yet been fully developed, it is anticipated that the program will include a combination of both school and public bus transportation.

English Language Learner Services

- Revise the budget as it states that funds for the English Language Learner Program are dependent on federal funds, but the services must be provided even without federal funds.

Response: The budget will be revised to reflect the requested revision.

Gifted and Talented Services

- Describe the program assessment that could result in the determination of the need for a gifted and talented program.

Response: Not applicable. Quest is seeking exemption from all laws, rules, and standards that would require Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

- Confirm the understanding that offering dual-enrollment, pre AP, and AP classes does not constitute a gifted and talented program.

Response: Quest confirms its understanding that offering dual-enrollment, pre AP, and AP classes does not constitute a gifted and talented program.

- Confirm that AP classes will be offered in accordance with state law.

Response: Quest confirms that AP classes will be offered in accordance with state law.

- Explain how gifted and talented students will be identified.

Response: Not applicable. Quest is seeking exemption from all laws, rules, and standards that would require Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in meeting the needs of gifted and talented students.

Response: Not applicable. Quest is seeking exemption from all laws, rules, and standards that would require Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

- Explain how the social and emotional needs of gifted and talented students will be met.

Response: Not applicable. Quest is seeking exemption from all laws, rules, and standards that would require Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

C-9: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain how the following sentence relates to the geographical area to be served by the charter, "Quest's use of a classical based curriculum will ensure students a solid foundation of content learning."

Response: The referenced sentence does not relate directly to a description of the geographic area to be served by Quest so much as it describes one characteristic of Quest's overall education program.

- Discuss the classical based curriculum that will be used at Quest as this was not mentioned in the educational program.

Response: The reference to a "classical based curriculum" describes one characteristic of Quest's overall educational program. Quest's curriculum is "classical" in that it provides students with the tools of learning necessary to be well-rounded human beings who know who they are and understand the world around them. These tools help students acquire the knowledge, skills, and dispositions necessary to live virtuous and happy lives. The classical nature of Quest's curriculum accomplishes this by teaching students at the points of their physiological strengths and by respecting a proper hierarchy of knowledge. It places its historical, literary, and artistic focus on what are referred to as "The Classics" and offers purposeful study of mathematics and the sciences.

C-10: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community and the Charter Authorizing Panel that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Meets the Standard

C-11: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Explain the lawful criteria pertaining to admission and enrollment identified in the charter.

Response: The reference to “lawful criteria” refers to: (1) Quest’s enrollment cap, (2) “qualifying residency,” and (3) qualifying “disciplinary history.”

- Clarify the terms “qualifying residency” and “disciplinary history” as they relate to admission and enrollment in the charter school.

Response: “[Q]ualifying residency” refers to Quest’s approved geographic region. To be “eligible for admission,” a student must reside in Quest’s approved geographic region. Likewise, to be “eligible for admission,” a student may not have any disqualifying “disciplinary history.” As described in the Charter Application, Quest “shall exclude a student from admission who has been expelled from another public school district in accordance with Title 6 of the Arkansas Education Code.”

C-12: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and

- The staffing plan presented in this section matches the staff members noted in the budget.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Provide the educational qualifications for the following positions:
- Superintendent;
- Regional director;
- State director, and
- Campus director.

Response: The Superintendent, Regional Director (which is the State Director), and Campus Director must each have a bachelor’s degree from a four-year college or university.

C-13: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

Partially Meets the Standard

Concerns and Additional Questions:

- Confirm that the charter will comply with state and federal procurement laws and rules unless waivers of state laws and rules are approved by the charter authorizer.

Response: Quest confirms that the charter will comply with state and federal procurement laws and rules unless waivers of state laws and rules are approved by the charter authorizer.

- Confirm that the charter will comply with federal procurement laws and rules even if waivers of state laws and rules are approved as federal regulations cannot be waived.

Response: Quest confirms that the charter will comply with federal procurement laws and rules even if waivers of state laws and rules are approved as federal regulations cannot be waived.

- Confirm that there will be sound business reasons for purchases of all amounts.

Response: Quest confirms that there will be sound business reasons for purchases of all amounts.

- Remove the name of the CFO and refer to the position so that the charter document will not need revision if there is any change to the person who holds the position.

Response: The name of the CFO will be removed from the charter document as requested.

- Provide documentation that demonstrates the other sources of funding is guaranteed or revise the budget excluding \$300,000 in 2014-2015 and \$100,000 in 2015-2016 as revenue.

Response: ResponsiveEd, as the sponsoring entity applying for the charter, guarantees that it will provide Quest with up to \$300,000.00 in 2014-2015 and up to \$100,000.00 in 2015-2016 should Quest fail to receive this revenue from other sources.

C-14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations. If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

Meets the Standard

C-15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Meets the Standard

C-16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - o Members of the local board of the public school district where the charter school will be located;
 - o The employees of the public school district where the charter school will be located;
 - o The sponsor of the charter school; and
 - o Employees, directors and/or administrators of the charter school.

Meets the Standard

C-17: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and explain how conflicts, if any, will be addressed.

Partially Meets the Standard - Meets the Standard (Based on Response)

Legal Questions:

- Explain the procedures that **will be followed** if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Response: If a conflict of interest is identified, the individual with the conflict must disclose the conflict to his or her supervisor and abstain from any decision-making process involving the conflict. By requiring such disclosure and removing the person with the conflict from the decision-making process, the procedures ensure that all actions are in the best interest of the school and the students at the school.

C18: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Partially Meets the Standard

Concerns and Additional Questions:

- Confirm that federal procurement guidelines will be followed when the charter selects a food service vendor.

Response: Quest confirms that federal procurement guidelines will be followed when the charter selects a food service vendor.

- Remove the reference to Quest of Pine Bluff.

Response: The reference to “Quest of Pine Bluff” will be revised to read “Quest.”

- Remove the food services funding from the budget as federal funds were not to be included as revenue.

Response: The budget will be revised to reflect the requested revision.

C19: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school’s education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Explain how members of the community, other than parents, guardians, and school employees will be involved to make a positive impact on the school and its educational program.

Response: Members of the community will have the opportunity to be involved in and make a positive impact on the school and its educational program through participation in the Community Advisory Council (see Charter Application, Page 8). In addition, Quest will strive to keep members of the community involved in the happenings of Quest through the use of on-site informational campus meetings; annual gatherings allowing questions and community feedback; informational newsletters; and web-based communication of school news. Finally, Quest will pursue partnerships with community leaders who support the

school's mission and goals.

C-20: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

Does Not Meet the Standard

Legal Questions:

Generally:

Ark. Code Ann. §6-23-302(c)(4) requires the application to list the specific provisions of Title VI and the specific rules and regulations promulgated by the state board from which the open-enrollment charter seeks to be exempted. Phrases such as "but not limited to," "all other provisions of the Education Code required to give effect to this waiver," "all rules required to give effect to this waiver," and "all standards required to give effect to this waiver" should not be included. Each statute, rule, and standard should be specifically listed. Brief, but specific rationale other than "to meet the goals of the school," for each waiver should be included.

Without specific and inclusive waivers requested and explained, a thorough analysis of the applicant's waivers cannot be completed. However, some issues to consider are addressed below.

Requested Waivers:

- **Ark. Code Ann. § 6-10-106 School Year Dates**

This waiver is not necessary to accommodate the applicant's planned adherence to the Little Rock School District's schedule. The applicant should explain why this waiver is necessary.

- **Ark. Code Ann. § 6-15-902(a) Grading Scale**

Based on the application, it is not apparent why this waiver is necessary. Please explain.

Typically, this waiver has only been granted as to non-core courses when the request is made in a new charter school application. The waiver has been granted as to core courses

only after a charter school has established itself and demonstrated a substantial need for the waiver. In addition, the waiver may be granted only to the extent that the proposed grading scale is more rigorous than the scale provided by statute.

- **Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12**

Based on the application, it is not apparent why this waiver is necessary. Please explain.

- **Standards for Accreditation 9.03.4 38 units**

Please explain the need for this waiver. Typically, a waiver of this Standard has only been granted for charters as they phase in grades.

- **Standards for Accreditation 10.02 Class Size and Teaching Load**

Based on the application, it is not apparent why this waiver is necessary. Please explain.

Typically, this waiver has only been granted if the applicant proposes specific alternative maximum teacher-student ratios.

- **Standards for Accreditation 14.03 Unit of Credit and Clock Hours Per Unit**

Based on the application, it is not apparent why this waiver is necessary. Please explain.

Response: In response to the foregoing general guidance and specific concerns, Quest revises its request for waivers as follows:

GENERAL INAPPLICABILITY

Title 6 of the Arkansas Code Annotated:

- 6-13-619 (Meetings): Quest seeks exemption from this provision to the extent that it requires monthly meetings and prohibits removal of a member of the board by a majority vote of the remaining board members for any reason. Quest seeks to hold meetings as often as necessary to address the needs of the school, whether weekly, monthly, quarterly, etc. Quest seeks to provide the board with the flexibility to determine its membership.
- 6-13-620 (Powers and Duties of School Boards): Quest seeks exemption from this provision to the extent that it requires employment contracts, requires the incorporation of employment policies in all employment contracts, and conflicts with the delegation of powers and duties between the ResponsiveEd Board and Quest Board described in the Charter Application.

- 6-13-622 (Budget Publication): Quest seeks exemption from this provision to the extent that it requires the publication of the school budget and refers to board elections. Quest requests that it be permitted to provide its budget to the public as needed in response to public information requests.
- 6-13-634 (School District Board of Directors-Size): Quest seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.
- Chapter 14 (School Elections): Quest seeks exemption from this provision to the extent that it is generally not applicable in the open- enrollment charter school context.

State Board of Education Rules:

- ADE Rules Governing School Board Zones and Rezoning: Quest seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.
- ADE Rules Governing School Election Reimbursement: Quest seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.

SUPERINTENDENT, PRINCIPAL, AND TEACHER CERTIFICATION AND LICENSURE

Title 6 of the Arkansas Code Annotated:

Quest seeks exemption from the following provisions to the extent that they require superintendents, principals, and teachers to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

- 6-13-109 (School Superintendent)
- 6-15-1004 (Qualified Teachers in Every Public School Classroom)
- 6-17-301 (Employment of Certified Personnel)
- 6-17-302(Public School Principals – Qualifications and Responsibilities)
- 6-17-309 (Certification - Waiver)
- 6-17-401 (Teacher's License Requirement)
- 6-17-427(Superintendent License-Superintendent Mentoring Program Required)
- Chapter 17, Subchapter 4 (Certification Generally)
- 6-17-902 (Definitions)
- 6-17-919 (Warrants Void Without Valid Certificate and Contract)

State Board of Education Rules:

Quest seeks exemption from the following provisions to the extent that they require superintendents, principals, and teachers to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

- ADE Rules Governing Educator Licensure
- ADE Rules Governing Superintendent Mentoring Program

Standards for Accreditation of Arkansas Public Schools and School Districts:

Quest seeks exemption from the following provisions to the extent that they require superintendents, principals, and teachers to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

- 15.01 (School District Superintendent)
- 15.02 (Principals)
- 15.03 (Licensure and Renewal)

EMPLOYEE CONTRACTS

Title 6 of the Arkansas Code Annotated:

Quest seeks exemption from the following provisions to the extent that they require employees to be under contract. Quest seeks the flexibility to hire all employees on an “at-will” basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school’s unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board.

- 6-17-117 (Non-instructional Duties)
- 6-17-201 (Certified Personnel Policies and Committees)
- 6-17-301 (Employment of Certified Personnel)
- 6-17-302(Public School Principals- Qualifications and Responsibilities)
- 6-17-919 (Warrants Void Without Valid Certificate and Contract)
- 6-17, Subchapter 15 (Teacher Fair Dismissal Act)
- 6-17, Subchapter 17 (Public School Employee Fair Hearing Act)
- 6-17-2301 et seq. (Classified School Employee Personnel Policy Law)

EMPLOYEE COMPENSATION, LEAVE, AND BREAKS

Title 6 of the Arkansas Code Annotated:

Quest seeks exemption from this provision to the extent that it requires specific employee benefits relating to compensation, leave, and breaks. Quest seeks the flexibility to develop its

own employee compensation and leave package to attract those employees it deems likely to contribute meaningfully to the successful implementation of the schools' unique educational program.

- 6-17-111 (Duty-Free Lunch Period)
- 6-17-201 (Personnel Policies Requirements)
- 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus)
- 6-17-908 (Teachers' Salary Fund-Authorized Disbursements)
- 6-17-1001 (Minimum Base Salary)
- 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law)
- 6-17, Subchapter 13 (School Employees' Minimum Sick Leave Law)
- 6-17, Subchapter 22 (Classified School Employee Minimum Salary Act)
- 6-17, Subchapter 24 (Teacher Compensation Program of 2003)

ACADEMICS

Title 6 of the Arkansas Code Annotated:

- 6-15-902(a) (Grading Scale): Quest seeks exemption from this provision so that it may implement a more rigorous grading scale.
- 6-15-1005(b)(5) (Alternative Learning Environments): Quest seeks exemption from this provision to the extent that it requires Quest to offer an alternative learning environment. Quest itself, as a school of choice, is an alternative learning environment.
- 6-16-102 (School Day Hours): Quest seeks exemption from this provision to the extent that it defines the length of a "school day." Quest requests the flexibility to implement its mastery-based educational program, which may necessitate a "school day" of more or fewer than six hours.
- 6-16-1204 (Implementation): Quest seeks exemption from this provision to the extent that it requires Quest to offer pre-AP courses. Quest requests the flexibility to offer pre-AP courses as student interest and need dictates.
- 6-17-114 (Daily Planning Period): Quest seeks exemption from this provision to the extent that it requires Quest to provide teachers with time for conferences, instructional planning, and preparation. Instead, such time is to be spent before or after school without and addition to the teacher's base pay. Time for instructional planning and preparation should be greatly reduced given Quest's academic support and curriculum resources.
- 6-18-211 (Mandatory Attendance for Students in Grades Nine through Twelve): Quest seeks exemption from this provision to the extent that it requires students in grades nine through twelve (9-12) to enroll in no less than three hundred fifty (350) minutes of planned instructional time each day as a requirement for graduation.

Quest requests the flexibility to implement its mastery-based educational program, which may necessitate more or fewer than 350 minutes of planned instructional time each day.

- 6-18-503(a)(1)(C)(i) (Alternative Learning Environments): Quest seeks exemption from this provision to the extent that it requires Quest to offer an alternative learning environment. Quest itself, as a school of choice, is an alternative learning environment.
- 6-20-2208(c)(6) (Gifted and Talented): Quest seeks exemption from this provision to the extent that it requires Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.
- 6-21-303 (Rules): Quest seeks exemption from this provision to the extent that it requires Quest to reimburse teachers for personal expenditures on classroom supplies. All educational materials necessary for the effective implementation of Quests educational program will be provided to the teacher as established in the school budget.
- 6-42, Subchapter 1 (Gifted and Talented): Quest seeks exemption from this provision to the extent that it requires Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.
- 6-48, Subchapter 1 (Alternative Learning Environments): Quest seeks exemption from this provision to the extent that it requires Quest to offer an alternative learning environment. Quest itself, as a school of choice, is an alternative learning environment.

State Board of Education Rules:

- ADE Rules for Gifted and Talented Program Approval Standards: Quest seeks exemption from this provision to the extent that it requires Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.
- ADE Rules Governing Waivers for Substitute Teachers: Quest seeks exemption from this provision to the extent that it requires Quest to ensure that no class of students receives instructions from a substitute teacher(s) for more than thirty (30) consecutive school days in the same class during the year. Quest requests the flexibility to identify and utilize those substitute teachers who it believes will effectively implement its unique educational program.
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers: Quest seeks exemption from this provision to the extent that it

requires Quest to obtain a waiver from the Arkansas Department of Education for teachers who will be teaching outside of the grade level or subject area they are licensed to teach for more than thirty (30) consecutive school days in the same class during a school year. Quest requests the flexibility to identify and utilize those teachers who it believes will effectively implement its unique educational program.

- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments): Quest seeks exemption from this provision to the extent that it requires Quest to offer an alternative learning environment. Quest itself, as a school of choice, is an alternative learning environment.

Standards for Accreditation of Arkansas Public Schools and School Districts:

- 9.0 (Curriculum): Quest seeks exemption from this provision to the extent that it conflicts with the educational program described in the Charter Application.
- 9.03.4 (38 Units of Credit): Quest seeks exemption from this provision to the extent that it requires all 38 units to be taught annually. Instead, Quest requests the flexibility to offer those courses necessary to enable a student to obtain the requisite 22 units required for graduation.
- 10.02 (Class Size and Teaching Load): Quest seeks exemption from this provision to the extent that it requires a certain teacher/student ratio. Instead, Quest requests the flexibility to establish teacher/student ratios that best implements its individualized educational program.
- 14.03 (Unit of Credit and Clock Hours for a Unit of Credit): Quest seeks exemption from this provision to the extent that it sets a minimum of 120 clock hours for each unit of credit. Quest is a mastery-based system. As such, a unit of credit may be earned in fewer than 120 clock hours.
- 15.01 (School District Superintendent): Quest seeks exemption from this provision to the extent that it requires the employment of a full-time superintendent when enrollment exceeds 300. The superintendent for Quest oversees the operations of several charters.
- 18 (Gifted and Talented Education): Quest seeks exemption from this provision to the extent that it requires Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.
- 19.03 (Alternate Learning Environments): Quest seeks exemption from this provision to the extent that it requires Quest to offer an alternative learning environment. Quest itself, as a school of choice, is an alternative learning environment.

- 19.04 (Summer School and Adult Education Programs): Quest seeks exemption from this provision to the extent that it requires Quest to provide opportunities for summer school and adult education programs. Instead, Quest requests that it be permitted to focus on the educational program described in the Charter Application.

SUPPORT SERVICES

Title 6 of the Arkansas Code Annotated:

Quest seeks exemption from the following provisions to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given Quest's limited budgetary resources.

- 6-18, Subchapter 10 (Public School Student Services Act)
- Chapter 25 (Public School Library Media and Technology Act)

State Board of Education Rules:

- ADE Rules Governing Public School Student Services: Quest seeks exemption from this provision to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given Quest's limited budgetary resources.

Standards for Accreditation of Arkansas Public Schools and School Districts:

- 16 (Support Services): Quest seeks exemption from this provision to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given Quest's limited budgetary resources.

MISCELLANEOUS

Title 6 of the Arkansas Code Annotated:

- 6-10-106 (Uniform Dates for Beginning and End of School Year): Quest seeks exemption from this provision to the extent that it is required to permit Quest to follow the school calendar for the Little Rock School District.
- 6-11-129 (Data to be Accessible on Website): Quest seeks exemption from this provision to the extent that it requires the listed information to be identified on its website. Instead, Quest seeks to make such information available to the public as

requested in response to public information requests.

- 6-15-2302 (General Business Manager): Quest seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. Quest seeks the flexibility to hire a general business manager that is able to address the unique needs of the school's business model.
- 6-16-105 (United States Flag): Quest seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest will seek alternative methods for prominently displaying the United States flag.
- 6-16-106 (Arkansas Flag): Quest seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest will seek alternative methods for prominently displaying the Arkansas flag.
- 6-17-201 et seq. (Committee for Each School District): Quest seeks exemption from this provision to the extent that mandates the content, distribution, revision, and effective date of Quest personnel policies. Instead, Quest seeks the flexibility regarding the content, distribution, revision, effective date of its personnel policies.
- 6-17-908(a)(4)(B) (Teachers' Salary Fund): Quest seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the ResponsiveEd Board.
- 6-17, Subchapter 23 (Personnel Policy Law for Classified Employees): Quest seeks exemption from this portion of the Education Code. Instead, the ResponsiveEd Board will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.
- 6-17-2802 (Teacher Excellence and Support System): Quest seeks exemption from this provision to the extent that it requires the form of teacher evaluation. Quest seeks the flexibility to evaluate its staff to ensure successful implementation of the school's unique educational program.
- Chapter 19 (Transportation): Quest seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described

herein.

- 6-21-117 (Leased Academic Facilities): Quest seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Quest to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
- 6-21-304 (Manner of Making Purchases): Quest seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$50,000, Quest will use either a state approved vendor or obtain a minimum of three quotes. Quest will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.

State Board of Education Rules:

- ADE Rules Governing Minimum Qualifications for General Business Managers: Quest seeks exemption from this provision to the extent that it requires a general business manager for a public school district to meet the minimum qualifications. Quest seeks the flexibility to hire a general business manager that is able to address the unique needs of the school's business model.

Standards for Accreditation of Arkansas Public Schools and School Districts:

- 21.0 (Auxiliary Services): Quest seeks exemption from this provision to the extent that it requires that transportation and food services be provided in a manner inconsistent with the Charter Application.

C-21: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Meets the Standard

C-22: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

Evaluation Criteria:

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application; and
- The plan to ensure the sustainability of the charter in the future.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Explain the actions to be taken by the founders "to ensure a seamless transition when it comes time to turn the reigns of leadership over to their successors."

Response: Established in 1998, the sponsoring entity is an established organization whose 1,200+ employees currently operate more than 65 charter schools throughout Arkansas and Texas. As such, the infrastructure and policies are in place to ensure the success of the charter school when others are placed in leadership positions.

REQUIRED ATTACHMENTS

Concerns and Additional Questions:

- Revise the Facilities Utilization Agreement to show that the terms are contingent upon approval of the charter to open by August 2014.

Response: The Facilities Utilization Agreement has been revised and attached as requested.

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Two Rahling Centre, LLC

Lessee(Tenant): Responsive Education Solutions

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The building is presently vacant and was constructed about three years ago.

Address of Premises: 1815 Rahling Road, Little Rock, AR 72223

Square Footage: 22,563

Terms of Lease: Ten (10) year lease period

Rental Amount: \$41,365.50/mo.;\$496,386.00/yr

Contingency: The terms of this agreement are contingent upon

Responsive Education Solutions

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2011.

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:  Responsive Education Solutions

By:  :-Dh, ...

Date 10-7-11

Lessor  Centre, LLC

By: 

Date 10-7-11

2013-2014 Application Cycle

Application

**Quest Middle School of West Little Rock
Little Rock, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Quest Middle School of West Little Rock

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Quest Middle School of West Little Rock ("Quest")

Grade Level(s) for the School: 6-12 Student Enrollment Cap: 490

Name of Sponsoring Entity: Responsive Education Solutions ("ResponsiveEd")

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Chris Baumann

Address: 1301 Waters Ridge Drive City: Lewisville

ZIP: 75057 Daytime Phone Number: (972) 316-3663 FAX: (866) 396-8657

Email: cbaumann@responsiveed.com

Charter Site

Address: 1815 Rahling Road City: Little Rock

ZIP: 72223 Date of Proposed Opening: August 2014

Chief Operating Officer

of Proposed Charter (if known): Charles Cook Title: CEO/Superintendent

Address: 1301 Waters Ridge Drive City: Lewisville

ZIP: 75057 Daytime Phone Number: (972) 316-3663

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Quest is a distinct blend of effective teacher-directed instruction and emergent technology. The curricular scope and sequence follows standard content-based learning, the assessments and measurements are congruent with high expectation environments, yet the delivery of content is a blend that transitions adolescents from dependence to independent learning in a systemic and organized fashion. The methodology places the student in a contained classroom with focused monitoring by an educator while also providing opportunity for individualized instruction through aligned curriculum and technology. This blend initiates a process that can teach students to become more responsible and make learning opportunity more accessible. Quest understands the need for the middle-school learner to move from childhood to the teenage years. Therefore, the delivery system uses a dual approach, keeping the learner anchored within a classroom setting that provides stability while simultaneously transitioning the learner into a prescribed individualized offering of some subjects centered on self-determination and decision-making. This system blends the best that the teacher can offer with the best that technology can offer and places the student at the core of the entire process.

In addition, Quest provides curriculum designed to teach wisdom. Knowledge is crucial but wisdom is a vital part of a middle school student's growth and maturity. Character education is taught at all levels. Students are taught leadership skills through our "7 Habits of Effective Teens" environment. The campus is dedicated to the idea that education, home, and family are closely connected. Though the atmosphere feels like a private school, there is no tuition to attend Quest.

Please see Section C.5. for a detailed explanation of Quest's educational program.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Applicant Response:

A public hearing for Quest was held at Pleasant Valley Church of Christ at 10900 Rodney Parham Road in Little Rock, Arkansas, at 6:30 p.m., on Tuesday, August 27, 2013. Please see "**Attachment 2: Public Hearing Notices**" for documentation demonstrating that the following requirements of Arkansas Code Annotated s. 6-23-302 were met: (1) the notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located, (2) the notice of the public hearing was not published in the classified or legal notice section of the newspaper, (3) the last publication date of the notice was no less than seven days prior to the public meeting, and (4) within seven calendar days following the first publication of the notice of the public hearing, e-mails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

The public hearing was attended by approximately 80 persons from the local and surrounding communities, 57 of whom added their names to our sign-in sheet. Please see "**Attachment 3: Public Hearing Documents**" for copies of the following public hearing documents: (1) agenda, (2) sign-in sheet, and (3) PowerPoint presentation.

Please see "**Attachment 4: Community Support**" for evidence of parental and community support. As required by the application guidelines, evidence of parental and community support has been limited to five pages. In addition to the evidence provided, Quest has additional petitions for review upon request, as well as letters of support from the following individuals: (1) Mr. Mark Fortune, Director of Sales & Marketing for The Gadberry Group; (2) Alanna and Gary Newton, Parents; (3) Mr. Brad Cruse, DMD, Little Rock Dentistry; (4) Ms. Amy Bell, CPP, A.F. Ph., Studio Bella Photo and Design; (5) Ms. Laura Cruse; (6) Ms. Vicky Crook, Little Rock Business Owner; (7) Mr. Randy Hatchell, Little Rock Business Owner; (8) Ms. Kay Koonce, Resident of West Little Rock; (9) Ms. Nancy Greenwood, Resident of West Little Rock; (10) Mr. James Nelson, Uncle of 5th Grader at Roberts Elementary; and (11) Ms. Virginia Nelson, Parent. Finally, the "Quest Middle School of West Little Rock Action Group" has 219 registered parents, grandparents, and guardians.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

GOVERNANCE STRUCTURE

The governing structure of Quest is illustrated as follows: (1) ResponsiveEd Board of Directors ("ResponsiveEd Board"), (2) Quest Board of Directors ("Quest Board"), (3) Superintendent, (4) Regional Director, (5) Campus Director, and (6) Teachers/Paraprofessionals.

ResponsiveEd Board

The ResponsiveEd Board will serve as the ultimate governing authority of Quest and shall, except as specifically described herein, retain final decision-making authority for Quest in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Quest Superintendent. The ResponsiveEd Board shall be composed of not less than five (5) members selected by the majority vote of the existing members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times. Please see "**Attachment 1: Board Documentation**" for documentation of the proper legal structure of the governing board and sponsoring entity.

Quest Board

The Quest Board shall have final decision-making authority for Quest in the areas of: (1) student discipline, (2) employee grievances, (3) parent grievances, and (4) community complaints/concerns. The Quest Board shall be composed of not less than three (3) members selected by the majority vote of the members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

Superintendent

The Superintendent shall have final decision-making authority for Quest in the area of hiring and termination of the Regional Director and Campus Director and will oversee the primary financial and administrative management responsibility for Quest, including, but not limited to: (1) personnel and payroll administration; (2) professional development/training; (3) curriculum and testing; (4) contract administration; (5) accounting, budgeting, cash management, and financial reporting; (6) information management systems; (7) insurance; (8) child nutrition services; (9) marketing and recruitment; and (10) public relations activities.

Regional Director

The Regional Director will have primary responsibility for the implementation of Quest's academic programs and systems, will oversee all professional development activities, will be responsible for the educational welfare of the students, and will lead in the development of the educational goals of the community. The Regional Director will promote a shared vision of what the school should be to all stakeholders. In addition, the Regional Director will oversee the development of the culture of the school and will ensure an appropriate balance of time and energy is devoted to goals in the areas of intellectual, physical, social, vocational, emotional, ethical, and developmental needs. The Regional Director will regularly monitor implementation of the academic programs and systems with frequent on-site visits and on-site meetings with staff.

Campus Director

The Campus Director will have primary responsibility for all aspects of the school's daily operations and programs, including the day-to-day management of staff and students. The teachers and staff of Quest will report to the Campus Director. Similarly, the Campus Director will have the responsibility of hiring and termination campus staff, including teachers, campus secretary, and instructional aides.

Teachers/Paraprofessionals

Teachers/Paraprofessionals are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment, basis. The Teachers/Paraprofessionals monitor progress, assist students in overcoming learning difficulties, provide motivation, and, in general, create an environment of loving care.

SCHOOL DECISION-MAKING

Quest believes that parents, staff, students, and community will be an integral part of the school governance. The Superintendent, Regional Director, and Campus Director, with support from the Quest Board, will develop a Community Advisory Council ("CAC") to provide input to the Campus Director regarding the following issues: (1) general operation, (2) policy review, (3) long-range strategic plans, and (4) performance standards.

While the CAC will have no official authority in the operation or administration of Quest, it will serve as invaluable problem-solving body, assisting the Campus Director in maintaining a high-quality and appropriate learning program for the children. The CAC will seek to have two student volunteers, two volunteer parents/guardians of Quest students, two staff members, and two community leaders. The CAC will meet monthly and will provide input to the Campus Director.

In addition to the CAC, every effort will be made to make parents/guardians partners in their children's education. Such efforts will include: (1) encouraging parents/guardians to serve as school volunteers; (2) promoting and strengthening parental responsibility and involvement; (3) encouraging parents/guardians to serve on school-based committees such as the CAC; and (4) recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

All students deserve a quality learning environment that allows them to engage in authentic learning tasks, beyond simply going through the act of attending school, taking notes, and taking tests. Studies have shown that this is especially true with young adolescents. Student motivation to learn is the prime factor that often determines success and progress. Regardless of a student's strengths or weaknesses, the need for an environment that creates authentic learning experiences is great. Students who enroll in Quest will have the opportunity to thrive in an educational environment designed to address their individual educational needs.

NEED

There is a profound lack of quality middle school options in the Little Rock School District ("LRSD"), especially for students in West Little Rock, based upon assessment scores focusing on percentage of students at each of the middle schools who scored proficient or advanced on the benchmark exams in Literacy and Mathematics. Please see Table 1 on "**Attachment 9: Need.**"

There is a significant trend in the reduction of students scoring advanced/proficient in literacy which decreased at five of the middle schools last year. The decrease ranged from a reduction of 2% to 9% over one year's time. In Mathematics, the outcomes are even more dramatic with a significant decrease in students scoring advanced/proficient at EVERY middle school in a range from a low of 2% decrease to a high of 8% decrease.

These decreasing academic achievement outcomes along with other factors are evidence of the need for a quality middle school option for students in West Little Rock. Some of the other factors include: (1) There is no middle school located in West Little Rock, which imposes travel requirements upon the students of the area who are to be served; (2) During the 2011-12 school year, LRSD was classified by the Arkansas Department of Education as a "Needs Improvement" district and is also classified as "Needs Improvement" in Math (The

2012-13 school year school improvement reports were not available for inclusion at this time); (3) There are significant areas of need identified in the Benchmark data and the comparisons of the data for the state and surrounding districts which is addressed under the Academic Achievement section below; (4) Even within LRSD where the students are assigned, there are no other options. Nearby, relatively higher-performing middle schools, such as Joe T. Robinson Middle School in the Pulaski County Special School District, are not an option for many students residing in West Little Rock due to the exemption restrictions of the Majority-to-Minority inter district transfer program between the Little Rock School District and the Pulaski County Special School District; and (5) The State Board of Education (SBE) has recognized the crucial need that students in LRSD's middle schools have an option (See SBE Minutes, April 9, 2012).

Quest will provide high quality educational opportunities to middle school students in school districts including Little Rock, Pulaski County, and North Little Rock.

MIDDLE SCHOOLS

Four public middle schools serve students in the West Little Rock geographic area: Forest Heights Middle School (Little Rock School District), Henderson Middle School (Little Rock School District), Joe T. Robinson Middle School (Pulaski County Special School District), and LISA Academy-West Public Charter School. While Forest Heights Middle School is not located in West Little Rock, students in West Little Rock are zoned to attend Forest Heights Middle School. The four other middle schools in the Little Rock School District (Cloverdale Middle School, Dunbar Magnet Middle School, Mabelvale Middle School, Mann Arts and Science Magnet Middle School, and Pulaski Heights Middle School) are also included in this report. As Dunbar Magnet Middle School is a magnet that pulls in students from across the district, Dunbar Magnet Middle School is also an option for West Little Rock students.

In examining the options for enrollment by students in the West Little Rock area, here is the information about the process which details why each school is not a viable option for many families: (1) Joe T. Robinson Middle School is not an option for Non-Black students who reside in the Little Rock School District due to the restrictions of the Majority-to-Majority inter district transfer program between the Little Rock School District and the Pulaski County Special School District; (2) LISA Academy-West Charter School is not an option for students who reside in the Little Rock School District due to reaching its enrollment cap resulting in its inability to accept any other students; (3) Dunbar Magnet Middle School's attendance zone does not include the western portion of Little Rock. Students from the western portion of Little Rock may apply to the Little Rock School District to attend Dunbar through an open enrollment registration process as out of zone students; and (4) Mann Arts and Science Magnet Middle School is a "Stipulation Magnet" school. The Magnet Stipulation requires that stipulation magnet schools have a student population which is fifty percent (50%) Black and fifty percent (50%) Non-Black.

DEMOGRAPHICS

Table 2 on "**Attachment 9: Need**" highlights the demographics of the middle schools, districts, and the state. Despite the proximity of the schools, the student bodies of the four main schools that serve West Little Rock are dissimilar. Henderson Middle School (LRSD) and Forest Heights Middle School (LRSD) serve higher percentages of free-and-reduced lunch students and minority students (above district and state averages). Joe T. Robinson Middle School (PCSSD) serves a slightly fewer percentage of FRL students and minority students than the PCSSD average.

Table 3 below highlights the demographics of Little Rock, Pulaski County, and the state. The three districts in Pulaski County serve a higher percentage of minority students than the minority percentage of the county's population. Specific data for West Little Rock is not accessible, as this area is incorporated in the Little Rock city limits and the Pulaski County limits.

ACADEMIC ACHIEVEMENT

Tables 4 and 5 on "**Attachment 9: Need**" highlight the achievement over time of the middle schools, the districts, and the state. Henderson Middle School (LRSD) and Forest Heights Middle School (LRSD) are two of the lower performing middle schools in the Little Rock School District, as both schools performed less well in math and literacy over time than the surrounding West Little Rock schools, districts, and state. Joe T. Robinson

Middle School (PCSSD) performed slightly above district average for middle schools in PCSSD and slightly below the state average.

SIMILAR SCHOOLS

Tables 6-9 on "**Attachment 9: Need**" compare the three main West Little Rock schools (Forest Heights Middle School, Henderson Middle School, and Pulaski County's Joe T. Robinson Middle School) to similar schools. Similar schools were chosen based on the percentage of free-and-reduced lunch students (FRL) and percentage of minority students.

Tables 6 and 7 on "**Attachment 9: Need**" show Forest Heights Middle School and Henderson Middle School performance compared to similar schools. In math, both schools performed less well than similar schools over time. In literacy, Forest Heights Middle School performance grew at a similar pace to other similar schools, while Henderson Middle School performed less well and grew slower than similar schools.

Tables 8 and 9 on "**Attachment 9: Need**" show Joe T. Robinson Middle School performance compared to similar schools. In math, Robinson Middle School performed slightly higher than other Pulaski County middle schools, but performed less well in math than similar schools in other districts. In literacy, Joe T. Robinson Middle School performed less well than similar schools.

INNOVATIONS

Quest is being designed around a highly successful educational model and will provide an individualized approach to learning for its students. This approach will assist in quickly addressing any academic deficits that students enrolling might have. The individualization also allows students who are academically successful, to have their educational needs addressed through the Quest "3D Learning System" which includes: (1) Diagnostics utilized to identify accurately, the placement and plan for each student's learning path; (2) Delivery of learning, and (3) Data which tracks progress on each student's educational journey. Past and present success proves that the ResponsiveEd models are effective for **all** students, regardless of nationality or socioeconomic status.

All learning at Quest will be student-centric, focused primarily on the need of each particular student. The role of the school is to increase capacity based on a focus on the student's unique learning style. Learners aware of their strengths know how to plan their learning in order to increase their potential. This capacity for learning provides a foundation for lifelong success. This innovative, individualized approach is currently one of the basic requirements for the U. S. Department of Education's District Race to the Top competition. Quest schools have a successful approach that results in a learning environment where students find hope and success.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

OVERVIEW

The Quest educational model is directly aligned to the school's mission to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

Quest is a distinct blend of effective teacher-directed instruction and emergent technology. The curricular scope and sequence follows standard content-based learning, the assessments and measurements are congruent with high expectation environments, yet the delivery of content is a blend that transitions adolescents from dependence to independent learning in a systemic and organized fashion. The methodology places the student in a contained classroom with focused monitoring by an educator while also providing opportunity for individualized instruction through aligned curriculum and technology. This blend initiates a process that can teach students to become more responsible and make learning opportunity more accessible. Quest understands the need for the middle-school learner to move from childhood to the teenage years. Therefore, the delivery system uses a dual approach, keeping the learner anchored within a classroom setting that provides stability while simultaneously transitioning the learner into a prescribed individualized offering of some subjects centered on self-determination and decision-making. This system blends the best that the teacher can offer with the best that technology can offer and places the student at the core of the entire process.

INNOVATIVE AND INDIVIDUALIZED

Quest will be “student-centric,” making the learning process of the student the primary centerpiece of the system. The focus of Quest, from the first day students walk through the door, is differentiation (i.e., individualization). Each student comes to Quest unique. Learning styles, strengths and weaknesses, and personal skill sets are all part of each student. Recognizing these differences, and creating differentiated approaches for each, is the heart of the Quest learning system.

The unique quality of Quest is its distinct focus on the learning process rather than the teaching process. Quest accomplishes this through the Quest “3D Learning System”: (1) Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a student's academic journey); (2) Delivery (i.e., the process of transferring or replicating information); and (3) Data (i.e., the process of gathering, assessing and charting the journey according to results).

Diagnostics

If education focuses on the “teaching” process, there is no need to measure or evaluate learning. In order to provide effective academic progress, educators must focus on the “learning” process. Many educators ask themselves at the end of the day, “Did I teach everything I should have taught?” This is the wrong question. The appropriate question is, “Did my students learn everything they should have learned?” The first step in a system designed on the learning experience is diagnostics. No student should enter a potential learning environment without a research-based diagnostic process. Without this process, two crucial elements of an effective experience are lost: (1) proper placement of the student in the environment, and (2) a learning plan based on the student's specific needs, strengths, and learning styles.

In most situations, diagnostics only appear in the form of reviewing a student's records (e.g. report cards, transcripts, etc.). While showing evidence of the academic “location” (e.g., tenth grade, number of credits, etc.), a cursory review of records is not an effective diagnostic. Students are placed without assessing true content knowledge. Learning styles, academic needs, and cognitive strengths are never measured. This lack of attention to the individual child can be indicative of a standardized system of education that ignores differentiation. An effective battery of diagnostic tests must be utilized before the student's placement and plan are determined. Consequently, Quest addresses the following diagnostic testing concerns through the use of an effective battery of diagnostic tests: (1) Grade Equivalency, (2) Credit or Grade Achievement, (3) Literacy Usage and Content, (4) Math Competency, and (5) Learning Style Inventories.

In so doing, the Quest diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

Delivery

The process of transferring or replicating information is known as “delivery.” There are many means by which a student may receive information. Many times, educators depend on one style of delivery. This practice can seriously hinder the learning process because of the diverse differentiated learning styles of the students in a classroom. Therefore, it is important to have a blend of delivery choices when addressing the individual learning for each student.

Just as there are styles of learning, there are also styles (types) of instructing or teaching students. Quest teachers will be trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student's learning plan, teaching a classroom of students, or supervising the learning process: (1) Direct Instruction: a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information; (2) Independent Instruction: a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary; and (3) Connected Instruction: a style of instruction centered on a project-based environment.

While the distribution will vary slightly according to the needs of the individual student, Quest will implement the following differentiated styles of instruction: (1) Direct Instruction: 50%, (2) Independent: 25%, and (3) Connected Instruction: 25%.

Based on this delivery method, the student's work environment will demonstrate the following characteristics: (1) students will be exposed to direct instruction for reading and mathematics; (2) learning labs will be utilized for independent instruction in social studies and science; (3) students will be involved in state testing preparation; (4) student will be involved in project-based “learning-style specific” learning experiences in social studies and science based on the content covered in the learning lab; and (5) students' learning styles are diagnosed and integrated by educators.

Data

Quest will implement data-driven decision making, three primary features of which are: (1) data will always focus on results rather than intentions; (2) data will always focus on relevance of information, and (3) data will always focus on redirection as necessary.

The heart of effective instruction is the monitoring of instruction. If success is to be a systemic foundation for an educational institution, the process of gathering and using data must be a required component of the school. Data that drives decisions has some distinctive characteristics that set it apart from diagnostics.

Gathering Data

The process of gathering data is a purposeful and intentional system of bringing together results for review. This is done for individual students as well as school.

Benchmarks, based on learned and projected content, will be used to mark student's current knowledge and set goals for learning achievement. Interim assessments, sometimes given before content is delivered, will set a baseline of knowledge that students already possess and inform educators of content needs that students have in subjects and disciplines. Knowing what should be taught and learned is important. Summative assessments give a summary profile of learned content. If students have not learned what they should have learned, it is vital that educator know this. The focus of a learning organization is learning. Interim and summative assessments provide an intentional purpose for data.

Gathered data that drives decisions must be relevant. In order to focus on learning, educators must know the body of content necessary for success. State-mandated testing is a reality. When gathering data for academic decisions, students should be assessed on content that is relative to the requirements of testing realities.

Benchmarking, as well as any assessments, will be timely and planned. Many times, caught up in the consistent demands of working with children, educators delay benchmarking until it becomes urgent and counterproductive. Gathering data will be a system that is built into the school calendar.

Assessment of Data

Gathering data is only the first step in decision making. Once the data has been gathered, Quest will use the data to formulate learning plans and school activities. A careful review (assessment) of a student's performance can inform educators as to the steps needed for improvement and success.

Often data is nothing more than an assessment of learning. This slicing of data is similar to a medical autopsy to make determinations as to what happened. This type of assessment is a picture that is taken after it's too late to do something to prevent or affect outcomes.

The most effective assessment is used to make decisions for learning. This slicing of data is similar to a biopsy. The data is reviewed in order to see if there are problems and make decisions that can address those problems. The process of data gathering and assessment should always be done to affect learning.

Creating Change

All data should create change. If educators seriously focus on improvement and success, data must be gathered, used, and valued. School decisions will always be directly linked back to data and plans should always be aligned for improvement. It is true that data can be manipulated and modified to support structures already in place. Measuring irrelevant components, slicing the data in methods that give insignificant results, and articulating skewed data can lead to false and misleading information. True assessment of data that measures current realities provides honest and clear information that creates change that leads to improvement. The single most important characteristic of learning is improvement. Education demands improvement.

Interventions

If we are truly involved with individual progress, monitoring, and success, there must be interventions embedded in the daily life of the school. School academic operations will include a set strategy of increasingly intensive steps to take when a student is not learning or progressing at an effective pace. This involves scheduled team meetings, assessments, and strategies.

ENCOURAGING

Many students have experienced cognitive segregation, which becomes the leading factor in students who develop learned helplessness. This damaging perception of life is a process that systemically teaches people to see themselves as helpless to improve their condition. Systems focusing on teaching create cognitive segregation. Students who have been disenfranchised by this segregation find themselves outside of the access reserved for those students who "get it." For that reason, Quest provides students with an encouraging learning environment. This environment is created by teachers who are learners who create a climate for effective instruction.

Learners

At Quest, teaching is brought up to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, Quest teachers are continually learning. Quest utilizes the dimensions of "Professional Learning Communities" to develop the whole-school concept of school culture. These Professional Learning Community dimensions include: (1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning, (4) supportive conditions, and (5) shared personal practice.

Teachers collaborate consistently to share ideas, monitor each student, and create strategies designed to ensure students learn. Using these dimensions, Quest is focused on the learning process rather than the teaching process.

Climate

At Quest, the foundation of character development is more than an isolated curricular subject. Quest utilizes the “Quality Attention Models” to manage student interactions and bring students to a higher level of behavior. These essential skills for educators include: (1) practicing quality choices; (2) knowing each student; (3) shepherding students; (4) blending professional and personal interactions; (5) providing honest, valuable, and significant feedback; (6) practicing the art of praising students; (7) training and teaching positive habits and characteristics; and (8) doing the “extra” to encourage students.

VIABILITY

Since its inception, the Quest model has been consistently rated “Exemplary” by the Texas Education Agency, the highest rating possible under the Texas accountability system. This proven track record of superior academic excellence is a strong indicator of future viability in West Little Rock.

SCHOOL DAY AND YEAR

In an effort to be responsive to the community and sensitive to the needs of our parents, Quest will follow the school calendar of the Little Rock School District. Parents often have other school age children attending other schools; however, parents will support a school calendar that considers all of their children concerning beginning and ending of school days, reporting periods, and vacation days. Therefore, the school honors the open-enrollment policy and will follow district calendars, as well as the state requirement of a minimum of 178 student-teacher interactional days. Reporting periods are defined with beginning and ending dates and recognize traditional holidays such as Labor Day, Thanksgiving, Christmas, Spring Break, and Memorial Day. Schools days customarily begin at 7:45 am to 4:30 pm for staff members with a duty free lunch period of 30 minutes. Student schedules for the day will include, at a minimum, the required six hours of instructional time. Please see **“Attachment 5: 2014-2015 Calendar and Daily Schedule”** for a description of the length of the Quest school day and school year.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

READING AND READING COMPREHENSION

Quest will achieve measurable growth for students in reading and reading comprehension as demonstrated by student performance on benchmarks, end-of-course exams, and mandated state assessments. In Reading, specific subpopulation performance will be analyzed documenting a narrowing of the performance gaps across 80% of state assessments over a three year time period.

MATHEMATICS AND MATHEMATIC REASONING

Quest will achieve measurable growth for students in Mathematics and mathematic reasoning as demonstrated by student performance on benchmarks, end-of-course exams, and mandated state assessments. In Mathematics, specific subpopulation performance will be analyzed documenting a narrowing of the performance gaps across 80% of state assessments over a three year time period.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

Having already been approved by the Arkansas State Board of Education to operate three open-enrollment charter schools--including Quest Middle School of Pine Bluff--ResponsiveEd's team of 30+ writers, editors, proofreaders, and graphic artists have already aligned the curriculum with the Arkansas Curriculum Frameworks in content areas excluding English Language Arts and Mathematics and the curriculum requirements of the Common Core State Standards in English Language Arts and Mathematics as adopted by the State Board of Education.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Quest will seek a waiver for the requirement of a guidance program and on-campus certified counselor. The Campus Director and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Quest staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Should the need for a campus counselor be deemed necessary, Quest will seek an outside consultant on a contractual basis to handle counseling duties.

B) Health services;

Applicant Response:

Quest will offer a health services program that will serve all students and provide immediate attention involving minor sicknesses or injuries, and aid in creation of campus health and safety regulations.

C) Media center;

Applicant Response:

Quest will seek a waiver for the requirement of a media center. Quest will provide on-site and online media to support and enhance its educational program.

D) Special education;

Applicant Response:

IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATION NEEDS

In accordance with 34 CFR 300.301-300.311, the referral of students for a full and individual initial evaluation for possible special education services is a component of the Quest overall general education Response to Intervention system. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, school personnel documents the provision of interventions and refer the student for a full and individual initial evaluation.

Quest will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed before the initial provision of special education and related services and addresses if the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

Based on the requirements of 34 CFR 300.323, Quest shall have an IEP in effect for each identified student with a disability. Quest will ensure that the IEP is in effect before special education and related services are provided to an eligible child and that the IEP is implemented as soon as possible following the IEP committee meeting.

For a student who is new to Quest, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES

Inclusion, differentiated instruction and interactive technology strategies will be implemented for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives

students multiple options for taking in information and making sense of ideas. It is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. This can be done for the special needs learner with and without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in terms of academia. Technology is also important as it allows us to engage in real-life learning opportunities and offers the opportunity to teach in multiple learning modalities.

Quest will assure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs (34CFR §300.114 - 300.116). In providing programs, services, and activities for students with disabilities, Quest shall first consider the least restrictive environment of the general education program. Special classes, separate schooling, or other removal of students with disabilities from the general education environment, occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Quest will provide a FAPE for students with disabilities in order to meet the need for special education and related services (34 CFR 300.115). This includes a variety of placements and makes provision for supplementary services to be provided in conjunction with general education classroom placement.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided all other students. In addition, Quest will ensure that each child with a disability participates with non-disabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR 300.320.

E) Transportation;

Applicant Response:

Quest has budgeted a significant amount of funds each year to implement a transportation program designed to ensure that all eligible central Little Rock students who wish to attend Quest may do so.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

While Quest will seek a waiver for Alternative Learning Environments, Quest will have high expectations for behavior and academics. Quest embodies key practices described in the Exemplary Practices in Alternative Education: Indicators of Quality Programming. A couple of areas stand out as promoting success in serving all students. These areas are Program Evaluation (see Standard 7) and Professional Development to improve teaching and learning at an atypical school. Quest offers innovative, non-typical, approaches to the instruction, leading students to become lifetime learners.

G) English Language Learner (ELL) instruction

Applicant Response:

ELL STUDENT IDENTIFICATION PROCESS

Quest will utilize the following process to identify ELL students: (1) All students enrolling in Quest must submit a Home Language Survey as part of the registration packet; (2) If a student declares a language other than English on the survey, they become known as OTE (other than English) or potential ELL students; (3) The identification process includes an oral proficiency assessment (our district selects the Idea Proficiency Test) and a written proficiency assessment (our district selects the norm-referenced Stanford 10 to assess Total Reading and Total Language); (4) The students must master all three of these assessments to be classified as Non LEP;

(5) If, however, the students score anything below F (fluent) such as an A, B, C, D, E on the IPT, the students will automatically be classified as ELL or LEP; (6) The identification is not complete, however, until the Stanford 10 has been administered and the scores for Total Reading and Total Language are available; (7) Once the oral and written assessments are complete, the Language Proficiency Assessment Committee (LPAC) convenes to officially classify all of the students who have been assessed; (8) The district database template entitled "LEP Roster Report" is used to document all ELL activity beginning with enrollment date, assessment date, assessment score(s), parent notification date, LPAC date, and final classification; and (9) The LEP Roster Report is maintained on each PHS campus throughout the school year and is submitted to the District ESL Coordinator on a monthly-basis.

Following the identification process, the campus ESL teacher is responsible for providing ESL program services to all ELL/LEP-identified students using individualized ESL learning strategies on a regular basis.

INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES

Quest will utilize the following strategies to deliver effective ELL services: (1) Quest student computers will be imaged with English Discoveries (an ESL computerized program for ELL students); and (2) Cognitive Academic Language Learning Approach (CALLA) Learning Strategies are employed by Lead Teachers as an approach to teaching the cognitive academic language to our ELL students.

These programs/strategies are intended to be enhancements/enrichments for our ELL students to the core academic state requirements which are provided on a daily basis by our ESL-certified staff.

PROGRESS MONITORING

All tracking of currently enrolled ELL students is done via the LPAC, a group comprised of, at minimum, a parent of an ELL student at the campus and an ESL staff member. In addition, the committee may include campus administration. The committee does an End of Year Annual Review to determine whether or not the ELL students will be exited from or continue in the ESL program. The exit criteria is determined by state requirements and include, but are not limited to, the students' mastery of state required assessments and a subjective evaluation by the Lead Teacher certifying that the ELL student will be successful in an all English curriculum.

QUALIFIED ELL STAFFING

In addition to the HQ NCLB requirements, all campus ESL teachers are required to be ESL-certified. In addition, ESL teachers are required to complete the Sheltered Instruction model training via SIOP to be eligible to work with our ELL students.

H) Gifted and Talented Program.

Applicant Response:

A waiver will be sought for the inclusion of a gifted and talented program at Quest. Upon program assessment, if the need for such a program is determined, then Quest will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Students will have an opportunity for dual credit enrollment in their senior year. Quest will offer pre-advanced placement and eventually advanced placement classes in subsequent years.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Quest will be located within the city limits of Little Rock, Arkansas, in Pulaski County, and will be located within the boundaries of the Little Rock School District. Quest's use of a classical based curriculum will ensure students a solid foundation of content learning. It is expected that up to 220 students in grades six through eight in year one and up to 460 students in grades six through twelve within five (5) years, will come from Little Rock School District, North Little Rock School District, Pulaski County Special School District, Benton School District, Bryant School District, England School District, and Lonoke School District. According to the 2012-2013 enrollment information housed on the Department of Education Data Center's website, the Little Rock School District contained 23,594 students; the North Little Rock School District contained 8,610 students; and the Pulaski County Special School District contained 17,245 students. According to the 2012-2013 enrollment information housed on the Department of Education Data Center's website, the Benton School District contained 4,768 students; the Bryant School District contained 8,620 students; the England School District contained 721 students; and the Lonoke School District contained 1,838 students. In year one, approximately 140 students are anticipated to come from the Little Rock School District, approximately 50 from the North Little Rock School District, approximately 20 from the Pulaski County Special School District, and approximately 10 students from the other listed school districts combined.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

Quest will draft and disseminate an Annual Progress Report in compliance with Rule 7.02 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

With feedback received by parents and the community, Quest will annually develop a comprehensive progress report which includes updated data regarding student performance, program objectives, and accreditation standards. A School Improvement Plan will also be created annually in order to project further campus needs, as well as a clear plan to correct any known program deficiencies. All reports will be written based on ADE regulations and guidelines. Further, a yearly curriculum review will occur in order to determine its continued alignment with state standards.

Annual reports will be submitted for review to the ADE, as well as posted in the Arkansas Democrat Gazette (or any other newspaper with general circulation in the district) before November 15th. Data will also be made readily available to the general community via the Quest campus website. Printed copies of the reports will be available for review at Quest.

Quest will host an annual public gathering in order to provide further information regarding the academic program, as well as campus policies and goals, for parents, students, and any further stakeholders. This meeting will also serve as a way for interested parties, to share with the staff of Quest, their questions and suggestions regarding the program, campus, and annual report data. Such a meeting will be held in compliance with any and all ADE regulations for disseminating annual report information.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

STUDENT RECRUITMENT PLANS

When Quest is introduced into a new community, ResponsiveEd launches a professional, systematic, research-based, and dynamic public awareness campaign to provide equal opportunity for all parents and students to learn about and apply to the school. The campaign utilizes a blend of marketing, advertising, public relations, and community engagement to generate awareness of, and interest in, the school. The responsibilities for this process are split between ResponsiveEd's central administrative marketing staff and regional and campus leadership on the ground in the community.

The public awareness campaign involves the use of a variety of high quality, well-designed, publicity materials. These resources include, but are not limited to: brochures, website, newspaper advertisements, press releases, radio advertisements, flyers, postcards, and direct mail.

In the months leading up to the first year of operation, ResponsiveEd conducts the public awareness campaign, garnering public interest and support of the school utilizing: (1) a combination of the aforementioned publicity materials, and (2) hosting multiple public "Open House" meetings.

The intended and historically realized goals of such campaigns have been two-fold: (1) support for the school by community leaders, and (2) student enrollment.

ADMISSIONS AND ENROLLMENT PROCESS

Overview: Admission and enrollment of students shall be open to any person who is eligible for admission based on lawful criteria identified in the school's charter; e.g., qualifying residency and disciplinary history. The total number of students enrolled in the school shall not exceed the number of students approved in the school's charter or subsequent amendments. Applications for admission shall be due by a reasonable deadline to be set each year by the school --i.e., the close of the "open-enrollment period."

Lottery: If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who have timely applied during the open-enrollment period will be offered admission. If there are more eligible applicants than available spaces in a class/grade/school, then a lottery will be conducted at a time set by the school each year. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name (or number) is drawn will be offered admission. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn.

If a vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the eligible applicants who timely applied.

Exceptions: Federal guidelines permit the school to exempt from the lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of the charter's founders, teachers, and staff.

Disciplinary History: The school shall exclude a student from admission who has been expelled from another public school district in accordance with Title 6 of the Arkansas Education Code.

Non-Discrimination: It is the policy of the school to prohibit discrimination in student admission on the basis of gender, national origin, race, ethnicity, religion, disability, or athletic eligibility.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

Not applicable. It is not believed that the use of a weighted lottery is required by federal court or administrative order.

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

BOARD

See Section C.2. above.

SUPERINTENDENT (0.0 FTE)

See Section C.2. above.

REGIONAL DIRECTOR (0.25 FTE / \$80K-\$95K)

Job Description

See Section C.2. above.

Professional Qualifications

Master's Degree from an accredited educational institution preferred. Certification in Educational Leadership, School Principal, or Professional School preferred.

5+ years of experience in the following areas: (1) supervising a staff of 10 or more, (2) managing budgets, (3) vendor management, and (4) leadership of curriculum and instruction preferred.

Specific skill-based competencies required to satisfactorily perform the functions of this job include: using pertinent software applications; planning and managing projects; preparing and maintaining accurate records; and applying assessment instruments.

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: keyboarding; pertinent codes, policies, regulations and/or laws; and supervisory experience.

Ability is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; establishing effective relationships; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; and working with frequent interruptions.

CAMPUS DIRECTOR (1.0 FTE / \$60K - \$70K)

Job Description

See Section C.2. above.

Professional Qualifications

Bachelor's degree from a four-year accredited College or University, Master's degree preferred. Current Arkansas Standard Teaching License with four years teaching experience preferred. Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Principal preferred. Successful completion of the Administrator Licensure Completion Plan (ALCP) for Building Level Administrator preferred.

5+ years of experience in the following areas: (1) supervising a staff of 5 or more, (2) managing budgets, and (3) vendor management preferred.

Must have advance knowledge of federal and state education laws. Must be computer literate. Must have strong organizational, time management, communication, and interpersonal skills. Must be able to learn teaching curriculum software programs and instruct others on the utilization. Must have the ability to understand the individual needs of each student and train others on the development of Individual Education Plans (IEPs). Must have a clear understanding of goal setting for students and the individualized approach. Must have the ability to develop and maintain effective working relationships with students, their parents, teachers, the community, peers, administrative staff, superintendent, and corporate staff. Must have the ability to communicate with all levels of students, their parents, teachers, the community, peers, administrative staff, superintendent, and corporate staff. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average. Three to five years of experience teaching at a Middle School level is preferred. Three to five years of experience as an administrator for a Middle School is preferred. Three to five years of experience developing and managing budgets for a Middle School is preferred. Three to five years of experience managing a Middle School that was Acceptable or Higher is preferred.

TEACHERS (12.12 - 15.26 FTE / \$40K - \$50K)

Job Description

See Section C.2. above.

Professional Qualifications

Must be "No Child Left Behind" (NCLB) Highly-Qualified (HQ) with a minimum of a Bachelor's degree (B.A. or B.S.) from a four-year accredited College or University. Must demonstrate content knowledge in the subject area(s).

Teaching experience in a Public or Private School is preferred.

Must have basic knowledge of federal and state education laws. Must be computer literate. Must have strong organizational, time management, communication, and interpersonal skills. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization. Must have the ability to understand the individual needs of each student and develop Individual Education Plans (IEPs). Must have a clear understanding of goal setting for students and the individualized approach. Must have the ability to communicate with all levels of students, their parents, the community, peers, administrative staff, Campus Directors, superintendent, and corporate staff. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average. Must have excellent verbal and written communication skills.

SPECIAL EDUCATION TEACHER (1.05 - 1.36 FTE / \$40K - \$50K)

Special Education teacher ensures that the school's special education (SPED) program provides necessary services for students with disabilities. The teacher will work with parents, general education teachers, and administrators to develop and implement individualized education plans to meet the needs of students with disabilities. The teacher will ensure compliance with all federal, state, and district SPED requirements.

Must have a Current Arkansas Standard Teaching License in Special Education (SPED). Must be "No Child Left Behind" (NCLB) Highly Qualified (HQ) with a minimum of a Bachelor's degree from a four-year accredited

College or University. Must demonstrate content knowledge in the subject area(s).

Must meet NCLB Highly-Qualified requirements. Teaching experience in a Public or Private School is preferred.

Same as teachers. Advanced knowledge of and compliance with federal and state special education law. Working knowledge of and compliance with individualized services for students with disabilities. Working knowledge of and compliance with the Admission, Review, and Dismissal (ARD) Committee process. Knowledge of the development and implementation of the Individual Education Plan (IEP) process. Knowledge of and compliance with the Transition process. Strong computer skills to implement multiple and diverse programs. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization. Must have the ability to communicate with all levels of students with disabilities, their parents, the community, peers, administrative staff, Campus Directors, superintendent, and corporate staff. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.

INSTRUCTIONAL AIDE (2.09 - 2.61 FTE / \$15K - \$18K)

An instructional aide will assist the teacher with monitoring the learning center and facilitating student learning progress.

Associate's degree or equivalent from an accredited College or University preferred. Six months to one year related experience or training preferred. Teacher's Certificate recommended but not required.

ADMINISTRATIVE ASSISTANT/CAMPUS SECRETARY (1.0 FTE / \$25K - \$35K)

The campus administrative assistant will assist the Campus Director with daily operations and procedures, supervise all enrollment, APSCN, and attendance issues, and step in administratively when necessary or when principal is out.

One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience is required.

Must have 2+ years of experience in working within an office environment.

STAFFING PLAN

Please see "**Attachment 6: 2014-2015 and 2015-2016 Salary Schedule and Budget Template**" for a staffing plan that clearly outlines both the types and numbers of positions to be filled at Quest and the salary scales for such positions.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

ACCOUNTING

Quest shall comply fully with the following: (1) generally accepted accounting principles (GAAP); (2) the Financial Accountability System Resource Guide; and (3) the federal standards for financial management systems, 34 Code of Federal Regulations §80.20, and/or other applicable federal standards. Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required.

FISCAL YEAR

Quest shall operate on a fiscal year beginning July 1 and ending June 30.

PROCUREMENT

The school will adopt a procurement process which complies with Arkansas state law. The applicant shall procure only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements shall be made using best value contracting which includes assessing the best value considering quality, performance, and price. The applicant shall use an open market procurement process, which requires sound business reasons for purchases less than \$50,000. Quest shall adhere to the following objectives: (1) procurement of goods and services shall be in an impartial manner, based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.; (2) make all purchases in the best interests of the school and in accordance with funding source guidelines; (3) obtain quality supplies/services needed for delivery at the time and place required; (4) buy from responsible sources of supply; (5) obtain maximum value for all expenditures; (6) deal fairly and impartially with all vendors; (7) maintain dependable sources of supply; and (8) be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Quest supplier relationships.

PERSONNEL

Business duties will be overseen by ResponsiveEd's CFO, Mr. James Taylor. Mr. Taylor has served as ResponsiveEd's CFO for the past three years, overseeing the financial management of the organization and its 60+ open-enrollment charter schools in Texas and Arkansas.

BUDGETS

The budget shall be developed prior to June 20, approved by the ResponsiveEd Board by June 30, and submitted to the Arkansas Department of Education by September 1. The budget shall be used to monitor and evaluate the financial status of the school throughout the fiscal year. Financial statements displaying budget vs. actual results shall be prepared by the Superintendent and presented to the ResponsiveEd Board at each board meeting. The budget provides authority to expend funds for the purposes indicated and in accordance with state law, board policy, and the school's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent who shall ensure that funds are expended in accordance with the adopted budget. The budget shall be amended when a change is made increasing any one of the functional spending categories by the greater of \$1,000 or 10%.

Please see "**Attachment 6: 2014-2015 and 2015-2016 Salary Schedule and Budget Template**" for: (1) a balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed, and (2) a budget that includes costs for all personnel, programs, and expenses described in other sections of this application.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

The ResponsiveEd Board shall arrange for a qualified certified public accountant licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an audit of Quest's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

The ResponsiveEd Board shall review the scope and results of the audit. The ResponsiveEd Board also shall receive notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the ResponsiveEd Board shall develop a corrective action plan to address all relevant weaknesses noted by the auditor. The applicant requests to the State Department of Education the ability to use a CPA, instead of the Division of Legislative Audit, to perform the first year financial audit. Upon approval of the ADE, the applicant intends to use the following CPA to perform the first year financial audit: J. Mason Andres, Thomas & Thomas, LLP, 201 East Markham, Suite 500, Little Rock, AR 72201, 903.831.3477.

Thomas & Thomas, LLP / J. Mason Andres meet the requirements of Act 993 of 2011 and are not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit. Quest will continue with the following practices to ensure programmatic quality: (1) continuous in-house academic program review; (2) immediate action as issues related to campus programs arise; (3) annual Campus Improvement Plan to identify areas that may be lacking; and (4) alignment with National Accreditation by Southern Accreditation of Colleges and Schools (SACS-CASI) and other state accreditation processes.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The facility is approximately 22,563 square feet and is presently vacant. The facility does not have a current usage. It was constructed in 2008 and has never been occupied.

Please see "**Attachment 7: Facilities Utilization Agreement.**"

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The proposed facility is owned by Two Rahling Centre, LLC. Except as described herein, the owner has no known relationship with: (1) members of the local board of the public school district where Quest will be located, (2) employees of the public school district where Quest will be located, (3) ResponsiveEd, or (4) employees/directors/administrators of ResponsiveEd.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The facility does not currently meet ADA/IDEA accessibility requirements. The interior of the facility is currently shell space and has never been occupied. It was originally constructed for office retail but landlord will build to specification with construction rolled into the rental amount shown on the Facilities Utilization Agreement. Once the building finish out is begins, Quest will take all measures to meet ADA/IDEA compliance, which will include: ADA accessible restrooms, wheel chair ramps, elevators, assigned parking, etc. The facility is situated on 2.5 acres and is currently zoned for commercial use. There are no alcohol sales within 1,000 feet of the facility.

17. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Not applicable. None of the individuals specifically identified by name in Section A of the application have any family or financial relationship with: (1) and other individual specifically identified by name in Section A of the application; (2) any individual or entity with whom ResponsiveEd or Quest has contracted, or intends to contract, to provide any services or products for Quest; and/or (3) the owner(s) of the facilities to be used.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

There are no known potential conflicts of interest among the individuals involved with the proposed charter school. If a conflict is identified, the individual with the conflict may be requested to abstain from any decision-making process involving the conflict.

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Quest will apply to participate in the Child Nutrition Program (“CNP”), including both The School Breakfast Program and the National School Lunch Program). It is the intention of Quest of Pine Bluff to contract Preferred Meal Systems, Inc. (“Preferred Meals”), based out of Berkeley, Illinois, through the RFP process as the vendor to provide hot and cold meals to the students of Quest. A local food vendor may also be considered if the option is more cost-effective for Quest. Preferred Meals is a well-respected national food vendor, supplying nutritious and great-tasting meal options to campuses across the United States. Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture (USDA). Similarly, Quest will commit to determining that the food program meets all applicable Arkansas state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value.

Low-cost meals will be provided to the students. The CNP will also ensure the equal treatment of students who qualify for free and reduced price meals. Furthermore, no one will be discriminated against based on race, gender, national origin, age, or disability. Upon receiving appropriate training, the campus administrative assistant will be responsible for preparing and serving student meals, while also keeping track of records related to CNP. Quest will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents are encouraged to be active and involved at Quest. The administration at Quest will strive to keep interested parties, including parents and/or guardians, involved in the happenings on-campus through the use of on-site informational campus meetings; annual gatherings allowing questions and parental/community feedback; district-wide informational newsletter available on-campus for distribution; web-based communication of campus/district news; and prompt email or phone communication with all levels of campus personnel.

Additionally, parents and/or guardians will regularly be given the opportunity to participate in the school's Community Advisory Council ("CAC") and volunteer their time or resources to help further the vision of Quest. Examples would include aiding in setup of on-campus activities or spreading the word about the mission of Quest, among other opportunities. Those who have the chance to volunteer will aid in lifting up Quest to its greatest level of potential.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

GENERAL INAPPLICABILITY

In order to meet the goals of the school, Quest seeks exemption from all provisions of Title 6 of the Arkansas Code Annotated ("Education Code"), State Board of Education rules ("Rules"), and sections of the Standards for Accreditation of Arkansas Public Schools and School Districts ("Standards") that are generally not applicable in the open-enrollment charter school context, including, but not limited to, the following:

Education Code: Chapter 13 (School Districts) (including, but not limited to: 6-13-608 (Length of Directors' Terms), 6-13-619 (Monthly Meetings), 6-13-620 (Powers and Duties of School Boards), 6-13-622 (Budget Publication), 6-13-623 (Legal Counsel Employment), 6-13-625 (Liability Insurance), and 6-13-634 (School District Board of Directors-Size)), Chapter 14 (School Elections), and all other provisions of the Education Code required to give effect to this waiver request.

Rules: All Rules Governing School Board Zones and Rezoning, School Election Reimbursement, and all other Rules required to give effect to this waiver request.

Standards: All Standards required to give effect to this waiver request.

SUPERINTENDENT, PRINCIPAL, AND TEACHER CERTIFICATION AND LICENSURE

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require superintendents, principals, and teachers to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001). Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-13-109 (School Superintendent); 6-15-1004 (Qualified Teachers in Every Public School Classroom); 6-17-301 (Employment of Certified Personnel); 6-17-302 (Public School Principals - Qualifications and Responsibilities); 6-17-309 (Certification - Waiver); 6-17-401 (Teacher's License Requirement); 6-17-427 (Superintendent License-Superintendent Mentoring Program Required); Chapter 17, Subchapter 4 (Certification Generally); 6-17-902 (Definitions); 6-17-919 (Warrants Void Without Valid Certificate and Contract); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: ADE Rules Governing Educator Licensure, Superintendent Mentoring Program, and all other Rules required to give effect to this waiver request.

Standards: 15.01 (School District Superintendent), 15.02 (Principals), 15.03 (Licensure and Renewal), and all other Standards required to give effect to this waiver request.

EMPLOYEE CONTRACTS

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require employees to be under contract. Quest seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance

policy adopted by the ResponsiveEd Board. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-17-117 (Non-instructional Duties); 6-17-201 (Certified Personnel Policies and Committees); 6-17-301 (Employment of Certified Personnel); 6-17-302 (Public School Principals - Qualifications and Responsibilities); 6-17-919 (Warrants Void Without Valid Certificate and Contract); 6-17, Subchapter 15 (Teacher Fair Dismissal Act); 6-17, Subchapter 17 (Public School Employee Fair Hearing Act); 6-17-2301 et seq. (Classified School Employee Personnel Policy Law); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: All Rules required to give effect to this waiver request.

Standards: All Standards required to give effect to this waiver request.

EMPLOYEE COMPENSATION, LEAVE, AND BREAKS

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that mandate the provision of specific employee benefits relating to compensation, leave, and breaks. Quest seeks the flexibility to develop its own employee compensation and leave package. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-17-111 (Duty-Free Lunch Period); 6-17-201 (Personnel Policies Requirements); 6-17, 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus); 6-17-908 (Teachers' Salary Fund-Authorized Disbursements); 6-17-1001 (Minimum Base Salary); 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law); 6-17, Subchapter 13 (School Employees' Minimum Sick Leave Law); 6-17, Subchapter 22 (Classified School Employee Minimum Salary Act); 6-17, Subchapter 24 (Teacher Compensation Program of 2003); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: All Rules required to give effect to this waiver request.

Standards: All Standards required to give effect to this waiver request.

ACADEMICS

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require alternative learning environments, minimum staffing levels, a school library media services program, Advanced Placement courses, supplementary educational opportunities, and practices which are inconsistent with its unique educational program. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-15-902(a) (Grading Scale); 6-15-1005(b)(5) (Alternative Learning Environments); 6-16-102 (School Day Hours); 6-16-1204 (Implementation); 6-17-114 (Daily Planning Period); 6-18-211 (Mandatory Attendance for Students in Grades Nine through Twelve); 6-18-503(a)(1)(C)(i) (Alternative Learning Environments); 6-20-2208(c)(6) (Gifted and Talented); 6-21-303 (Rules); 6-42, Subchapter 1 (Gifted and Talented); 6-48, Subchapter 1 (Alternative Learning Environments); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: ADE Rules for Gifted and Talented Program Approval Standards; ADE Rules Governing Waivers for Substitute Teachers; ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers; Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments); and all Rules required to give effect to this waiver request.

Standards: 9.0 (Curriculum); Standard 9.03.4 (38 Units of Credit); 10.02 (Class Size and Teaching Load); Standard 14.03 (Unit of Credit and Clock Hours for a Unit of Credit); 15.01 (School District Superintendent); Standard 18 (Gifted and Talented Education); Standard 19 (Supplementary Educational Opportunities); 19.03

(Alternate Learning Environments); 19.04 (Summer School and Adult Education Programs); and all other Standards required to give effect to this waiver request.

SUPPORT SERVICES

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-18, Subchapter 10 (Public School Student Services Act); Chapter 25 (Public School Library Media and Technology Act); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: ADE Rules Governing Public School Student Services and all Rules required to give effect to this waiver request.

Standards: Standard 16 (Support Services); and all other Standards required to give effect to this waiver request.

MISCELLANEOUS

In order to meet the goals of the school, Quest seeks exemption from the following specific miscellaneous provisions of the Education Code, Rules, and Standards:

Education Code

6-10-106 (Uniform Dates for Beginning and End of School Year): Quest will follow the school calendar for the Little Rock School District.

6-11-129 (Data to be Accessible on Website)

6-15-2302 (General Business Manager): Quest seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. Quest seeks the flexibility to hire a general business manager that is able to address the unique needs of the school's business model.

6-16-105 (United States Flag): Quest seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest will seek alternative methods for prominently displaying the United States flag.

6-16-106 (Arkansas Flag): Quest seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest will seek alternative methods for prominently displaying the Arkansas flag.

6-17-201 et seq. (Committee for Each School District): Quest personnel policies are developed by ResponsiveEd and approved by the ResponsiveEd Board.

6-17-204 (Incorporation into Teachers' Contracts): Quest seeks exemption from this portion of the Education Code to the extent that it: (1) prohibits revisions to personnel policies from taking immediate effect, (2) prohibits notice of such revisions through means other than first class mail, and (3) is inconsistent with other waivers requested herein.

6-17-908(a)(4)(B) (Teachers' Salary Fund): Quest seeks exemption from this portion of the Education Code to

the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the ResponsiveEd Board.

6-17, Subchapter 23 (Personnel Policy Law for Classified Employees): Quest seeks exemption from this portion of the Education Code. Instead, the ResponsiveEd Board will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Chapter 19 (Transportation): Quest seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein.

6-21-117 (Leased Academic Facilities): Quest seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Quest to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

6-21-304 (Manner of Making Purchases): Quest seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$50,000, Quest will use either a state approved vendor or obtain a minimum of three quotes. Quest will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.

Rules

ADE Rules Governing Minimum Qualifications for General Business Managers

ADE Rules Governing Eye and Vision Screening

Standards

21.0 (Auxiliary Services)

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Quest proposes to locate its open-enrollment public charter school within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Little Rock, North Little Rock, and Pulaski County Special School Districts. Quest may also receive some students from the neighboring Benton, Bryant, England, and Lonoke School Districts.

In carefully reviewing the potential impact that Quest would have upon the efforts of the Pulaski County school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that two of the three Pulaski County school districts--the Little Rock School District ("LRSD") and the North Little Rock School District ("NLRSD")--have both been found by the federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District ("PCSSD") has been determined by the federal District Court to be unitary in all respects concerning interdistrict student assignment. In view of the unitary status of LRSD and NLRSD and the status of PCSSD as unitary in the areas of interdistrict student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for Quest cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

The Benton, Bryant, and Lonoke School Districts are not currently, nor have they ever been, under a federal District Court desegregation order. The England School District is currently under a federal District Court desegregation order, but after carefully examining the effect of the opening of Quest in Little Rock, the applicant is convinced that such action shall not hinder the district in meeting its court-ordered desegregation obligations. As an open-enrollment public charter school, Quest must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. That motion contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion in these words: "The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation." *Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al.*, Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985) (en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989. The Eighth Circuit made this clear in subsequent opinions. See 805 F.2d 815 (8th Cir. 1986); 921 F.2d 1371 (8th Cir. 1990).

In conclusion, Quest would show that neither any existing federal District Court desegregation order affecting the Pulaski County school districts, nor the 1989 Settlement Agreement, contain any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school in Pulaski County.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Charles Cook and Chris Baumann are two key individuals responsible for this application.

Charles Cook brings over 15 years of experience in private and public education. His experience includes educational leadership, management, finance, and marketing. He developed the nation's largest privately funded adult educational program in Los Angeles, California. This experience has served him well as he has been instrumental in crafting one of the largest and most respected charter school districts in Texas. As the Chief Executive Officer of ResponsiveEd, Charles gives oversight to over 60 charter schools throughout Texas and Arkansas. Charles has made it his goal to bring quality education to students from various sides of the socio-economic spectrum. ResponsiveEd campuses are diverse in nature, aiding students who are at-risk of dropping out of school to students who are looking for a greater challenge before beginning their college careers. Each school focuses on a personalized approach which fosters the students to become life-long learners. He gives leadership and vision to his staff of 1,200+ employees and serves with them in the day-to-day operation of ResponsiveEd. One of Charles' greatest strengths is the ability to bring leaders together for a common goal. He is using these strengths today to bring awareness that the charter school movement is a growing force in education in the United States. Among his many accomplishments, Charles spearheaded the monumental opening of The Foundation School for Autism in San Antonio, the first tuition-free charter school for students with autism in the state of Texas. Charles also serves as the Treasurer of the Board for the Texas Charter School Association (TCSA), the leading charter school advocacy organization in Texas. He earned his Bachelor of Arts Degree in Religion from Luther Rice University in Atlanta, Georgia.

Chris Baumann serves as General Counsel for ResponsiveEd. In his role as General Counsel, Chris is responsible for managing legal services for ResponsiveEd, providing legal representation in matters involving the corporation, and spearheading ResponsiveEd's national expansion efforts. Chris is a member of the National School Boards Association Council of School Attorneys. An experienced presenter, Chris has delivered over 200 workshops and keynote speeches to educators and students in 32 states throughout the U.S. as well as cities throughout Mexico, England, and South Africa. In addition, he has over 20 years of experience in public and private education, over 10 years of which have been spent working with charter schools.

The founders will work to ensure a seamless transition when it comes time to turn the reigns of leadership over to their successors.

Please see "**Attachment 8: Statement of Assurances.**"

ATTACHMENT 1

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 08 1999

EAGLE EDUCATIONAL REFORM LEARNING
SYSTEMS INC
C/O MARK K OBRIANT ATTORNEY
4123 MANORVIEW LANE
DALLAS, TX 75228

Employer Identification Number:
75-2748762

DLN:
318338082

Contact Person:
RONALD BENJAMIN ID# 75883

Contact Telephone Number:
(214) 767-0157

Accounting Period Ending:
December 31

Form 990 Required:
Yes

Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

EAGLE EDUCATIONAL REFORM LEARNING

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

EAGLE EDUCATIONAL REFORM LEARNING

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

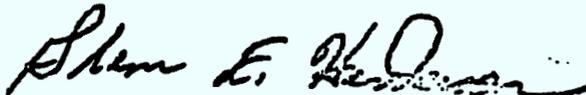
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



District Director

OGDEN UT 84201-0046

In reply refer to: 0423335246
May 29, 2008 LTR 252C 0
75-2748762 000000 00 000
00004239
BODC: TE

RESPONSIVE EDUCATION SOLUTIONS
PO BOX 292730
LEWISVILLE TX 75029



007850

Taxpayer Identification Number: 75-2748762

Dear Taxpayer:

Thank you for the inquiry dated Nov. 09, 2007.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you have any questions, please call us toll free at 1-877-829-5500.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number () _____ Hours _____

Sincerely yours,

Karen E. Peat
Dept. Manager, Code & Edit/Entity 3

Enclosure(s):
Copy of this letter

ATTACHMENT 2

Arkansas Democrat Gazette

Arkansas' *Largest* Newspaper

August 29, 2013

Responsive Education Solutions
P.O. Box 292730
Lewisville, TX 75029

Account #1707272

Billing Contact: Virginia Perry

Invoice for advertising placed in the Main News Arkansas Section (B)* of the Arkansas Democrat-Gazette in Little Rock, AR.

| | |
|-------------------------|---|
| Friday, August 9, 2013 | \$837.37 |
| Monday, August 12, 2012 | \$556.27 (included a 33% pick up discount from 8/9) |
| Monday, August 19, 2012 | \$837.37 |
| Total | \$2225.01 |

Thank you for your business.

Sandra Ward
Retail Advertising Sales Consultant
501-378-3571 (o)
501-749-7530 (c)

Quest

Middle School of West Little Rock

Excellent Secondary Public Education for All

TUITION FREE

Grades 6-8

Town Hall Meeting

Tuesday, August 27, 2013, 6:30 pm

Pleasant Valley Church of Christ (Auditorium)

10900 Rodney Parham Road, Little Rock



Quest Middle School of West Little Rock is designed to produce highly motivated and capable learners who intend to excel in high school and college. We combine modern educational technologies and advanced learning methods with a high level of personal attention and individual instruction to create an environment of learning that stimulates intellectual curiosity and rewards achievement.

Responsive Education Solutions (ResponsiveEd.com) plans to submit an application to the Arkansas Department of Education to operate an open-enrollment public charter school to be known as Quest Middle School of West Little Rock. A public hearing and information session is being held to allow those in the community to learn more about the proposed school. Responsive Education Solutions and the proposed public school are in no way affiliated with Pleasant Valley Church of Christ, but are grateful for the church's generosity in hosting the community meeting.

Quest Middle School of West Little Rock

Edwin Strickland

Sent: Tuesday, August 13, 2013 1:35 PM
To: Suzanne.bailey@lonokeschools.org; jcollum@bentonschools.org; eddie.johnson@england.k12.ar.us; rrutherford@bryantschools.org; dexter.suggs@lrsd.org; jguess@pcssd.org; rodgerske@nlrsd.org
Cc: Mary.Perry@arkansas.gov; Keisha.Mattox@arkansas.gov; Chris Baumann; Virginia Perry
Attachments: img-813122416.pdf (207 KB)

Dear Superintendent:

The attached letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application to the Arkansas Department of Education in order to operate an open-enrollment public charter middle school in the West Little Rock area. The attached letter details the date, time and place of our upcoming public meeting along with our organizations primary and secondary contacts.

Dear Superintendent:

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application to the Arkansas Department of Education in order to operate an open-enrollment public charter middle school in the West Little Rock area. This campus will be known as Quest Middle School of West Little Rock. A public meeting will be held on August 27, 2013, at 6:30 p.m. at Pleasant Valley Church of Christ (Auditorium) located at 10900 Rodney Parham Road, Little Rock, Arkansas.

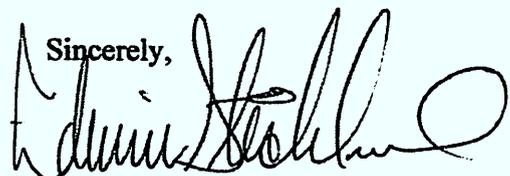
The primary contact for Quest Middle School of West Little Rock is:

Dr. Edwin Strickland
1301 Waters Ridge
Lewisville, TX 75057
Phone: 479.200.9948
E-mail: EStrickland@ResponsiveEd.com

The secondary contact for Quest Middle School of West Little Rock is:

Ms. Virginia Perry
1301 Waters Ridge
Lewisville, TX 75057
Phone: 940.536.8749
E-mail: VPerry@ResponsiveEd.com

Please feel free to contact me should you have any comments, questions, or concerns.

Sincerely,


Dr. Edwin Strickland
Arkansas Statewide Director
Responsive Education
Solutions

Cc: Ms. Mary Perry (Mary.Perry@Arkansas.gov)
Ms. Keisha Mattox (Keisha.Mattox@Arkansas.gov)

ATTACHMENT 3



AGENDA

Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR

August 27, 2013

6:30 pm

6:00 p.m. – 6:30 p.m.

Sign in

Distribution of Agendas

6:30 p.m. – 6:35 p.m.

Welcome & Introductions *Gary Newton*

6:35 p.m. – 6:45 p.m.

Overview of Responsive Ed *Virginia Perry*

6:45 p.m. – 6:55 p.m.

Overview of Quest *Derrick Graves*

6:55 p.m. – 7:00 p.m.

Request for Support *Pablo Valarezo & Rachelle Bloser*

7:00 p.m. – 7:20 p.m.

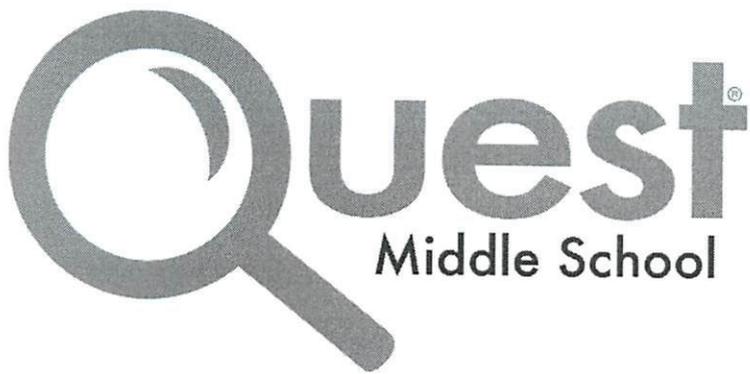
Q&A *Virginia Perry, Emily Hirsch, Derrick Graves, Gary Newton*

7:20 p.m. – 7:25 p.m.

Thank You *Virginia Perry*

7:25 p.m. – 7:30 p.m.

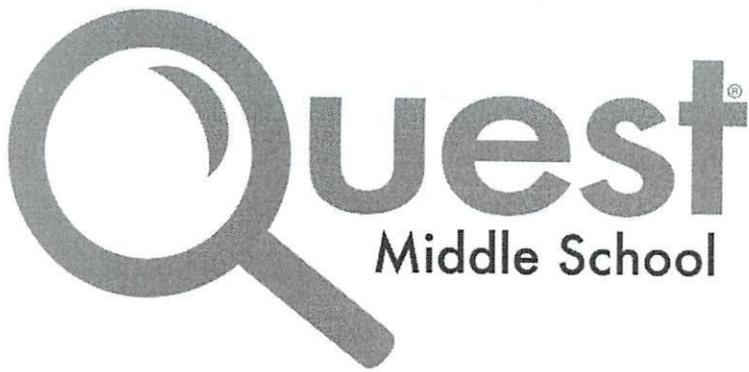
Collection of Support Documents *Emily Hirsch*



Sign In

Quest Middle School of West Little Rock Public Meeting
 Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR
 August 27, 2013
 6:30 pm

| | | |
|--------------------|---------------------------|--------------|
| Christy Harward | charward@carti.com | 831-2033 |
| Christine Ferguson | cfergason@yahoo.com | 227-0967 |
| Jonathan Houk | h.jonathan.r@gmail.com | 501-804-2110 |
| David Coldiron | kdcoldiron@sbcglobal.net | 501-951-8884 |
| Janet Logan | thomaslogan3@comcast.net | 501-224-4039 |
| Mark Fortune | mzf Fortune@gmail.com | 501-580-0550 |
| Shay Fortune | shay.fortune@gmail.com | 501-350-1008 |
| Scott Smith | ssmith@apsrc.net | 501-492-4300 |
| Wes Highfill | weshighfill@gmail.com | 501 868 8045 |
| Kara Stockwell | Kara.stockwell@yahoo.com | 223-3423 |
| Christie Greason | christiegreason@gmail.com | 529-0475 |
| Kristen Hayden | Khanson@Caristote.net | 868-7811 |
| Randy Hayden | RandyHayden@sbcglobal.net | 868 7811 |
| Priscilla Inman | prissinman@gmail.com | 580 2174 |
| JENNIFER STEPHENS | jrockstephens@hotmail.com | 680-5366 |
| JUSTIN DUELLMAN | jduell@hotmail.com | 416-8859 |
| J.D. CROCKETT#1 | JDCTHREE@COMCAST.NET | |
| Susanne Parker | susanneparker@yahoo.com | 837-0890 |



Sign In

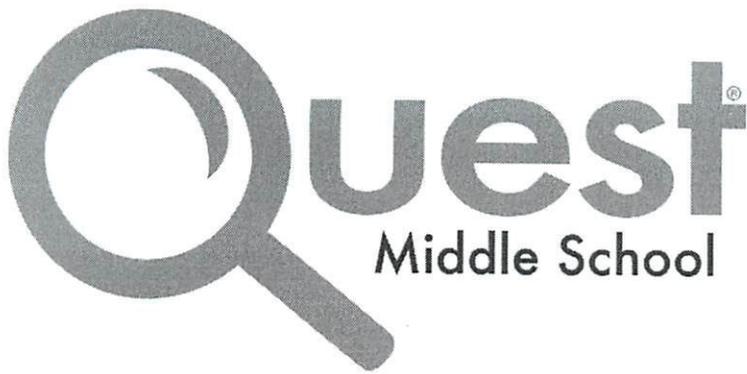
Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR

August 27, 2013

6:30 pm

| | | |
|--------------------------|---------------------------|----------------|
| Emily Hirsch | ehirsch@responsived.com | 870-321-1221 |
| Bar Jordan | bjordan@ualr.edu | 870-566-7994 |
| Brooke Wall | brooke.wall@sbcglobal.net | 501-247-436 |
| Jina Collins | margabuck@comcast.net | 501-225-3813 |
| PABLO X. VALAREZO | pxvalarez@gmail.com | 501-626-9363 |
| BRAD SCHUBERT | bdschubert.05@gmail.com | 501-247-4614 |
| CALEB P. ROSS PhD | caleb.p.ross@gmail.com | (717) 404-3186 |
| Rachelle + Chuck Blosser | 82stalle@att.net | 501-944-3943 |
| Lora Brown | lb-brown@comcast.net | 501-868-6299 |
| Ellen Lawson | ellenlawson@aol.com | 501-367-8351 |
| Sarah Gustafson | snggustafson@comcast.net | 501-246-3137 |
| Stefanie Larson | dlarson-3@sbcglobal.net | 870-243-1133 |
| Kim Salerno | kindawn1999@yahoo.com | 501-868-8908 |
| Laurie Dalton | laurie_a_dalton@yahoo.com | 501-223-4947 |
| Beth Noland | beth.noland@ymail.com | 501-944-9805 |
| Kim Fern | kfern2@aol.com | 501-258-9150 |
| Pam Fortner | pamfortner@sbcglobal.net | 501-868-1740 |
| Virginia Nelson | vnelson@comcast.net | 501-944-6333 |



Sign In

Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR

August 27, 2013

6:30 pm

| Name | Email | Telephone |
|-------------------|---------------------------|--------------|
| Michael Jack Long | Radidoc1@aol.com | 501 223-4937 |
| Pam Fuller | pam.fuller@sbcglobal.net | 501-868-8264 |
| Laura Cruse | laurakaycruse@gmail.com | 646-457-7450 |
| Laura Crone | lccrone@hotmail.com | 501 590 2624 |
| Lisa Mitchell | expectjoy@sbcglobal.net | 501 247-0600 |
| Carri Arman | doeestroyer@sbcglobal.net | 537-6051 |
| Shannen Adams | adamsfamfire@gmail.com | 350-5471 |
| Matthew Adams | matthewradams22@gmail.com | |
| Alan Jones | alan@alansfunerals | 501-221-2747 |
| Michele Tretter | Lou and Tomette@aatt.net | 501 626-2367 |
| Natalie Valarezo | natvalarezo@gmail.com | 626-9260 |
| Bryan Salerno | '''' | 626-9260 |
| Angy Bell | Macnany02@yahoo.com | 658-6278 |
| CARRIE CARTER | CARRIEHCARTER@GMAIL.COM | 868-5212 |
| Maura Beranek | mberanek@gmail.com | 973-600-6844 |
| Noelle Scuderi | scuderi1999@gmail.com | 501-224-5577 |
| JEFF ADAMS | adamsjeffrey@yahoo.com | 501-868-6478 |
| | | |

Quest Middle School
of West Little Rock

Pleasant Valley Church of Christ
10900 Rodney Parkers Road
Little Rock, AR
Tuesday, August 27, 2013
6-8:30 p.m.

What is a Charter School?

- Public
- Tuition-Free
- Open Enrollment
- Accountable to State and Federal Academic Standards
- Publicly-Funded based on Enrollment
- An Option

Quest Vision

- Every student is important and can learn
 - Personalized Learning
 - High Expectations
 - Family is Important
 - Character DOES Matter
 - Exposure to Great Ideas

WELCOME

An Academic Education

- To encourage students to think analytically
- The study of the Arts, Humanities, and Great Literature
 - Exposure to Latin and Greek vocabulary
- The understanding of Math and Science in relationships to the world
 - Interweaving of subjects
 - An intense focus on Literacy

Responsive Education Solutions

- 5013c Non-Profit Organization
 - Established in 1998
- 3 existing campuses in Arkansas (Little Rock, Pine Bluff, and Bentonville)
- Locations across Texas, with 60+ campuses and 10,000+ students
 - Accredited by Texas Education Agency and AdvancedEd

Quest Mission

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment where they are academically successful and develop into lifelong learners.

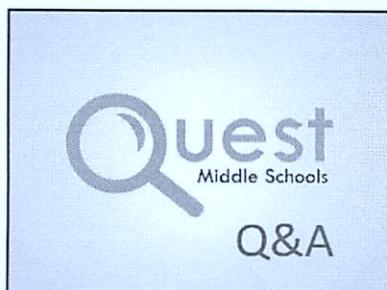
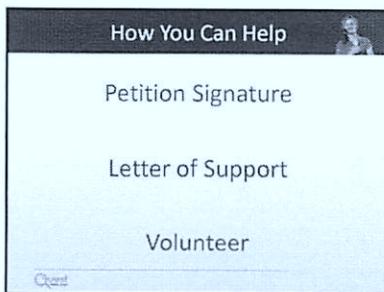
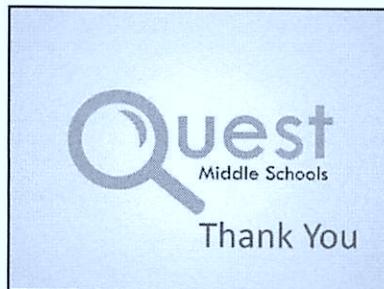
Character Education

Knowledge without Values or Character is dangerous

"To educate a man in mind and not in morals is to educate a menace to society."

Character is emphasized separately, but more importantly, it is woven in and through all that we do

www.characterfirst.com
www.7habits4texas.com



ATTACHMENT 4

TIM GRIFFIN
2ND DISTRICT, ARKANSAS
ASSISTANT MAJORITY WHIP

COMMITTEE ON WAYS AND MEANS
SUBCOMMITTEE ON HUMAN RESOURCES
SUBCOMMITTEE ON SOCIAL SECURITY

Congress of the United States
House of Representatives
Washington, DC 20515-0402

1501 NORTH UNIVERSITY AVENUE
SUITE 150
LITTLE ROCK, AR 72207
PHONE: (501) 324-5941
FAX: (501) 324-6029

1105 DEER STREET
SUITE 12
CONWAY, AR 72032
PHONE: (501) 358-3481
FAX: (501) 358-3494

1232 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2506
FAX: (202) 225-5903

August 16, 2013

Dr. Tom Kimbrell
Commissioner of Education
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1013

Dear Dr. Kimbrell:

I write today to express my support for Responsive Education Solutions' (ResponsiveEd) application to establish an open-enrollment public charter school in West Little Rock, referred to Quest Middle School of West Little Rock. ResponsiveEd currently operates over 60 charter schools in Texas and Arkansas and has a proven track record of providing highly-qualified teachers to enable their students to successfully pursue their academic studies.

I am committed to a strong educational system that prepares our children for success. Education is one of the keys to our nation's success, and each student deserves a rich, challenging curriculum to prepare them for a successful future. ResponsiveEd's Quest Middle School anticipates serving grades 6 – 8 with approximately 220 students in its first year of operation, and then intends to expand by adding one or more grades per year for enrollment in grades 6 – 12 of approximately 460 students. I believe the establishment of a new charter middle/high school in West Little Rock would provide parents with an additional option to provide the best possible education for their children and ensure a quality education for Arkansas's students.

Again, I urge you to support ResponsiveEd's application for Quest Middle School of West Little Rock to further improve on education in Arkansas. I thank you for your consideration of my request and my office contact for this issue is Peter Comstock at Peter.Comstock@mail.house.gov or (202) 226-8497.

Sincerely,



Tim Griffin
Member of Congress

August 19, 2013

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 304-B
Little Rock, AR 72201

Re: Support for Application of Quest Middle School of West Little Rock, an Open-Enrollment Public Charter School

To Whom It May Concern:

As a 1971 graduate of Parkview High School and a former teacher in Little Rock School District, I fully support Responsive Education Solutions' ("ResponsiveEd") application for a parent-initiated, open-enrollment public charter school in West Little Rock. The school is to be located within the boundaries of either the Little Rock or Pulaski County Special School Districts, and is to be referred to as Quest Middle School of West Little Rock.

I am impressed with ResponsiveEd as it operates over 60 open-enrollment public charter schools in Arkansas and Texas, with an enrollment of over 14,000 students in 2012-13. The mission of ResponsiveEd is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment where they are academically successful and develop into lifelong learners.

Similar to the introduction of Parkview High School to the school system in the early 1970's, the proposed campus anticipates serving grades 6 – 8 with approximately 220 students in its first year of operation. Quest Middle School of West Little Rock intends to add one or more grades a year for approximate enrollment in grades 6 – 12 of 460 students.

Quest Middle Schools are designed to produce highly motivated and capable learners who intend to excel in high school and college. Its administrators and teachers care about students and have a passion to see them reach their full potential. To realize this, they combine modern educational technologies and advanced learning methods with a high level of personal attention and individual instruction. Quest has created an environment of learning that stimulates intellectual curiosity and rewards achievement.

This school appears to be in line with Dr. Suggs guiding principles for the Little Rock School District. Excellent education is the key to individual, family, regional and state economic development. Because every student, no matter his/her Zip Code, deserves excellent, accessible public education, I strongly encourage you to approve the application for Quest Middle School of West Little Rock.

Sincerely,



DELTA DENTAL OF ARKANSAS
Ed Choate
President & CEO
1513 Country Club Road
Sherwood, AR 72120

Telephone: 501-992-1600
Fax: 501-992-1601
Wats: 800-462-5410 ext 1601
echoate@deltadentalar.com



**"I support the establishment of Quest Middle School of West Little Rock,
a free, open-enrollment ResponsiveEd public charter school serving students in
grades six through eight."**

| Name (Please print.) | City of Residence | Phone Number | Signature |
|----------------------|--------------------|---------------------|----------------------------|
| John Doe | Little Rock | 555-555-5555 | <i>John Doe</i> |
| Jenni Hill | Little Rock | 501-351-7541 | <i>Jenni Hill</i> |
| Kara Stockwell | Little Rock | 501-223-3423 | <i>Kara Stockwell</i> |
| Eddie Lee | Little Rock | 501-568-3759 | <i>Eddie Lee</i> |
| Les Waite | Little Rock | 501-580-1318 | <i>Les Waite</i> |
| Jonda Rupert | Sheerwood | 501-351-2528 | <i>Jonda Rupert</i> |
| Jess White | N. Little Rock | 501-350-3529 | <i>Jess White</i> |
| Amanda Keith | Little Rock | 501-773-1103 | <i>Amanda Keith</i> |
| Sandy Hubbard | Little Rock | 501-951-3232 | <i>Sandy Hubbard</i> |
| TERRY NEW | LITTLE ROCK | 501-748-5133 | <i>Terry New</i> |
| Katherine Moriot | Little Rock | 501-748-5766 | <i>Katherine Moriot</i> |
| Deddie Tarvin | Little Rock | 501-351-3588 | <i>Deddie Tarvin</i> |
| India Barnes | Little Rock | 501.821.2562 | <i>India Barnes</i> |
| Gina M. Leary-Jadon | Little Rock | 501 517 0620 | <i>Gina M. Leary-Jadon</i> |
| Cynthia Bennett | Little Rock | 501-224-1718 | <i>Cynthia Bennett</i> |
| Cathy Caddy | North Little Rock | 501-988-5155 | <i>Cathy Caddy</i> |
| <i>Kristen</i> | LITTLE ROCK | 501-680-5105 | <i>Kristen</i> |
| Rachel Jones | Little Rock | 501-247-9122 | <i>Rachel Jones</i> |
| Timothy Ciabocchi | Little Rock | 501-772-6814 | <i>Timothy Ciabocchi</i> |
| Vicki Kellogg | Little Rock | 501-413-1132 | <i>Vicki Kellogg</i> |
| Jud Shumate | Little Rock | 501-305-9384 | <i>Jud Shumate</i> |



"I support the establishment of Quest Middle School of West Little Rock, a free, open-enrollment ResponsiveEd public charter school serving students in grades six through eight."

| Name (Please print.) | City of Residence | Phone Number | Signature |
|------------------------|-------------------|--------------|------------------|
| John Doe | Little Rock | 555-555-5555 | John Doe |
| Marie McRae | Little Rock | 501-224-0757 | Marie McRae |
| Susan McRae | J.R. | 501-240-9055 | Susan McRae |
| Susan Tillemans | LRock | 660-6644 | Tillemans |
| Jan C. Tillemans | LRock | 501-247-4350 | Tillemans |
| Alexandra Buh | LR | 501-868-4025 | Alexandra Buh |
| Richard Thompson | Little Rock | 501-868-7614 | Richard Thompson |
| DeDee Polite | LR | 501-658-7887 | DeDee Polite |
| Mark Fornum | LR | 501-580-0550 | Mark Fornum |
| Sally Fornum | LR | 501-340-1006 | Sally Fornum |
| Virginia Nelson | LR | 581-944-6333 | Virginia Nelson |
| James Nelson | LR | 581-944-6333 | James Nelson |
| Nicole Lashbrook | LR | 501-868-4894 | Nicole Lashbrook |
| LAWRENCE Diane Draz | LR | 501-350-7047 | LAWRENCE |
| Sherry Shelton | LR | 501-570-0109 | Sherry Shelton |
| Daniel Shelton | LR | 501-570-0109 | Daniel Shelton |
| Raven Scales | LR | 501-570-0109 | Raven Scales |
| Tom Tillemans | LR | 501-868-6214 | Tom Tillemans |
| Aubrey Harton | LR | 501-868-2681 | Aubrey Harton |
| JAY HARTON | LR | 501-868-2681 | JAY HARTON |
| AJL | LR | 501-680-4449 | AJL |



**"I support the establishment of Quest Middle School of West Little Rock,
a free, open-enrollment ResponsiveEd public charter school serving students in
grades six through eight."**

| Name (Please print.) | City of Residence | Phone Number | Signature |
|----------------------|--------------------|---------------------|--------------------------|
| John Doe | Little Rock | 555-555-5555 | <i>John Doe</i> |
| Louis Trepper | Little Rock | 501-626-2365 | <i>Louis Trepper</i> |
| Michelle Heller | Little Rock | 501 626-2367 | <i>Michelle Heller</i> |
| BRAD SCHUBERT | LITTLE ROCK | 501 2474614 | <i>Brad Schubert</i> |
| Crystal Schubert | Little Rock | 507-247-3283 | <i>Crystal Schubert</i> |
| Amanda Mener | Little Rock | 5076734099 | <i>Amanda Mener</i> |
| Tim Must | LR | 519-0513 | <i>Tim Must</i> |
| Bryan Salerno | Little Rock | 501 529 8688 | <i>Bryan Salerno</i> |
| Heather Abed | Little Rock | 501 868 1105 | <i>Heather Abed</i> |
| Steve Abed | Little Rock | 501 868 1105 | <i>Steve Abed</i> |
| Kristen Hayden | Little Rock | 501-868-7811 | <i>Kristen Hayden</i> |
| Randy Hayden | Little Rock | 501-868-7811 | <i>Randy Hayden</i> |
| Jenna Seaw | Little Rock | 501 960 0446 | <i>Jenna Seaw</i> |
| Donna Long | Little Rock | 501 454 7619 | <i>Donna Long</i> |
| Jennifer Kitchen | Little Rock | 501-351-0587 | <i>Jennifer Kitchen</i> |
| Kim Salerno | Little Rock | 501 868 8908 | <i>Kim Salerno</i> |
| Kay Mueller | Little Rock | 501-223-2548 | <i>Kay Mueller</i> |
| Kristen McConnell | Little Rock | 501-217-0475 | <i>Kristen McConnell</i> |
| Kendra Harper | Little Rock | 501-392-9362 | <i>Kendra Harper</i> |
| Wendy Lynn | Little Rock | 501-227-5966 | <i>Wendy Lynn</i> |
| Martine Valarero | LR | 626-9260 | <i>Martine Valarero</i> |

ATTACHMENT 5

2014-2015 Calendar

In an effort to be responsive to the community and sensitive to the needs of our parents, Quest will follow the school calendar of the Little Rock School District. Parents often have other school age children attending other schools; however, parents will support a school calendar that considers all of their children concerning beginning and ending of school days, reporting periods, and vacation days. Therefore, the school honors the open-enrollment policy and will follow district calendars, as well as the state requirement of a minimum of 178 student-teacher interactional days. Reporting periods are defined with beginning and ending dates and recognize traditional holidays such as Labor Day, Thanksgiving, Christmas, Spring Break, and Memorial Day.

2014-2015 Daily Schedule

| Period | Time | Instructional Minutes |
|---|-------------------------|------------------------------|
| Journal Writing or Grammar Warm-Ups / Announcements | 8:00 a.m. – 8:10 a.m. | 10 |
| Period 1 | 8:15 a.m. – 9:05 a.m. | 50 |
| Period 2 | 9:10 a.m. – 10:00 a.m. | 50 |
| Period 3 | 10:05 a.m. – 10:55 a.m. | 50 |
| Lunch A | 10:55 a.m. – 11:25 a.m. | |
| Period 4 (B Lunch Students) | 11:00 a.m. – 11:50 a.m. | 50 |
| Period 4 (A Lunch Students) | 11:30 a.m. – 12:20 p.m. | 50 |
| Lunch B | 11:50 a.m. – 12:20 p.m. | |
| Period 5 | 12:25 p.m. – 1:15 p.m. | 50 |
| Period 6 | 1:20 p.m. – 2:10 p.m. | 50 |
| Period 7 | 2:15 p.m. – 3:05 p.m. | 50 |
| | | 410 |

ATTACHMENT 6

**Public Charter School Application
Personnel Salary Schedule**

| Administrative Positions: | | 2014-2015 | Salary 2014-2015 | 2015-2016 | Salary 2015-2016 |
|----------------------------------|---------------------------------|------------------|-------------------------|------------------|-------------------------|
| <i>Line#</i> | List Positions | No. FTEs | | No. FTEs | |
| 1 | State Director | 0.25 | \$90,000.00 | 0.25 | \$90,000.00 |
| 2 | Campus Director/Principal | 1 | \$65,000.00 | 1 | \$65,000.00 |
| 3 | Campus Secretary | 1 | \$30,000.00 | 1 | \$30,000.00 |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Subtotal: | | \$117,500.00 | | \$117,500.00 |
| 8 | Fringe Benefits (rate used 31%) | | \$36,671.75 | | \$36,671.75 |
| 9 | Total Administration: | | \$154,171.75 | | \$154,171.75 |

| Regular Classroom Instruction: | | 2014-2015 | | 2015-2016 | |
|---------------------------------------|---|------------------|--------------|------------------|--------------|
| <i>Line#</i> | | No. FTEs | | No. FTEs | |
| 10 | Teachers | 12.12 | \$41,234.00 | 15.26 | \$41,234.00 |
| 11 | Aides | 2.09 | \$23,850.00 | 2.61 | \$23,850.00 |
| 12 | Subtotal: | | \$549,602.58 | | \$691,479.34 |
| 13 | Teacher Fringe Benefits (rate used 31%) | | \$155,973.87 | | \$196,382.95 |
| 14 | Aide Fringe Benefits (rate used 31%) | | \$15,557.09 | | \$19,427.76 |
| 15 | Total Regular Classroom Instruction: | | \$721,133.55 | | \$907,290.04 |

| Special Education: | | 2014-2015 | | 2015-2016 | |
|---------------------------|---|------------------|-------------|------------------|-------------|
| <i>Line#</i> | | No. FTEs | | No. FTEs | |
| 16 | Teachers | 1.05 | \$43,234.00 | 1.36 | \$43,234.00 |
| 17 | Aides | 0.84 | | 1.1 | |
| 18 | Subtotal: | | \$45,395.70 | | \$58,798.24 |
| 19 | Teacher Fringe Benefits (rate used 31%) | | \$14,168.00 | | \$18,350.93 |
| 20 | Aide Fringe Benefits (rate used 31%) | | \$0.00 | | \$0.00 |
| 21 | Total Special Education: | | \$59,563.70 | | \$77,149.17 |

| Gifted and Talented Program: | | 2014-2015 | | 2015-2016 | |
|-------------------------------------|---|------------------|--|------------------|--|
| <i>Line#</i> | | No. FTEs | | No. FTEs | |
| 22 | Teachers | | | | |
| 23 | Aides | | | | |
| 24 | Subtotal: | | | | |
| 25 | Teacher Fringe Benefits (rate used _____) | | | | |
| 26 | Aide Fringe Benefits (rate used _____) | | | | |
| 27 | Total Gifted and Talented Program: | | | | |

**Alternative Education Program/
Alternative Learning Environments:**

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | | | | |
| 29 Aides | | | | |
| 30 Subtotal: | | | | |
| 31 Teacher Fringe Benefits (rate used _____) | | | | |
| 32 Aide Fringe Benefits (rate used _____) | | | | |
| 33 Total Alternative Education Program/ Alternative Learning Environments: | | | | |

English Language Learner Program:

| List Positions | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---|-----------------------|-----------------------|
| 34 _____ | | |
| 35 _____ | | |
| 36 _____ | | |
| 37 _____ | | |
| 38 _____ | | |
| 39 Subtotal: | | |
| 40 Fringe Benefits (rate used _____) | | |
| 41 Total English Language Learner Program: | | |

Guidance Services:

| List Positions | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 42 WAIVER | | |
| 43 _____ | | |
| 44 _____ | | |
| 45 _____ | | |
| 46 _____ | | |
| 47 Subtotal: | | |
| 48 Fringe Benefits (rate used _____) | | |
| 49 Total Guidance Services: | | |

Health Services:

| List Positions | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 50 WAIVER | | |
| 51 _____ | | |
| 52 _____ | | |
| 53 _____ | | |
| 54 _____ | | |
| 55 Subtotal: | | |
| 56 Fringe Benefits (rate used _____) | | |
| 57 Total Health Services: | | |

Media Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 58 List Positions | | |
| 59 WAIVER | | |
| 60 | | |
| 61 | | |
| 62 | | |
| 63 Subtotal: | | |
| 64 Fringe Benefits (rate used _____) | | |
| 65 Total Media Services: | | |

Fiscal Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 66 List Positions | | |
| 67 | | |
| 68 | | |
| 69 | | |
| 70 | | |
| 71 Subtotal: | | |
| 72 Fringe Benefits (rate used _____) | | |
| 73 Total Fiscal Services: | | |

Maintenance and Operation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--|-----------------------|-----------------------|
| 74 List Positions | | |
| 75 | | |
| 76 | | |
| 77 | | |
| 78 | | |
| 79 Subtotal: | | |
| 80 Fringe Benefits (rate used _____) | | |
| 81 Total Maintenance and Operation: | | |

Pupil Transportation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---------------------------------------|-----------------------|-----------------------|
| 82 List Positions | | |
| 83 | | |
| 84 | | |
| 85 | | |
| 86 | | |
| 87 Subtotal: | | |
| 88 Fringe Benefits (rate used _____) | | |
| 89 Total Pupil Transportation: | | |

Food Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 90 List Positions | | |
| 91 | | |
| 92 | | |
| 93 | | |
| 94 | | |
| 95 Subtotal: | | |
| 96 Fringe Benefits (rate used _____) | | |
| 97 Total Food Services: | | |

Data Processing:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---------------------------------------|-----------------------|-----------------------|
| 98 List Positions | | |
| 99 | | |
| 100 | | |
| 101 | | |
| 102 | | |
| 103 Subtotal: | | |
| 104 Fringe Benefits (rate used _____) | | |
| 105 Total Data Processing: | | |

Substitute Personnel:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---|-----------------------|-----------------------|
| 106 Number of Certified Substitutes <u>1</u> | 0.285 | \$41,234.00 |
| 107 Number of Classified Substitutes _____ | | |
| 108 Subtotal: | | \$11,751.69 |
| 109 Certified Fringe Benefits (rate used <u>31%</u>) | | \$3,667.70 |
| 110 Classified Fringe Benefits (rate used _____) | | \$4,568.54 |
| 111 Total Substitute Personnel: | | \$15,419.39 |

TOTAL EXPENDITURES FOR SALARIES:

| | | |
|-----|---------------------|-----------------------|
| 112 | <u>\$950,288.39</u> | <u>\$1,157,817.57</u> |
|-----|---------------------|-----------------------|

**Public Charter School Application
Estimated Budget Template**

REVENUES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---|---|------------------------------|------------------------------|
| State Public Charter School Aid: | | | |
| 2014-2015 | | | |
| 1 | No. of Students <u>220</u> x <u>\$6,521.00</u> State Foundation Funding | <u>\$1,434,620.00</u> | |
| 2 | No. of Students <u>220</u> x <u>\$44.00</u> Professional Development | <u>\$9,680.00</u> | |
| 3 | No. of Students <u>173</u> x <u>\$1,033.00</u> eligible rate* NSL Funding | <u>\$178,709.00</u> | |
| 4 | No. of Students <u>209</u> x <u>\$105.00</u> Other: <i>Explain Below</i> | <u>\$21,945.00</u> | |
| 5 | <u>Child Nutrition Program</u> | | |
| 2015-2016 | | | |
| 6 | No. of Students <u>275</u> x <u>\$6,521.00</u> State Foundation Funding | | <u>\$1,793,275.00</u> |
| 7 | No. of Students <u>275</u> x <u>\$44.00</u> Professional Development | | <u>\$12,100.00</u> |
| 8 | No. of Students <u>216</u> x <u>\$1,033.00</u> eligible rate* NSL Funding | | <u>\$223,128.00</u> |
| 9 | No. of Students <u>261</u> x <u>\$105.00</u> Other: <i>Explain Below</i> | | <u>\$27,405.00</u> |
| 10 | <u>Child Nutrition Program</u> | | |
| 11 | Total State Charter School Aid: | <u><u>\$1,644,954.00</u></u> | <u><u>\$2,055,908.00</u></u> |
| Other Sources of Revenues: | | | |
| <i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i> | | | |
| 12 | Private Donations or Gifts | | |
| 13 | Federal Grants (List the amount) | | |
| 14 | Special Grants (List the amount) | | |
| | Other (<i>Specifically Describe</i>) | | |
| 15 | <u>Through other grants, or ResponsiveEd</u> | <u>\$300,000.00</u> | <u>\$100,000.00</u> |
| 16 | Total Other Sources of Revenues: | <u><u>\$300,000.00</u></u> | <u><u>\$100,000.00</u></u> |
| 17 | TOTAL REVENUES: | <u><u>\$1,944,954.00</u></u> | <u><u>\$2,155,908.00</u></u> |

EXPENDITURES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------|--|----------------------------|----------------------------|
| Administration: | | | |
| 18 | Salaries and Benefits | <u>\$154,171.75</u> | <u>\$154,171.75</u> |
| | Purchased Services - List Vendors Below | | |
| 19 | V - AD 1 <u>Legal Fees- AR Public School Resource Center</u> | <u>\$5,000.00</u> | <u>\$5,000.00</u> |
| 20 | V - AD 2 <u>Administration Fee- ResponsiveEd</u> | <u>\$0.00</u> | <u>\$0.00</u> |
| 21 | V - AD 3 _____ | | |
| 22 | V - AD 4 _____ | | |
| 23 | V - AD 5 _____ | | |
| 24 | Supplies and Materials | <u>\$9,360.00</u> | <u>\$11,450.00</u> |
| 25 | Equipment | <u>\$6,210.00</u> | <u>\$6,210.00</u> |
| | Other (List Below) | | |
| 26 | Travel | <u>\$750.00</u> | <u>\$750.00</u> |
| 27 | Staff Development | <u>\$2,340.00</u> | <u>\$2,863.00</u> |
| 28 | Marketing | <u>\$2,000.00</u> | <u>\$2,000.00</u> |
| 29 | Miscellaneous | <u>\$2,250.00</u> | <u>\$2,250.00</u> |
| 30 | _____ | | |
| 31 | Total Administration: | <u><u>\$182,081.75</u></u> | <u><u>\$184,694.75</u></u> |

| Regular Classroom Instruction: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---------------------------------------|---|----------------------------|----------------------------|
| 32 | Salaries and Benefits | <u>\$721,133.55</u> | <u>\$907,290.04</u> |
| | Purchased Services - List Vendors Below | | |
| 33 | V - CI 1 <u>AR Public School Resource Center, Other</u> | <u>\$2,000.00</u> | <u>\$2,000.00</u> |
| 34 | V - CI 2 _____ | _____ | _____ |
| 35 | V - CI 3 _____ | _____ | _____ |
| 36 | V - CI 4 _____ | _____ | _____ |
| 37 | V - CI 5 _____ | _____ | _____ |
| 38 | Supplies and Materials | <u>\$14,744.00</u> | <u>\$18,467.00</u> |
| 39 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 40 | Textbooks | <u>\$26,125.00</u> | <u>\$32,656.00</u> |
| 41 | Reading Materials | <u>\$627.00</u> | <u>\$784.00</u> |
| 42 | Testing Materials | <u>\$1,045.00</u> | <u>\$1,306.00</u> |
| 43 | Student Travel | <u>\$1,000.00</u> | <u>\$1,000.00</u> |
| 44 | End of Year and Student Incentives | <u>\$3,344.00</u> | <u>\$4,181.00</u> |
| 45 | Total Regular Classroom Instruction: | <u><u>\$770,018.55</u></u> | <u><u>\$967,684.04</u></u> |

| Special Education: | | | |
|---------------------------|---|---------------------------|---------------------------|
| 46 | Salaries and Benefits | <u>\$59,563.70</u> | <u>\$77,149.17</u> |
| | Purchased Services - List Vendors Below | | |
| 47 | V - SE1 _____ | _____ | _____ |
| 48 | V - SE 2 _____ | _____ | _____ |
| 49 | V - SE 3 _____ | _____ | _____ |
| 50 | V - SE 4 _____ | _____ | _____ |
| 51 | V - SE 5 _____ | _____ | _____ |
| 52 | Supplies and Materials | <u>\$627.00</u> | <u>\$784.00</u> |
| 53 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 54 | _____ | _____ | _____ |
| 55 | _____ | _____ | _____ |
| 56 | _____ | _____ | _____ |
| 57 | _____ | _____ | _____ |
| 58 | _____ | _____ | _____ |
| 59 | Total Special Education: | <u><u>\$60,190.70</u></u> | <u><u>\$77,933.17</u></u> |

| Gifted and Talented Program: | | | |
|-------------------------------------|---|-------|-------|
| 60 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | | |
| 61 | V - GT1 <u>WAIVER</u> | _____ | _____ |
| 62 | V - GT2 _____ | _____ | _____ |
| 63 | V - GT3 _____ | _____ | _____ |
| 64 | V - GT4 _____ | _____ | _____ |
| 65 | V - GT5 _____ | _____ | _____ |
| 66 | Supplies and Materials | _____ | _____ |
| 67 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 68 | _____ | _____ | _____ |
| 69 | _____ | _____ | _____ |
| 70 | _____ | _____ | _____ |
| 71 | _____ | _____ | _____ |
| 72 | _____ | _____ | _____ |
| 73 | Total Gifted and Talented Program: | _____ | _____ |

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

| | | | |
|----|--|-------|-------|
| 74 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 75 | V - ALE1 WAIVER | _____ | _____ |
| 76 | V - ALE2 | _____ | _____ |
| 77 | V - ALE3 | _____ | _____ |
| 78 | V - ALE4 | _____ | _____ |
| 79 | V - ALE5 | _____ | _____ |
| 80 | Supplies and Materials | _____ | _____ |
| 81 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 82 | Supplies/other included with regular ed. | _____ | _____ |
| 83 | _____ | _____ | _____ |
| 84 | _____ | _____ | _____ |
| 85 | _____ | _____ | _____ |
| 86 | _____ | _____ | _____ |
| 87 | Total Alternative Education Program/ Alternative Learning Environments: | ===== | ===== |

English Language Learner Program:

| | | | |
|-----|--|-------|-------|
| 88 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 89 | V - ELL1 Not budgeted until Federal grant awarded. | _____ | _____ |
| 90 | V - ELL2 | _____ | _____ |
| 91 | V - ELL3 | _____ | _____ |
| 92 | V - ELL4 | _____ | _____ |
| 93 | V - ELL5 | _____ | _____ |
| 94 | Supplies and Materials | _____ | _____ |
| 95 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 96 | _____ | _____ | _____ |
| 97 | _____ | _____ | _____ |
| 98 | _____ | _____ | _____ |
| 99 | _____ | _____ | _____ |
| 100 | _____ | _____ | _____ |
| 101 | Total English Language Learner Program: | ===== | ===== |

Guidance Services:

| | | | |
|-----|---|------------|------------|
| 102 | Salaries and Benefits | _____ | _____ |
| | Purchased Services - List Vendors Below | _____ | _____ |
| 103 | V - GS1 Guidance Counseling | \$1,000.00 | \$1,000.00 |
| 104 | V - GS2 | _____ | _____ |
| 105 | V - GS3 | _____ | _____ |
| 106 | V - GS4 | _____ | _____ |
| 107 | V - GS5 | _____ | _____ |
| 108 | Supplies and Materials | _____ | _____ |
| 109 | Equipment | _____ | _____ |
| | Other (List Below) | _____ | _____ |
| 110 | _____ | _____ | _____ |
| 111 | _____ | _____ | _____ |
| 112 | _____ | _____ | _____ |
| 113 | _____ | _____ | _____ |
| 114 | _____ | _____ | _____ |
| 115 | Total Guidance Services: | ===== | ===== |

| Health Services: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|---|---------------------------|---------------------------|
| 116 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 117 | V - HS1 <u>Health Screening</u> | <u>\$12,540.00</u> | <u>\$15,675.00</u> |
| 118 | V - HS2 | | |
| 119 | V - HS3 | | |
| 120 | V - HS4 | | |
| 121 | V - HS5 | | |
| 122 | Supplies and Materials | | |
| 123 | Equipment | | |
| 124 | Other (List Below) | | |
| 125 | | | |
| 126 | | | |
| 127 | | | |
| 128 | | | |
| 129 | Total Health Services: | <u><u>\$12,540.00</u></u> | <u><u>\$15,675.00</u></u> |

| Media Services: | | | |
|------------------------|---|--|--|
| 130 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 131 | V - MS1 <u>WAIVER</u> | | |
| 132 | V - MS2 | | |
| 133 | V - MS3 | | |
| 134 | V - MS4 | | |
| 135 | V - MS5 | | |
| 136 | Supplies and Materials | | |
| 137 | Equipment | | |
| 138 | Other (List Below) | | |
| 139 | | | |
| 140 | | | |
| 141 | | | |
| 142 | | | |
| 143 | Total Media Services: | | |

| Fiscal Services: | | | |
|-------------------------|--|---------------------------|---------------------------|
| 144 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 145 | V - FS1 <u>B&D Consulting (Chris Bell)</u> | <u>\$6,000.00</u> | <u>\$6,000.00</u> |
| 146 | V - FS2 <u>Audit</u> | <u>\$6,000.00</u> | <u>\$6,000.00</u> |
| 147 | V - FS3 | | |
| 148 | V - FS4 | | |
| 149 | V - FS5 | | |
| 150 | Supplies and Materials | | |
| 151 | Equipment | | |
| 152 | Other (List Below) | | |
| 153 | | | |
| 154 | | | |
| 155 | | | |
| 156 | | | |
| 157 | Total Fiscal Services: | <u><u>\$12,000.00</u></u> | <u><u>\$12,000.00</u></u> |

Maintenance and Operation:

2014-2015 Amount:

2015-2016 Amount:

| | | | |
|-----|---|---------------------|---------------------|
| 158 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| | INCLUDE UTILITIES | | |
| 159 | V - MO1 Janitorial | \$28,800.00 | \$28,800.00 |
| 160 | V - MO2 Repairs & Maintenance | \$11,000.00 | \$11,000.00 |
| 161 | V - MO3 Utilities | \$72,000.00 | \$72,000.00 |
| 162 | V - MO4 | | |
| 163 | V - MO5 | | |
| 164 | Supplies and Materials | \$6,500.00 | \$6,500.00 |
| 165 | Equipment | | |
| | Other (List Below) | | |
| 166 | Miscellaneous | \$1,000.00 | \$1,000.00 |
| 167 | | | |
| 168 | | | |
| 169 | | | |
| 170 | | | |
| 171 | Total Maintenance and Operation: | \$119,300.00 | \$119,300.00 |

Pupil Transportation:

| | | | |
|-----|---|--------------------|--------------------|
| 172 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 173 | V - PT1 Bus Service | \$99,000.00 | \$99,000.00 |
| 174 | V - PT2 | | |
| 175 | V - PT3 | | |
| 176 | V - PT4 | | |
| 177 | V - PT5 | | |
| 178 | Supplies and Materials | | |
| 179 | Equipment | | |
| | Other (List Below) | | |
| 180 | | | |
| 181 | | | |
| 182 | | | |
| 183 | | | |
| 184 | | | |
| 185 | Total Pupil Transportation: | \$99,000.00 | \$99,000.00 |

Food Services:

| | | | |
|-----|---|--------------------|--------------------|
| 186 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 187 | V - FD1 Child Nutrition Program | \$21,945.00 | \$27,431.00 |
| 188 | V - FD2 | | |
| 189 | V - FD3 | | |
| 190 | V - FD4 | | |
| 191 | V - FD5 | | |
| 192 | Supplies and Materials | | |
| 193 | Equipment | | |
| | Other (List Below) | | |
| 194 | | | |
| 195 | | | |
| 196 | | | |
| 197 | | | |
| 198 | | | |
| 199 | Total Food Services: | \$21,945.00 | \$27,431.00 |

| Data Processing: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------------|---|----------------------------|----------------------------|
| 200 | Salaries and Benefits | | |
| | Purchased Services - List Vendors Below | | |
| 201 | V - DP1 <u>Data Services, Internet</u> | <u>\$4,800.00</u> | <u>\$4,800.00</u> |
| 202 | V - DP2 _____ | | |
| 203 | V - DP3 _____ | | |
| 204 | V - DP4 _____ | | |
| 205 | V - DP5 _____ | | |
| 206 | Supplies and Materials | | |
| 207 | Equipment | <u>\$44,673.75</u> | <u>\$12,375.00</u> |
| | Other (List Below) | | |
| 208 | _____ | | |
| 209 | _____ | | |
| 210 | _____ | | |
| 211 | _____ | | |
| 212 | _____ | | |
| 213 | Total Data Processing: | <u><u>\$49,473.75</u></u> | <u><u>\$17,175.00</u></u> |
| | | | |
| Substitute Personnel: | | | |
| 214 | Salaries and Benefits | <u>\$15,419.39</u> | <u>\$19,206.61</u> |
| | Purchased Services - List Vendors Below | | |
| 215 | V - SB1 _____ | | |
| 216 | V - SB2 _____ | | |
| 217 | V - SB3 _____ | | |
| 218 | V - SB4 _____ | | |
| 219 | V - SB5 _____ | | |
| 220 | Total Substitute Personnel: | <u><u>\$15,419.39</u></u> | <u><u>\$19,206.61</u></u> |
| | | | |
| Facilities: | | | |
| 221 | Lease/Purchase Contract for One Full Year | <u>\$496,386.00</u> | <u>\$496,386.00</u> |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | (upgrade to lessor, included in lease) | | |
| 223 | <u>Furniture & Equipment</u> | <u>\$41,800.00</u> | <u>\$11,000.00</u> |
| 224 | _____ | | |
| 225 | _____ | | |
| 226 | _____ | | |
| 227 | _____ | | |
| 228 | _____ | | |
| 229 | Property Insurance for One Full Year | <u>\$4,000.00</u> | <u>\$4,000.00</u> |
| 230 | Content Insurance for One Full Year | | |
| 231 | Total Facilities: | <u><u>\$542,186.00</u></u> | <u><u>\$511,386.00</u></u> |

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----|---------------------------------------|--------------------------|--------------------------|
| | Debt Expenditures: | | |
| | List Debts Below | | |
| 232 | N/A | | |
| 233 | _____ | _____ | _____ |
| 234 | _____ | _____ | _____ |
| | Total Debts: | ===== | ===== |
| | Other Expenditures: | | |
| | List Other Expenditures Below | | |
| 235 | Security | \$2,000.00 | \$2,000.00 |
| 236 | _____ | _____ | _____ |
| 237 | _____ | _____ | _____ |
| 238 | _____ | _____ | _____ |
| 239 | _____ | _____ | _____ |
| 240 | _____ | _____ | _____ |
| 241 | TOTAL EXPENDITURES: | ===== | ===== |
| | | \$1,887,155.14 | \$2,054,485.57 |
| 242 | Net Revenue over Expenditures: | ===== | ===== |
| | | \$57,798.86 | \$101,422.43 |

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

ATTACHMENT 7

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Two Rahling Centre, LLC

Lessee(Tenant): Responsive Education Solutions

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The building is presently vacant and was constructed about three years ago.

Address of Premises: 1815 Rahling Road, Little Rock, AR 72223

Square Footage: 22,563

Terms of Lease: Ten (10) year lease period

Rental Amount: \$41,365.50/mo.; \$496,386.00/yr

Contingency: The terms of this agreement are contingent upon

Responsive Education Solutions

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2013

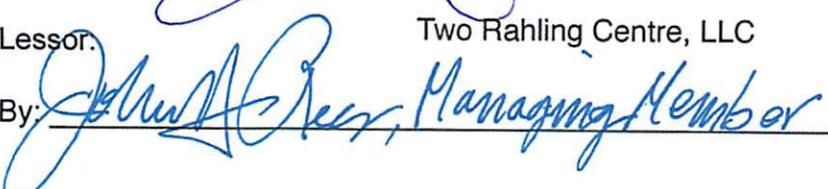
Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Responsive Education Solutions

By:  Date 8-27-13

Lessor: Two Rahling Centre, LLC

By:  Date 8-21-13

ATTACHMENT 8

**2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Marvin L. Reynolds
Signature of President of the Sponsoring Entity Board of Director

08/28/2013
Date

MARVIN L. REYNOLDS
Printed Name

ATTACHMENT 9

Table 1

| School | Advanced/Proficient in Literacy | | | Advanced/Proficient in Math | | |
|--------------------------------------|---------------------------------|---------|------------|-----------------------------|---------|------------|
| | 2011-12 | 2012-13 | Difference | 2011-12 | 2012-13 | Difference |
| Cloverdale Conversion Charter | 45 | 43 | -2 | 41 | 33 | -8 |
| Dunbar | 73 | 69 | -4 | 53 | 48 | -5 |
| Forest Heights | 49 | 51 | +2 | 43 | 38 | -5 |
| Henderson | 54 | 45 | -9 | 41 | 36 | -5 |
| Mabelvale | 60 | 52 | -8 | 52 | 45 | -7 |
| Mann Arts and Science Magnet | 75 | 75 | - | 69 | 67 | -2 |
| Pulaski Heights | 83 | 80 | -3 | 74 | 70 | -4 |

Table 2

| | Enrollment | % FRL | % Minority | % Black | % Hispanic | % White | % Other |
|---------------------------------------|------------|-------|------------|---------|------------|---------|---------|
| Cloverdale Middle School (LRSD) | 704 | 90% | 97% | 77% | 20% | 3% | 0% |
| Dunbar Magnet Middle School (LRSD) | 735 | 81% | 93% | 84% | 8% | 7% | 1% |
| Mabelvale Middle School (LRSD) | 652 | 84% | 93% | 81% | 12% | 7% | 1% |
| Pulaski Heights Middle School (LRSD) | 780 | 44% | 55% | 50% | 2% | 45% | 3% |
| Forest Heights Middle School (LRSD) | 523 | 85% | 91% | 85% | 4% | 9% | 2% |
| Henderson Middle School (LRSD) | 708 | 90% | 95% | 85% | 8% | 5% | 2% |
| Little Rock SD | 23,594 | 72% | 81% | 67% | 22% | 19% | 3% |
| Joe T. Robinson Middle School (PCSSD) | 438 | 53% | 51% | 37% | 8% | 49% | 5% |
| Pulaski County Special SD | 17,245 | 57% | 55% | 43% | 6% | 45% | 5% |
| Pulaski Co. 3-District ¹ | - | 66% | 69% | 57% | 9% | 31% | 4% |
| Arkansas | - | 61% | 36% | 21% | 10% | 64% | 5% |

¹ Little Rock School District, North Little Rock School District, and Pulaski County School District

Table 3

| | Population | % Below Poverty Level | % Minority | % Black | % Hispanic | % White | % Other |
|-----------------|------------------|-----------------------|--------------|--------------|-------------|--------------|-------------|
| Little Rock | 196,537 | 17.8% | 58.4% | 42.3% | 6.8% | 46.7% | 4.9% |
| Pulaski County | 388,953 | 16.7% | 46.3% | 35.5% | 6.0% | 54.6% | 4.8% |
| Arkansas | 2,949,131 | 18.4% | 26.8% | 15.6% | 6.8% | 73.9% | 4.4% |

Table 4: Grades 6 - 8 Math Benchmark Results, 2008-09 to 2012-13

| | % FRL | % Minority | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Growth ² |
|--|-------|------------|---------|---------|---------|---------|---------|---------------------|
| Cloverdale Middle School (LRSD) ³ | 90% | 97% | 35% | 41% | 41% | 41% | 33% | -2% |
| Dunbar Magnet Middle School (LRSD) | 81% | 93% | 60% | 54% | 57% | 53% | 48% | -12% |
| Mabelvale Middle School (LRSD) | 84% | 93% | 47% | 53% | 47% | 52% | 45% | -2% |
| Pulaski Heights Middle School (LRSD) | 44% | 55% | 71% | 79% | 74% | 74% | 70% | -1% |
| Forest Heights Middle School (LRSD) | 85% | 91% | 38% | 44% | 42% | 43% | 38% | 0% |
| Henderson Middle School (LRSD) | 90% | 95% | 37% | 34% | 37% | 41% | 36% | -1% |
| Little Rock SD ⁴ | 72% | 81% | 52% | 53% | 52% | 54% | 49% | -3% |
| Joe T. Robinson Middle School (PCSSD) | 53% | 51% | 65% | 68% | 66% | 72% | 70% | +5% |
| Pulaski County Special SD ⁵ | 57% | 55% | 58% | 60% | 60% | 64% | 59% | +1% |
| LISA Academy-West | 35% | 74% | 89% | 84% | 84% | 83% | 77% | -12% |
| Pulaski Co. 3-District Avg. | 66% | 69% | 55% | 56% | 56% | 58% | 54% | -1% |
| Arkansas | 61% | 36% | 73% | 75% | 77% | 78% | 71% | -2% |

² Growth measured from 2008-08 to 2012-13

³ Formerly Cloverdale Aerospace Technology Charter School (District conversion charter school) in 2010-11 and 2011-12

⁴ Grades 6 – 8 average

⁵ Grades 6 – 8 average

Table 5: Grades 6 - 8 Literacy Benchmark Results, 2008-09 to 2012-13

| | % FRL | % Minority | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Growth ⁶ |
|--|----------|---------------|---------|---------|---------|---------|---------|---------------------|
| Cloverdale Middle School (LRSD) | 90% | 97% | 30% | 37% | 35% | 45% | 43% | +13% |
| Dunbar Magnet Middle School (LRSD) | 81% | 93% | 56% | 67% | 66% | 72% | 69% | +13% |
| Mabelvale Middle School (LRSD) | 84% | 93% | 44% | 50% | 50% | 60% | 52% | +8% |
| Pulaski Heights Middle School (LRSD) | 44% | 55% | 71% | 81% | 79% | 83% | 80% | +9% |
| Forest Heights Middle School (LRSD) | 85% | 91% | 41% | 47% | 47% | 49% | 51% | +10% |
| Henderson Middle School (LRSD) | 90% | 95% | 40% | 45% | 43% | 54% | 45% | +5% |
| Little Rock SD ⁷ | 72% | 81% | 52% | 53% | 52% | 54% | 60% | +8% |
| Joe T. Robinson Middle School (PCSSD) | 53% | 51% | 60% | 62% | 63% | 75% | 70% | +10% |
| Pulaski County Special SD ⁸ | 57% | 55% | 56% | 62% | 60% | 71% | 65% | +9% |
| LISA Academy— West | 35% | 74% | 93% | 89% | 88% | 90% | 84% | -9% |
| Pulaski Co. 3-District Avg. | 66% | 69% | 55% | 56% | 56% | 58% | 62% | +7% |
| Arkansas | 61% | 36% | 68% | 73% | 75% | 82% | 76% | +8% |

⁶ Growth measured from 2008-08 to 2012-13

⁷ Grades 6 – 8 average

⁸ Grades 6 – 8 average

Table 6: Similar Schools to Forest Heights Middle School and Henderson Middle School, Grades 6 - 8 Math Benchmark Results, 2008-09 to 2012-13

| School | District | Grades | Enrollment | % FRL | % Minority | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Growth |
|---|----------------------|--------|------------|-------|------------|---------|---------|---------|---------|---------|--------|
| Belair Middle School | Pine Bluff SD | 6-7 | 298 | 89% | 97% | 38% | 53% | 57% | 50% | 40% | +2% |
| Lakeside Middle School | Lakeside SD- | 6-8 | 228 | 100% | 87% | 54% | 57% | 53% | 55% | 61% | +7% |
| Ridgeroad Middle School | North Little Rock SD | 6-8 | 693 | 91% | 88% | 43% | 47% | 49% | 53% | 54% | +11% |
| Robert F. Morehead Middle School ⁹ | Dollarway SD | 6-8 | 308 | 92% | 91% | 35% | 45% | 50% | 57% | 46% | +11% |
| Southeast Middle School | Pine Bluff SD | 6-7 | 389 | 85% | 98% | 49% | 60% | 56% | 56% | 57% | +8% |
| | Weighted Average | | | 91% | 92% | 43% | 51% | 52% | 54% | 52% | +9% |
| Forest Heights Middle School | Little Rock SD | 6-8 | 523 | 85% | 91% | 38% | 44% | 42% | 43% | 38% | 0% |
| Henderson Middle School | Little Rock SD | 6-8 | 708 | 90% | 95% | 37% | 34% | 37% | 41% | 36% | -1% |

⁹ Previously Dollarway Middle School

Table 7: Similar Schools to Forest Heights Middle School and Henderson Middle School, Grades 6 - 8 Literacy Benchmark Results, 2008-09 to 2012-13

| School | District | Grades | Enrollment | % FRL | % Minority | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Growth |
|----------------------------------|----------------------|--------|------------|-------|------------|---------|---------|---------|---------|---------|-------------|
| Belair Middle School | Pine Bluff SD | 6-7 | 298 | 89% | 97% | 34% | 41% | 39% | 55% | 46% | +12% |
| Lakeside Middle School | Lakeside SD- | 6-8 | 228 | 100% | 87% | 55% | 59% | 63% | 73% | 68% | +13% |
| Ridgeroad Middle School | North Little Rock SD | 6-8 | 693 | 91% | 88% | 44% | 47% | 51% | 66% | 52% | +8% |
| Robert F. Morehead Middle School | Dollarway SD | 6-8 | 308 | 92% | 91% | 28% | 43% | 44% | 60% | 57% | +29% |
| Southeast Middle School | Pine Bluff SD | 6-7 | 389 | 85% | 98% | 37% | 54% | 52% | 57% | 55% | +18% |
| | Weighted Average | | | 91% | 92% | 40% | 48% | 50% | 62% | 54% | +14% |
| Forest Heights Middle School | Little Rock SD | 6-8 | 523 | 85% | 91% | 41% | 47% | 47% | 49% | 51% | +10% |
| Henderson Middle School | Little Rock SD | 6-8 | 708 | 90% | 95% | 40% | 45% | 43% | 54% | 45% | +5% |

Table 8: Similar Schools to Joe T. Robinson Middle School, Grades 6 - 8 Math Benchmark Results, 2008-09 to 2012-13

| School | District | Grades | Enrollment | % FRL | % Minority | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Growth |
|-------------------------------|---------------------------|--------|------------|-------|------------|---------|---------|---------|---------|---------|-------------|
| Elmwood Middle School | Rogers SD | 6-8 | 881 | 58% | 45% | 77% | 79% | 81% | 84% | 79% | +2% |
| Goza Middle School | Arkadelphia SD | 6-8 | 465 | 57% | 43% | 74% | 77% | 79% | 81% | 79% | +5% |
| Kirksey Middle School | Rogers SD | 6-8 | 859 | 56% | 49% | 77% | 82% | 83% | 82% | 80% | +3% |
| Maumelle Middle School | Pulaski County Special SD | 6-8 | 884 | 45% | 48% | 63% | 67% | 67% | 71% | 64% | +1% |
| Sylvan Hills Middle School | Pulaski County Special SD | 6-8 | 890 | 55% | 55% | 52% | 55% | 60% | 75% | 62% | +10% |
| | Weighted Average | | | 54% | 49% | 68% | 71% | 73% | 78% | 72% | +4% |
| Joe T. Robinson Middle School | Pulaski County Special SD | 6-8 | 438 | 53% | 51% | 65% | 68% | 66% | 72% | 70% | +5% |

Table 9: Similar Schools to Joe T. Robinson Middle School, Grades 6 - 8 Literacy Benchmark Results, 2008-09 to 2012-13

| School | District | Grades | Enrollment | % FRL | % Minority | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Growth |
|-------------------------------|---------------------------|--------|------------|-------|------------|---------|---------|---------|---------|---------|--------|
| Elmwood Middle School | Rogers SD | 6-8 | 881 | 58% | 45% | 81% | 84% | 83% | 88% | 88% | +7% |
| Goza Middle School | Arkadelphia SD | 6-8 | 465 | 57% | 43% | 64% | 74% | 75% | 84% | 76% | +12% |
| Kirksey Middle School | Rogers SD | 6-8 | 859 | 56% | 49% | 79% | 84% | 88% | 88% | 88% | +9% |
| Maumelle Middle School | Pulaski County Special SD | 6-8 | 884 | 45% | 48% | 59% | 67% | 65% | 78% | 76% | +17% |
| Sylvan Hills Middle School | Pulaski County Special SD | 6-8 | 890 | 55% | 55% | 56% | 65% | 66% | 84% | 69% | +13% |
| | Weighted Average | | | 54% | 49% | 68% | 75% | 75% | 84% | 80% | +12% |
| Joe T. Robinson Middle School | Pulaski County Special SD | 6-8 | 438 | 53% | 51% | 60% | 62% | 63% | 75% | 70% | +10% |

Request for the
State Board of Education
to Review the Decision Made by the
Charter Authorizing Panel

**Ozark College & Career Academy
Springdale, Arkansas**

November 20, 2013

Dear State Board of Education Members,

Please consider this request to appeal the decision of the ADE Charter Authorizing Panel to deny the Ozark College & Career Academy application on November 13, 2013. One panelist voted in favor of authorizing, four voted to deny.

We offer the following responses to the panelists specific reasons for denial:

1. Two panelists expressed concern about the financial stability of our program in the event of low enrollment or other contingencies. Our response:
 - The state rules do not require a certain amount or percentage for contingency purposes or a “backup plan” as the panel asked about. Had there been any such rules or regulations, we would have complied in our budget design.
 - We feel that the panel’s ruling on this point puts us in the difficult position of choosing between starting with a larger enrollment number in a future application year in order to pad our numbers, sacrificing our 21st century digital learning model to keep low enrollment, or joining forces with a CMO and giving up our innovative model to offer our community a choice. Our response:
 - a. The benefits of a small school environment, which the panel responded favorably to with the denying panelists as a group encouraging us to come back again, will be sacrificed if we increase our classroom ratios or number of classes per grade level.
 - b. Our K-12 model will be untenable if we start with more grades and do not gradually add grade levels over a period of years. If we open all grade levels at one time to ensure larger first year revenues, our ability to implement quality programming in every age group at once is questionable. As it stands, we have already begun preparing for our K-2 and 6-8 programs through project-based after school classes and our Montessori preschool to ensure a smooth opening for those specialized sub-models.
 - c. If we stay true to our small school, K-12 vision, but sacrifice our 1:1 technology to strengthen our contingency fund, our students will not have the benefits of a 21st Century school, a critical component of college and career readiness for the high TAGG population we seek to serve.
 - d. As we stated in answer to the low enrollment question before the panel, we can still offer our exact primary program with less staff (we would not hire our last staff members until after we see our July 1 enrollment) as Montessori methodology requires mixed grade classes. In addition, our middle school program, if under-enrolled, can also operate as described in our application with one less teacher by hiring two or more of our core

teachers at half time. Keep in mind, with the demand for school choice very high in Northwest Arkansas, based on waiting lists in the hundreds, the actuality of low enrollment is not likely.

In short, the integrity of the OCCA vision, which the panel responded so favorably to, would be violated by starting with a larger enrollment or less technology in the first year to increase our contingency funding. With all due respect to the authorizing panel, we request that the board reconsider the panel's decision on this point and honor our promise to use conservation of spending, to continually seek grants and fund-raise to build our savings, and to practice stringent accountability controls to ensure our financial health in those vulnerable first years of operation.

2. One panelist expressed concern that our high school program, set to open the second year of operation in 2015/16, may not have enough courses in place to offer the required 38 courses required by state rules. The concern was based on the fact that we had mentioned two possible digital curriculum companies that modeled the quality of interactivity and price range we were looking for. These curriculums have not been adopted by the ADE. Our response:

- In our application amendment submitted in response to internal review comments from the ADE Charter office in advance of the required deadline for such amendments, we clearly stated that we would adopt only curriculum that will "meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning." The only digital curriculum currently adopted by the state (new materials are being considered for adoption in 2014), is K12.com, currently offered by Arkansas Virtual High School. This curriculum does offer the requisite 38 courses for a full high school course menu. Under the supervision of the Highly Qualified Teachers we will have on staff to implement our blended and flipped instructional models, we will provide the K12.com offerings if other materials of our choosing have not yet been adopted. This would have been explained to the authorizing panel if the opportunity had been given.

3. The last panelist expressed concern over student transitions from the Montessori-based curriculum we are offering to our K-4 students, into the Project-based Learning model we are offering to our 5-8 students. Our response:

- This panelist did not mention or ask us about possible conflicts between the two instructional models during the interview, but stated that this was her primary reason for denial. Had we had the opportunity to address this question, it would have been easily addressed.
- Montessori and Project-based Learning are in fact easily integrated instructional methods. The following quote from a 2012 article posted on the PBL.org website in fact references Montessori as influential in the development of PBL as it is currently practiced: "Early foundational theories of PBL date back nearly a century ago. Philosopher and educational reformer

John Dewey proposed the learning-by-doing method. The 20th century Italian educator and physician Maria Montessori suggested that in a well-fostered and prepared environment, children are able to teach themselves, and self-direct their learning.”

4. Our final, and perhaps most urgent reason for appealing the panel decision, is that we stand to lose our facility lease if forced to wait another year for approval. We have an agreement with our local community center, The Jones Center for Families in Springdale, to open in August of 2014. We will never again find a more excellent location for our school here in Springdale. The Jones Center is in the heart of Springdale, in immediate proximity to the minority and low-income families we most hope to serve. With 220,000 square feet of modern and well-maintained recreational space including indoor swimming pools, ice skating rink, gymnasium, auditorium, and full-time police security staff, no startup charter school could hope to find a better facility. The Jones Trust organization is actively seeking tenants that will fit well with their mission to serve our diverse community with a variety of educational and recreational offerings, and have opened their arms to our program.

In light of the urgency of this appeal, we sincerely ask that the board will consider reviewing our application for approval to open in the 2014/2015 school year.

Sincerely,

A handwritten signature in cursive script that reads "Christine A. Silano". The signature is written in black ink and is positioned above the typed name.

Christine A. Silano, Ph.D.
Executive Director
Ozark Education, Inc.
(501c3 status)

Notification of Charter Authorizing Panel Decision

**Ozark College & Career Academy
Springdale, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 14, 2013

State Board
of Education

Brenda Gullett
Fayetteville
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Vice Chair

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Little Rock

Joe Black
Newport

Alice Mahony
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Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Dr. Christine Silano
Ozark Education, Inc.
P.O. Box 114
Springdale, Arkansas 72764

RE: Notification of Charter Authorizing Panel Decision
Ozark College & Career Academy

Dear Dr. Silano:

On November 13, 2013, the Charter Authorizing Panel met and denied the application for Ozark College & Career Academy. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to **request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Jim D. Rollins, Superintendent, Springdale School District
Mr. Michael A. Poore, Superintendent, Bentonville School District
Dr. Margaret J. Darr, Superintendent, Rogers School District
Ms. Vicki Thomas, Superintendent, Fayetteville School District
Dr. Randy C. Barrett, Superintendent, Gentry School District
Mr. Kendall D. Ramey, Superintendent, Siloam Springs District
Mr. Rick Neal, Superintendent, Pea Ridge School District
Dr. Robert W. Allen, Superintendent, Huntsville School District
Dr. Charles J. Cudney, Superintendent, Greenland School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

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by the Applicant at
the Hearing**

**Ozark College & Career Academy
Springdale, Arkansas**



A 21st Century K-12 School

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A K-12 Free Public Charter School

The mission of Ozark College & Career Academy is to empower our students to excel academically, discover their talents, and advance toward their dreams.

Our vision is to become a model, innovative education program noted for unsurpassed ability to engage students in the education process through project-based, community-supported learning opportunities.

Future Students

Ozark College & Career Academy "A 21st Century K-12 School" emphasizes higher expectations and real world acquisition.

[Download Our Application](#) 

Contact Us

For more information please contact:
Dr. Christine Silano
ozarkcca@gmail.com

222.333.4444

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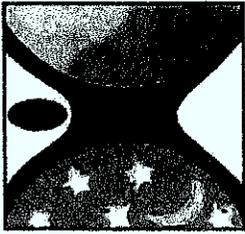
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Town, AK 01982
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**Association of
Illinois
Montessori
Schools**

**Common Core Standards and
Montessori Curriculum Correlation
Spring 2012
By Stacey Edwards**

Common Core Standards Mission Statement

The Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers.

Introduction to the Common Core Standards

The Common Core State Standards for English Language Arts & Literacy and Mathematics are based on the current College and Career Readiness Standards. Finally released in 2010, the current work was led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). Drawing from national and international educational research and standards models, the NGA states that the Common Core State Standards represent a synthesis of the best elements of standards-based work that builds upon the strengths of current State Standards.

The standards cover grades Kindergarten through 12. Each has been deemed "developmentally appropriate" (although some might argue this point) and they collectively work as a cumulative progression of skills and understandings; a "staircase" of growing complexity across grade levels, hence preparing each child for the workforce and/or college. These standards are intended to recognize common goals and expectations for children participating in schools in America.

As specified by the CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. The creators of the Common Core State Standards assert that each particular standard was included in the document only when the best available evidence indicated that "its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society." The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

Montessori-Common Core Correlation 2012

The Common Core Standards have some clear design limitations, however, that should be considered upon implementation. They clearly do not encompass all that should or can be taught, the interventions possibly needed for some students with special needs or everything one would need to be *truly* college and career ready. Another critique of the Common Core Standards is that they do not “train” teachers or determine approved curricular models. This limitation works to the advantage of alternative educational approaches, such as Montessori.

Common Core Implementation and Assessment

The major work of implementation takes place after the standards have been adopted, as states individually tackle complementary changes in curriculum, assessment, professional development, and other related areas. States that adopt the standards must adopt all of the standards in English, language arts, and math. They have the option, however, of adding up to 15% of their own state-determined content standards on top of the core in either subject.

To be effective, the Standards need to be accompanied by robust assessments and partnered with content-rich curriculum. Like the adoption of the standards themselves, it will be up to the states to create tools of assessment: some states plan to come together voluntarily to develop a common assessment system, based on the common core state standards (see PARCC below). A state-led consortium on assessment would be grounded in the following principles: allow for comparison across students, schools, districts, states and nations; create economies of scale; provide information and support more effective teaching and learning; and prepare students for college and careers. At this time, each State that has already adopted the Standards has published their own timelines as to when assessment tools will be released.

Currently, twenty-five states have joined together to create the Partnership for the Assessment of Readiness for College and Careers (PARCC). The goal of this group is to create an assessment system and supporting tools that will help states dramatically increase the number of students who graduate high school ready for college and careers and provide students, parents, teachers and policymakers with the tools they need to help students - from kindergarten through high school - stay on track to graduate prepared.

For more thorough and specific information on the Standards, please visit www.corestandards.org and www.achieve.org.

Introduction to the Montessori Approach

The Montessori Approach (pronounced MON-tuh-SORE-ee) of education, was developed by Dr. Maria Montessori, one of the first women to become a medical doctor in Italy. The approach dates back to 1907, when Dr. Montessori opened the *Casa dei Bambini*, or Children’s House, in a low-income district of Rome. Her unique philosophy sparked the interest of educators worldwide. In the following decades, Montessori schools have opened throughout Europe, in North and South America, and finally on Africa, Australia and Asia, spanning the ages of birth through adolescence. Now, nearly a century later, there are more than 5,000 private, public and charter Montessori schools in the United States, and over 22,000 worldwide.

Maria Montessori based her educational methods on scientific observation of children’s learning processes, from birth through adulthood. Guided by her discovery that children teach themselves, Dr. Montessori designed a “prepared environment” (classroom) in which children could freely choose from a number of developmentally appropriate activities.

Montessori-Common Core Correlation 2012

It is an approach that values the human spirit and the development of the whole child—physical, social, emotional, cognitive through concrete experiences.

The teacher, child, and environment (classroom) create a learning triangle. The classroom is prepared by the teacher to encourage independence, freedom within limits, a sense of order and appreciation for our cosmic universe and cultural diversity. The child, through individual choice, makes use of what the environment offers to develop himself, interacting with the teacher when support and/or guidance is needed.

Multage groupings are a hallmark of the Montessori Approach: younger children learn from older children; older children reinforce their learning by teaching concepts they have already mastered. This arrangement also mirrors the real world, where individuals work and socialize with people of all ages and dispositions.

Dr. Montessori observed that children experience sensitive periods, or developmental windows of opportunity, as they grow. As their students develop, Montessori teachers match appropriate lessons and materials to these sensitive periods when learning is most naturally absorbed and internalized. In early childhood, Montessori students learn through sensory-motor activities, working with materials that develop their cognitive powers through direct experience: seeing, hearing, tasting, smelling, touching, and movement.

In the elementary years, the child continues to organize his thinking through work with the Montessori learning materials and an interdisciplinary curriculum as he passes from the concrete to the abstract. He begins the application of his knowledge to real-world experiences.

This organization of information—facts and figures—prepares the child for the world of adolescence, when thought and

emotion evolve into understanding more abstract, universal concepts such as equity, freedom, and justice.

Montessori: Supporting Child Development & Academic Confidence

Components necessary for a program to be considered authentically Montessori include multage groupings that foster peer learning, uninterrupted blocks of work time, and guided choice of work activity. In addition, a full compliment of specially designed Montessori learning materials are meticulously arranged and available for use in an aesthetically pleasing environment. This educational approach also considers the following concepts:

- **Each child is valued as a unique individual.** Montessori education recognizes that children learn in different ways, and accommodates all learning styles. Students are also free to learn at their own pace, each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan.
- **Beginning at an early age, Montessori students develop order, coordination, concentration, and independence.** Classroom design, materials, and daily routines support the individual's emerging "self-regulation" (ability to educate one's self, and to think about what one is learning), toddlers through adolescents.
- **Students are part of a close, caring community.** The multi-age classroom—typically spanning 3 years—creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution.

Montessori-Common Core Correlation 2012

- **Montessori students enjoy freedom within limits.**
Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be. Montessori teachers understand that internal satisfaction drives the child's curiosity and interest and results in joyous learning that is sustainable over a lifetime.
- **Students are supported in becoming active seekers of knowledge.** Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions while continually building their knowledge base in a variety of subject areas. Early access and instruction in the use of research tools broaden the possibilities for self-learning.
- **Self-correction and self-assessment are an integral part of the Montessori classroom approach.** As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors. Additionally, children become comfortable in providing constructive feedback to their peers in effort to work out social and academic problems.
- **Respond to varying demands of audience, task, purpose, and discipline through adaptive communication skills;** demonstrated in Montessori's classroom structure through multi-age groupings, conflict resolution, peer mediation, cultural awareness and sensitivity, and early research.
- Ability to comprehend as well as critique
- **Value evidence;** demonstrated through the support of each child's sensitive periods and innate curiosity of the world,
- **Use technology and digital media strategically and capably;** as demonstrated through early access to research tools and encouraged problem-solving strategies
- **Come to understand other perspectives and cultures;** as demonstrated through early conflict resolution, cultural identification and experiences as well as access to wide range of cultural materials and books.

These concepts are the cornerstone of the Montessori Approach and align with the proposed Common Core Standards outcomes for college and career ready children:

- **Demonstrate Independence;** demonstrated through Montessori's activities in self-choice, open exploration and self-correcting concrete materials.
- **Build strong content knowledge across a wide range of subject matter;** demonstrated through the daily choice of activities in practical life, sensori-motor, mathematics, language, science, culture, art, and music as well as through social interactions in a multi-age group setting.

| College & Career Readiness Anchor Standards | Kindergarten CORE Standards | Learning Activity | Montessori Materials | Aim of Materials (Direct and Indirect) |
|---|---|---|--|---|
| <p>Anchor Standards for Reading</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Describe and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently. | <p>Kindergarten Reading Standards for Literature:</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | <p>Asking questions about stories read aloud by self and others.</p> <p>conversations with peers and adults</p> <p>Asking questions about stories read aloud by self and others.</p> | <p>story analysis; scaffolding</p> <p>Share time; circle time; informal and spontaneous conversations</p> <p>book corner; story time; circle time</p> | <p>cognitive development; vocabulary enrichment; externalizing ideas; thoughts; comprehension development</p> <p>cognitive development; preparation for future literary studies</p> <p>cognitive development; book characteristics; preparation for future literary studies</p> |
| <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Describe and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently. | <p>Kindergarten CORE Standards</p> <p>Reading Standards for Informational Text:</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. | <p>Inquiring about new words; How to use a dictionary</p> <p>Storytime: Reading various types of texts; how to use a library; classroom exploration</p> <p>Author and Illustrator Identification</p> | <p>Word lists; Child's dictionary-site word library-</p> <p>story corner; characteristics of books; types of books</p> <p>identifying parts of a book; job of author and illustrator</p> | <p>cognitive development; vocabulary expansion;</p> <p>preparation for further literary studies</p> <p>book characteristics; preparation for further literary studies</p> |
| <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Describe and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently. | <p>Kindergarten CORE Standards</p> <p>Reading Standards for Informational Text:</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. | <p>Story dictation; story writing; conversations about drawn pictures and written words; sharing stories.</p> <p>Variety of diverse stories available in classroom for exploration as well as for reading aloud and listening to books and CDs</p> | <p>word, sentence and story writing with appropriate writing papers; classroom books</p> <p>Practical life activities; story time, label & object link; rhyming games; encyclopedialbook research; role play and/or dramatizations; activities in sensorial, practical life, math, language, music, art, culture, botany, biology, zoology, geography and physical science provide enhanced vocabulary with associated concrete examples for understanding</p> | <p>picture & word relationship; vocabulary enrichment; comprehension; oral articulation</p> <p>cognitive development; vocabulary enrichment and expansion; oral articulation.</p> |
| <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Describe and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently. | <p>Kindergarten CORE Standards</p> <p>Reading Standards for Informational Text:</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. | <p>Variety of diverse stories available in story corner for exploration as well as for reading aloud and listening to books and CDs; finding materials in environment through word reading; rhyming; research; enriching vocabulary for comprehension</p> | <p>Practical life activities; story time, label & object link; rhyming games; encyclopedialbook research; role play and/or dramatizations; activities in sensorial, practical life, math, language, music, art, culture, botany, biology, zoology, geography and physical science provide enhanced vocabulary with associated concrete examples for understanding</p> | <p>picture & word relationship; vocabulary enrichment; comprehension; oral articulation</p> <p>cognitive development; vocabulary expansion and enrichment; oral articulation; picture and word relationships; comprehension; preparation for future literary studies</p> |
| <p>College & Career Readiness Anchor Standards</p> <p>Reading Standards for Informational Text:</p> <p>Anchor Standards for Reading cont....</p> | <p>Kindergarten CORE Standards</p> <p>Reading Standards for Informational Text:</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. | <p>Learning Activity</p> <p>Asking questions about stories read aloud by self and others.</p> | <p>Montessori Materials</p> <p>story analysis; scaffolding</p> | <p>Aim of Materials (Direct and Indirect)</p> <p>cognitive development; vocabulary enrichment; externalizing ideas; thoughts; comprehension development</p> |

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| 2. With prompting and support, identify the main topic and retell key details of a text. | Asking questions about stories read aloud by self and others; conversation | book cover; story time/circle time and/or community meetings | cognitive development; preparation for future literary studies |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Asking questions about stories read aloud by self and others. | Picture Interpretation; classroom books; stories read aloud | cognitive development; book characteristics; preparation for future literary studies |

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| Integration of Knowledge and Ideas | | | |
| 4. With prompting and support, ask and answer questions about unknown words in a text. | How, when and why to ask a question; | Parts of a book; Story reading, telling, listening and creating activities | cognitive development; vocabulary expansion; characteristics of books; |
| 5. Identify the front cover, back cover, and title page of a book. | Using a book; | | |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Author and Illustrator identification | | book characteristics; preparation for further literary studies |

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| Integration of Knowledge and Ideas | | | |
| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | Story dictation; story writing; conversations about drawn pictures and written words; sharing stories | | picture & word relationship; vocabulary enrichment; comprehension; oral articulation |
| 8. With prompting and support, identify the reasons an author gives to support points in a text. | Asking why questions; | | externalize thoughts; cognitive development |
| 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Variety of diverse stories available in story corner for exploration as well as for reading aloud and listening to books and CDs; descriptive talking | dividing pictures and objects into categories; describing objects and pictures; talking about observations | cognitive development; vocabulary enrichment and expansion; oral articulation; |

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| Range of Reading and Level of Text Complexity | | | |
| 10. Actively engage in group reading activities with purpose and understanding. | reading aloud; information recall; story interpretation | Practical life activities; story time, label & object find; rhyming games; encyclopedia/book research; role play and/or dramatizations; activities in sensorial, practical life, math, language, music, art, culture, botany, biology, zoology, geography and physical science provides enhanced vocabulary with associated concrete examples for understanding | stiffing concentration; vocabulary enrichment; visual discrimination; auditory discrimination; independence; explore language; preparation for further language studies |

College & Career Readiness Anchor Standards
Anchor Standards for Reading cont...

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| Kindergarten CORE Standards | Learning Activity | Montessori Materials | Aim of Materials (Direct and Indirect) |
| Kindergarten Reading Standards: Foundational Skills: | | | |
| Print Concepts | | | |
| 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. | direct phonics instruction, direct literacy instruction; large, small and whole group reading instruction, sound/letter name instruction; direct instruction in Concepts of Print, Modelled writing, direct instruction in encoding, direct instruction in Alphabetic Principle | Practical life activities; Sequencing and Patterning Exercises (Dead stringing, parquet tiles etc.); Sandpaper Letters; Sand Tray; Chalkboard Exercises; Movable alphabet; classroom library; noncommercial 3-part cards, pictureword matching cards, physical organization and structure of classroom, Trade Books, Informational Text, Leveled Readers, Alphabet Line, Environmental Labels, Lined paper, chart paper, | Left to Right/Top to Bottom Orientation; letter formation and configuration; auditory association of sound to written symbol; visual and tactile perception of letters; visual memory and discrimination; reinforcement of letter sounds; preparation for reading, spelling, writing and oral expression |
| Phonological Awareness | | | |

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| <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and mimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /k/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> | <p>Direct instruction of rhyming words and word families, clap number of syllables in a given word, Kinesthetic movements to match syllables in spoken words, direct instruction in syllabication, direct instruction of beginning, medial, and ending sounds, Kinesthetic movements to match beginning, medial, and ending sounds, introduction of compound words</p> | <p>See above including Initial, middle and end sound objects for sorting; object picture matching, object letter match; object/picture and label matching; I-10; vowel substitution chart; Sandpaper letter blending; word building with moveable alphabet; Rhyming carats/strips; short vowel books; short sentence strips; word cards; "1 Spy" sound work; Literature with rhyming patterns, word family activities, rhyming songs and games</p> | <p>See above including strengthening vocabulary development; reinforcement of sounds, consonant/vowel blends, articulation of phonemes; receptive auditory awareness of phonemes</p> |
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>Instruction in high frequency word identification and grade level vocabulary; introduction of consonants and consonant blends (digraphs), Phonics instruction in consonants and long and short vowels; Word Building; Sentence building; Direct instruction of Alphabetic Principle.</p> | <p>See above including phonogram boxes; consonant and consonant blend object/picture/label sorting; word and sentence building with moveable alphabet; sight word cards (high frequency words), "Magic e" materials,</p> | <p>See above including ability to identify phonograms within words; awareness and understanding of phonetic rules in English language; increase high-frequency word reading vocabulary.</p> |
| <p>4. Read emergent-reader texts with purpose and understanding.</p> | <p>reading and comprehension instruction</p> | <p>Leveled Readers; student made text</p> | <p>emergent literacy</p> |
| <p>College & Career Readiness Anchor Standards Anchor Standards for Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p>Kindergarten CORE Standards Kindergarten Writing Standards: Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> | <p>Learning Activity Text Types and Purposes distinguishing patterns in trade books...using authors as mentors and author's craft; direct instruction in tracing & Writing Activities; Story reading, listening and telling; Object and picture naming; Invented spelling, story dictation, direct modeled writing instruction,</p> | <p>Montessori Materials Transferring activities; Patterning Exercises (bead stringing, parqu岸 tiles etc.) Pin Punching; Picture Interpretation; Easel; Sandpaper Letters; Sand Tray; Metal Insets; Scissor Exercises; Chalkboard Exercises; Writing Papers; classroom library; picture cards, moveable alphabet, trade books, chart paper, journals, tracing paper, (See above, including 3-part cards on living/non-living; vertebrate/invertebrate; plants/animals/invertebrates; types of vertebrates (Animal Kingdom: birds, fish, reptiles, amphibians, and mammals) and types of invertebrates; solar system; land/water forms, continent and country puzzle maps; sink and float; magnetic or non-magnetic</p> |
| <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | <p>Direct instruction of animal/object Research in geography, history, biology, zoology, botany, and physical science</p> | <p>Visual and tactile perception, thinking analytically & creatively, hand-eye coordination, recognition of patterns, reinforcement of oral expression and vocabulary in geography and science; visual memory; strengthening prehensil grip; increase written communication skills; picture, letter, and word matching; understanding geography of the world</p> |

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| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> | <p>Telling time; identifying days of the week and months and seasons of the year; association of holidays to months/seasons; direct instruction in story sequencing; emphasize beginning, middle, and end of read alouds and/or small group reading instruction; modeled writing; use of graphic organizers.</p> | <p>graphic organizer; story sequencing cards; retell stories (cards); Trade books, leveled readers; movable alphabet, chalkboard, chart paper, journals, lined paper</p> | <p>Visual perception, thinking analytically & creatively, hand-eye coordination, recognition of patterns and sequencing, reinforcement of oral expression and vocabulary; visual memory; strengthening prehenal grp; creative writing</p> |
| <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> | <p>Production and Distribution of Writing 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <p>Production and Distribution of Writing Daily conversations; rules of engagement (speaking and listening); direct instruction of the writing process; writing conferences with individual students, peer mentors and peer editing Philosophical Disagreement—public school activities; Word Processing applications such as Stationary Studio to write Large Word Cards, Word Lists, student generated writings; Digital cameras to document activities such as field trips which are followed by student writings.</p> | <p>peer to peer and adult to peer conversations; lesson in grace and courtesy; Philosophical Disagreement—public school activities; digital camera, classroom computer, teacher laptop, Montessori language materials such as: Large Word Cards, Word Lists, Phonetic Baskets, Short Phrases, etc.</p> | <p>oral expression; comprehension; peer mentoring and grace and courtesy; critical analyzing of one's own work, knowledge of the writing process. Philosophical Disagreement—public school; increase writing skills, Practical Life exposure to real world technologies.</p> |
| <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)</p> | <p>Story reading and repetition; Journal writing; Author's study, genre, and Author's craft; response to literature writings, poetry, "How to" writings, non-fiction book explorations, Content and Cultural studies Environment of question asking from both peers and adult models; use higher level questions to broaden depth of responses of past experiences; increase research skills; increase inference skills; Use of sharing techniques such as: elbow buddies and think pair share; Use of assessing prior knowledge techniques such as Anchor Charts and KWL Charts (Know, Want to Know, Learned).</p> | <p>Writing papers; variety of multi-cultural books; journals, non-fiction readers, classroom library; school library; poetry books, Montessori Cultural curriculum, Montessori Content works classroom library; story time; circle time; school library; classroom field trips; key experience lessons; research tools (internet); non-fiction books</p> | <p>written and oral expression; externalize ideas, thoughts and opinions; vocabulary expansion and enrichment; increase mechanics and content writing skills strengthen memory recall (cognitive development); increase oral communication skills; increase comprehension skills; vocabulary development</p> |
| <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College & Career Readiness Anchor Standards Anchor Standards for Speaking and Listening Comprehension and Collaboration</p> | <p>Range of Writing 10. (Begins in grade 3) Kindergarten CORE Standards Kindergarten Speaking and Listening Standards: Comprehension and Collaboration</p> | <p>Range of Writing Learning Activity Comprehension and Collaboration</p> | <p>Montessori Materials</p> | <p>Aim of Materials (Direct and Indirect)</p> |

P B L S C H O O L R U B R I C

| Essential Element of a PBL School | Beginning PBL School <i>School leaders have begun taking steps to establish the culture and practices that support PBL, but important challenges remain to be addressed.</i> | Needs Further Development <i>School leaders have taken some steps to establish the culture and practices that support PBL, but the school still has some areas for growth.</i> | Promotes and Sustains Best Practices of a PBL School <i>School leaders have established the culture and practices that support PBL across the school.</i> |
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| Significant Content | <ul style="list-style-type: none"> ▶ The school leadership has a general vision for implementing PBL, but has not established a PBL Implementation Plan to clarify the vision, craft goals, and outline actions to sustain PBL. Training is in progress, but teachers are not clear about “next steps,” how they will be supported, or how the various initiatives are linked. ▶ Some teachers are beginning to implement PBL. ▶ Teachers are developing awareness of how to use the 8 Essential Elements to define quality project design. Teachers are beginning to transition to main course projects that meet the 8 Essential Elements. | <ul style="list-style-type: none"> ▶ The school leadership has developed a PBL Implementation Plan. However, some stakeholders lack understanding of the plan and how PBL and other initiatives are mutually supportive. The plan may focus on too few, too many, or less important actions and staff is experiencing difficulty executing aspects of the plan. ▶ PBL is a method of instruction in most of the targeted content areas as defined in the PBL Implementation Plan. ▶ Most teachers use the 8 Essential Elements to define quality project design. Most projects are main course projects that meet the 8 Essential Elements. | <ul style="list-style-type: none"> ▶ The school leadership has developed a PBL Implementation Plan to realize the articulated vision, meet achievement goals, and sustain PBL. All stakeholders show an understanding of the plan and how PBL and other initiatives are mutually supportive. Staff is experiencing success in executing the plan and maintains a focus on student learning. ▶ PBL is a method of instruction in all of the targeted content areas as defined in the PBL Implementation Plan. ▶ All teachers use the 8 Essential Elements to define quality project design. All projects are main course projects that meet the 8 Essential Elements. |
| 21st Century Competencies | <ul style="list-style-type: none"> ▶ School leadership does not explicitly promote, recognize, and model the use of the 4 C’s. ▶ There are few opportunities for staff to demonstrate the 4 C’s: ● <i>Communication:</i> Although there may be a feeling of collegiality among some staff members, staff would benefit from the development of norms to build trust and ensure balanced participation during meetings. ● <i>Collaboration:</i> Although it is more commonplace for teachers to work in isolation, staff is beginning to work in collaborative teams that employ the skills of all group members. ● <i>Critical Thinking:</i> Staff may explore simple problems, but is not afforded opportunities to think critically to analyze complex problems related to PBL implementation and effectiveness for student learning. ● <i>Creativity & Innovation:</i> Staff may lack clarity about how they can go about putting a new idea into practice. (There may be a feeling that too much “red tape” exists or that staff members do not have the authority to truly innovate.) | <ul style="list-style-type: none"> ▶ School leadership is beginning to promote, recognize, and model the use of 4 C’s. ▶ There are some opportunities for staff to demonstrate the 4 C’s: ● <i>Communication:</i> Staff has established norms to build trust and ensure balanced participation during meetings; staff is beginning to practice effective communication; norms are usually, but not consistently honored. ● <i>Collaboration:</i> Most staff work in collaborative teams that employ the skills of all group members. ● <i>Critical Thinking:</i> Staff is beginning to think critically to analyze complex problems related to PBL implementation and effectiveness for student learning, but does not consistently use reasoning to identify the best solution, nor use systems thinking to consider how the various components that make up the school system will be impacted by the proposed solution. ● <i>Creativity & Innovation:</i> Staff are beginning to create original ideas that have value and put new ideas into practice. | <ul style="list-style-type: none"> ▶ School leadership explicitly and consistently promotes, recognizes, and models the use of the 4 C’s. ▶ There are consistent opportunities for staff to demonstrate the 4 C’s: ● <i>Communication:</i> Staff uses agreed-upon norms to build trust and ensure balanced participation during meetings. Staff shares ideas, gives and receives feedback respectfully, listens actively, and communicates that other opinions are valued. ● <i>Collaboration:</i> All staff regularly work in collaborative teams (sometimes with external partners and the community at large) that employ the skills of all group members. ● <i>Critical Thinking:</i> Staff regularly think critically to analyze complex problems related to PBL implementation and effectiveness for student learning, use reasoning to identify the best solution, and use systems thinking to consider how the various components that make up the school system will be impacted by the proposed solution. ● <i>Creativity & Innovation:</i> Systems are in place that allow staff to innovate, and school culture encourages innovation. |

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| <p>In-Depth Inquiry</p> | <p>▶ Although pockets of teachers examine data and engage in inquiry regarding PBL practices and their effect on improving student learning, a true cycle of inquiry around PBL implementation does not occur in the school.</p> | <p>▶ Staff engages in periodic inquiry regarding PBL practices and their effect on improving student learning. However, inquiry may not encompass the steps necessary to actually implement solutions and reflect upon results.</p> <p>▶ Staff examines data periodically, but increasing the frequency and disaggregating data by groups of students to address gaps in achievement would help teachers refine their PBL practice and improve student learning.</p> | <p>▶ Staff engages in a cycle of regular, ongoing, in-depth inquiry regarding PBL practices and their effect on improving student learning (posing questions, gathering and interpreting data, asking further questions, evaluating and implementing solutions to refine PBL practices, and reflecting upon results).</p> <p>▶ Staff regularly examines data from project work (project checkpoints, culminating products, rubric scores, behavioral data, etc.) disaggregating data by subgroups to address achievement gaps.</p> |
| <p>Driving Question</p> | <p>▶ Driving Questions are not used to frame the work of staff and stakeholders or to frame meetings (staff meetings, professional development sessions, parent meetings, etc.), which are generally structured to disseminate information.</p> | <p>▶ Driving Questions are sometimes used to frame the work of staff and stakeholders and to frame meetings. However, the Driving Question may be more of a formality than a focus for collaborative inquiry and problem-solving.</p> | <p>▶ Driving Questions are consistently used to frame the work of staff and stakeholders and to focus meetings on collaborative inquiry and problem-solving.</p> |
| <p>Need to Know</p> | <p>▶ Although questions about PBL implementation surface during conversations between leaders and staff, clear mechanisms are not in place for the questions to be collected and addressed.</p> | <p>▶ Some mechanisms are in place for teachers to identify questions they have about PBL implementation; leadership is beginning to practice framing professional development around what staff says it needs to know.</p> | <p>▶ Regular mechanisms are in place for teachers to identify questions they have about PBL implementation; professional development is regularly framed around what staff says it needs to know.</p> |
| <p>Voice and Choice</p> | <p>▶ Staff are provided few or no opportunities to express “voice and choice” on important matters related to PBL implementation.</p> | <p>▶ Staff are provided some opportunities to express “voice and choice” on important matters related to PBL implementation.</p> | <p>▶ Staff are provided significant opportunities to express “voice and choice” on important matters related to PBL implementation (goals, use of professional development time, resource allocation, project design, presentation of student work, etc.).</p> |
| <p>Revision and Reflection</p> | <p>▶ Although staff who attended PBL 101 are familiar with the Critical Friends protocol, it and other revision and reflection protocols are not practiced at the school.</p> <p>▶ Although leadership engages in informal reflection about the progress of PBL implementation, staff are not included and decisions are not made transparent; the absence of a PBL Implementation Plan creates a barrier for comprehensive reflection to occur.</p> | <p>▶ Staff are beginning to use protocols to engage in revision and reflection.</p> <p>▶ At key checkpoints, school leadership and staff engage in reflection about the aspects of PBL implementation that are yielding positive results and what needs to be refined; the reflection is not yet comprehensive because established goals are not used to ground the conversation or the reflection does not lead to an adjustment of plans.</p> | <p>▶ Protocols are used regularly by staff to engage in revision and reflection (e.g., Critical Friends, Looking at Student Work, Post Project Reflection).</p> <p>▶ At key checkpoints, school leadership and staff engage in thoughtful, comprehensive reflection about the aspects of PBL implementation that are yielding positive results and what needs to be refined to meet established goals. Plans are adjusted based on the results of reflection.</p> |
| <p>Public Audience</p> | <p>▶ Data that illustrate successes and areas for growth resulting from PBL implementation are not shared with stakeholder groups.</p> <p>▶ The school has not established a practice of presenting or exhibiting student work to audiences outside the school.</p> | <p>▶ Data that illustrate successes resulting from PBL implementation are made transparent to some stakeholder groups; areas for growth and information are not presented in clear and timely fashion.</p> <p>▶ The school is beginning to present or exhibit student work to audiences outside the school, but does not consistently provide opportunities for feedback.</p> | <p>▶ Data that illustrate successes and areas for growth resulting from PBL implementation are made transparent to all stakeholder groups in a timely fashion (while the data is still relevant and helpful).</p> <p>▶ The school regularly presents or exhibits student work to authentic audiences and seeks feedback from people from both within and outside the school.</p> |

CRITICAL THINKING RUBRIC for PBL

(for grades 6-12; CCSS ELA aligned)

| Critical Thinking Phases of a Project | Below Standard | Approaching Standard | At Standard | Above Standard ✓ |
|--|---|---|--|------------------|
| <p>Launching the Project:</p> <p>Analyze Driving Question and Begin Inquiry</p> | <ul style="list-style-type: none"> ▶ sees only superficial aspects of, or one point of view on, the Driving Question | <ul style="list-style-type: none"> ▶ identifies some central aspects of the Driving Question, but may not see complexities or consider various points of view ▶ asks some follow-up questions about the topic or the wants and needs of the audience or users of a product, but does not dig deep | <ul style="list-style-type: none"> ▶ shows understanding of central aspects of the Driving Question by identifying in detail what needs to be known to answer it and considering various possible points of view on it ▶ asks follow-up questions that focus or broaden inquiry, as appropriate (CC 6-12.W.7) ▶ asks follow-up questions to gain understanding of the wants and needs of audience or product users | |
| <p>Building Knowledge, Understanding, and Skills:</p> <p>Gather and Evaluate Information</p> | <ul style="list-style-type: none"> ▶ is unable to integrate information to address the Driving Question; gathers too little, too much, or irrelevant information, or from too few sources ▶ accepts information at face value (does not evaluate its quality) | <ul style="list-style-type: none"> ▶ attempts to integrate information to address the Driving Question, but it may be too little, too much, or gathered from too few sources; some of it may not be relevant ▶ understands that the quality of information should be considered, but does not do so thoroughly | <ul style="list-style-type: none"> ▶ integrates relevant and sufficient information to address the Driving Question, gathered from multiple and varied sources (CC 6.11-12.RI.7) ▶ thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias) (CC 6-12.W.8) | |
| <p>Developing and Revising Ideas and Products:</p> <p>Use Evidence and Criteria</p> | <ul style="list-style-type: none"> ▶ accepts arguments for possible answers to the Driving Question without questioning whether reasoning is valid ▶ uses evidence without considering how strong it is ▶ relies on "gut feeling" to evaluate and revise ideas, product prototypes or problem solutions (does not use criteria) | <ul style="list-style-type: none"> ▶ recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question ▶ evaluates and revises ideas, product prototypes or problem solutions based on incomplete or invalid criteria | <ul style="list-style-type: none"> ▶ evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid and evidence is relevant and sufficient (CC 6-12.SL.3, RI.8) ▶ justifies choice of criteria used to evaluate ideas, product prototypes or problem solutions ▶ revises inadequate drafts, designs or solutions and explains why they will better meet evaluation criteria (CC 6-12.W.5) | |
| <p>Presenting Products and Answers to Driving Question:</p> <p>Justify Choices, Consider Alternatives & Implications</p> | <ul style="list-style-type: none"> ▶ chooses one presentation medium without considering advantages and disadvantages of using other mediums to present a particular topic or idea ▶ cannot give valid reasons or supporting evidence to defend choices made when answering the Driving Question or creating products ▶ does not consider alternative answers to the Driving Question, designs for products, or points of view ▶ is not able to explain important new understanding gained in the project | <ul style="list-style-type: none"> ▶ considers the advantages and disadvantages of using different mediums to present a particular topic or idea, but not thoroughly ▶ explains choices made when answering the Driving Question or creating products, but some reasons are not valid or lack supporting evidence ▶ understands that there may be alternative answers to the Driving Question or designs for products, but does not consider them carefully ▶ can explain some things learned in the project, but is not entirely clear about new understanding | <ul style="list-style-type: none"> ▶ evaluates the advantages and disadvantages of using different mediums to present a particular topic or idea (CC 8.RI.7) ▶ justifies choices made when answering the Driving Question or creating products, by giving valid reasons with supporting evidence (CC 6-12.SL.4) ▶ recognizes the limitations of an answer to the Driving Question or a product design (how it might not be complete, certain, or perfect) and considers alternative perspectives (CC 11-12.SL.4) ▶ can clearly explain new understanding gained in the project and how it might transfer to other situations or contexts | |

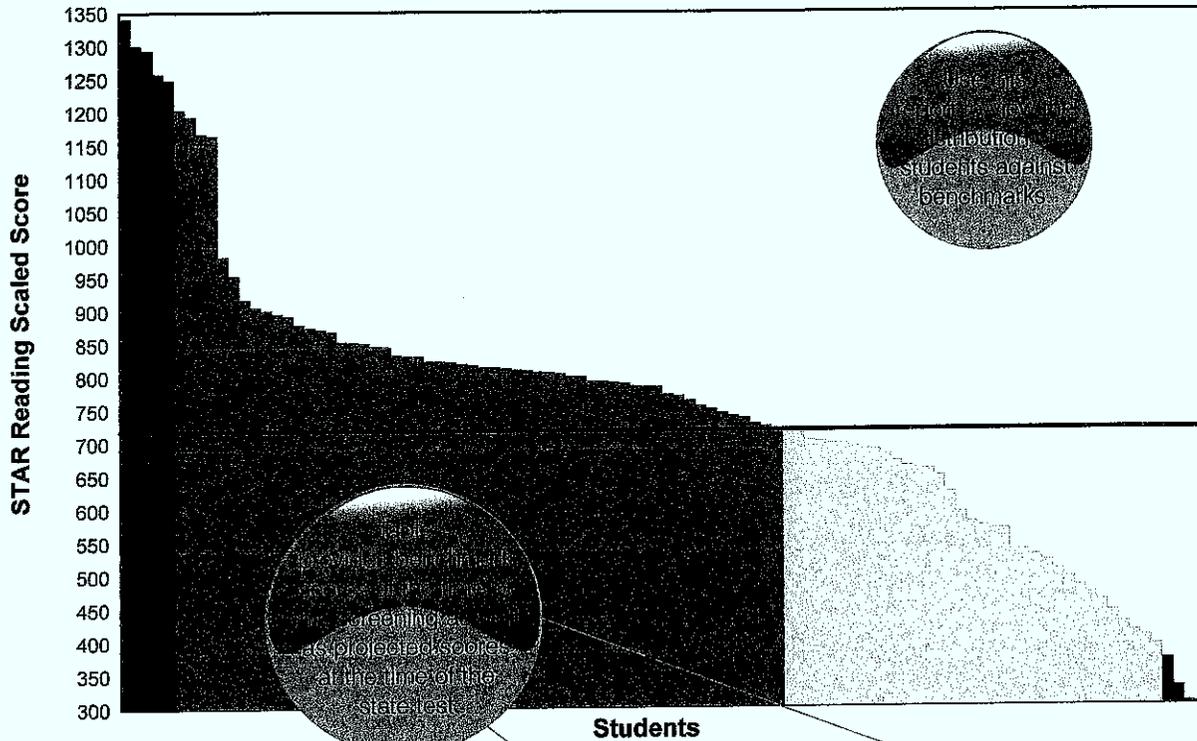
Screening Report New York NYSTP

Printed Friday, September 2, 2011 4:12:15 PM

School: Pine Hill Middle School

Reporting Period: 9/1/2011 - 9/2/2011
(Fall Screening)

Grade: 7



| Categories / Levels | Current Benchmark ^d | Number | Percent | Benchmark At Time of State Test |
|-----------------------------|--------------------------------|--------|---------|---------------------------------|
| Proficient | | | | |
| ■ Level 4 | At/Above 1233 SS | 5 | 5% | At/Above 1252 SS |
| ■ Level 3 | At/Above 718 SS | 56 | 56% | At/Above 791 SS |
| Category Total | | 61 | 61% | |
| Less Than Proficient | | | | |
| □ Level 2 | Below 718 SS | 35 | 35% | Below 791 SS |
| ■ Level 1 | Below 383 SS | 4 | 4% | Below 447 SS |
| Category Total | | 39 | 39% | |
| Students Tested | | 100 | | |

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

^d Benchmark adjusted for time of year using student growth norms

Instructional Report Groupings
Group students to plan instruction

School: **Pine Hill Middle School**
Report: **Instructional Planning - Class Report**

Class or Group: **4th Hour English**

Benchmark: **School Benchmark** Legend

Testing End Date: **9/13/2011** (Includes STAR Reading Enterprise Test scores up to 30 days before this date)

Update

Cancel Preview Report Next >

Assign students to instructional groups based on their latest test and classroom performance. Skill recommendations will be based on the group median score.

Instructional Groups: **3**

| Student | Scaled Score / Percentile Rank | 1 | 2 | 3 | Unassigned |
|-------------------|--------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|
| Heather Rice | 1342 SS / 97 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jason Curtis | 1193 SS / 85 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stephanie Hunter | 1165 SS / 83 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Darius Clark | 804 SS / 53 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tim Johnson | 784 SS / 51 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Christina Reyes | 719 SS / 45 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gregory Mackowski | 696 SS / 42 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Taylor Dubaz | 664 SS / 38 PR | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Rebecca Atkinson | 579 SS / 26 PR | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jasmine Major | 568 SS / 24 PR | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cathy Farrens | 538 SS / 20 PR | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| José Rivas | 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kimberly Locke | 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Noah Daniels | 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Casey Okada | 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Cancel Preview Report

Report Options

Select the options for this report

School: **Pine Hill Middle School**
Report: **Instructional Planning - Class Report**

Cancel < Back View Report

Customization Options

Students

4th Hour English

Skills to Include per reading domain
Group 1 (7 students/median SS: 804)
Group 2 (4 students/median SS: 574)
Group 3 (4 students/median SS: 442)

| | Word Knowledge and Skills | Comprehension Strategies and Constructing Meaning | Analyzing Literary Text | Understanding Author's Craft | Analyzing Argument and Evaluating Text |
|----------|---------------------------|---|-------------------------|------------------------------|--|
| Group 1: | 5 Skills | 5 Skills | 5 Skills | 5 Skills | 5 Skills |
| Group 2: | 5 Skills | 5 Skills | 5 Skills | 5 Skills | 5 Skills |
| Group 3: | 5 Skills | 5 Skills | 5 Skills | 5 Skills | 5 Skills |

Instructional Difficulty
The level of challenge reflected in the recommended skills

Recommended skills for each instructional group are based on the most recent assessment and instructional difficulty. To adjust instructional difficulty, check the box below.

Adjust instructional difficulty (advanced feature)

Page Break

Page break after each group

Cancel < Back View Report

School: Pine Hill Middle School

Reporting Period: 09/01/2011-09/6/2011

Group: Grade 7 Reading

| Instructional Groups | Number of Students | Scaled Score (0 - 1400) | |
|----------------------|--------------------|-------------------------|----------|
| | | Median | Range |
| Group 1 | 7 | 804 | 696-1342 |
| Group 2 | 4 | 574 | 538-664 |
| Group 3 | 4 | 442 | 304-481 |

group identified on the Instructional Report Groupings page

Skills to Learn

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students

Rice, Heather; Curtis, Jason; Hunter, Stephanie; Clark, Darius; Johnson, Tim; Reyes, Christina; Mackowski, Gregory

group rank order

Word Knowledge and Skills

- Identify and analyze the connotations of words or phrases that have similar denotative meanings (e.g., fancy/gaudy/intricate/elaborate/overly complicated)
- Use knowledge of increasingly sophisticated word relationships, including analogies (e.g., descriptive quality/comprehend text)
- Recognize what items or ideas are being compared in analogies found in grade-appropriate text
- Analyze the meanings of idioms (e.g., lose a train of thought) in grade-appropriate prose and poetry
- Use a wide array of contextual clues, including understanding increasingly subtle examples, to determine or clarify the precise meanings of unfamiliar words in grade-appropriate text

the median Scaled Score for each group

Comprehension Strategies and Constructing Meaning

- Distinguish facts from opinions, and evaluate the logic or validity of opinions and assertions in text such as editorials, essays, articles, and reviews
- Evaluate how the author's purpose is conveyed
- Understand technical or scientific processes described in a wide range of informational or functional text (e.g., directions to operate a scientific calculator)
- Understand how plot; unusual settings; and characters contribute to the meaning of a text
- Analyze subtle similarities and differences in text to support conclusions

Group 2

Analyzing Literary Text

- Analyze and explain how common literary devices (e.g., sound devices) affect text
- Interpret figurative language (e.g., metaphor, simile, hyperbole, personification) in context in order to determine its impact on text meaning
- Recognize common archetypal patterns (e.g., tricksters, the hero's quest) and symbols (e.g., the heart of love) in myths and traditional stories
- Identify how authors use language (e.g., figurative and literal, word choice, text structures) to achieve particular effects (e.g., to establish mood or tone, to create imagery)
- Interpret the tone and mood of a text, and analyze how the author's word choice creates tone and mood

listed in Core Progress for reading

Analyzing Literary Text

- Evaluate the credibility of the source
- Analyze the importance of the setting in influencing the meaning of a text
- Identify and analyze the author's purpose
- Analyze character traits in texts
- Discern and compare subjective/objective information

Analyzing Argument and Evaluating Text

- Identify persuasive techniques and propaganda in text including promises, dares, flattery, glittering generalities, peer pressure, emotional appeals, exaggeration, stereotyping, loaded words, and repetition
- Evaluate the relevance and accuracy of information
- Identify an author's perspective and explain how it influences the argument
- Recognize possible flaws in an author's argument, and determine counterarguments to the claim by using prior knowledge
- Trace the development of an author's argument, and identify and evaluate supporting evidence for its accuracy, and appropriateness

Table of multiple reading strategies are shown on following pages.

● Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.



Instructional Planning Report for Jasmine Major

Printed Tuesday, September 6, 2011 1:52:26 PM

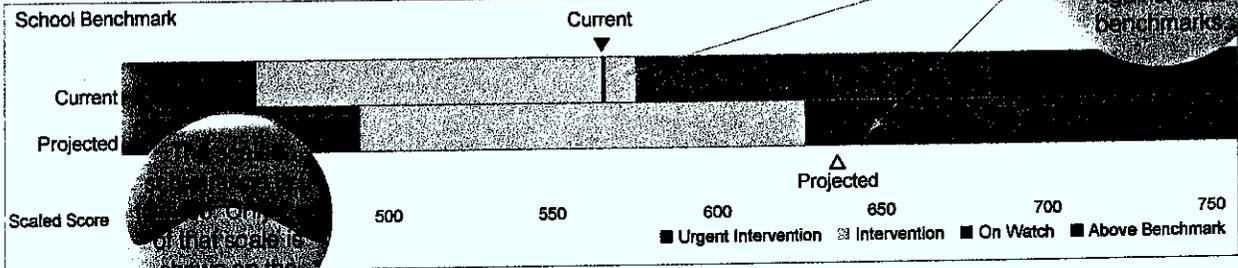
School: Pine Hill Middle School
Class: 4th Hour English

Teacher: Mrs. K. Jones
Grade: 7

STAR Reading Test Results

Current SS (Scaled Score): 568 Test Date: 09/02/2011
 IRL: 4.7 ZPD: 3.6-5.6 ATOS 2000: 791 ZPD 2000: 540-600
 Projected SS for 06/10/11: 638 Based on research, 50% of students at this student's level will achieve this score.

Jasmine's Current Performance



Skills to Learn

Skills listed below are suggested skills Jasmine should work on based on her last STAR Reading test. These skills should be challenging, but not too difficult for Jasmine. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Word Knowledge and Skills

This score suggests Jasmine should practice the following strategies and skills to improve comprehension in texts at Jasmine's reading level.

Skills to Learn

1. Use context clues (e.g., context and common sense, examples, word relationships, translations) to determine or clarify the meanings of unfamiliar words (e.g., foreign words, technical and scientific words) in grade-appropriate text
2. Understand the origins and meanings of frequently used English words from other languages (e.g., French: essay)
3. Use knowledge of grade-appropriate affixes (e.g., post-, over-, under-, ex-, il-, im-, ir-, -ate, -ive, -ship, -ance, -ence, -ant, -ent) and Latin and Greek roots (e.g., gram, polis) to predict the meanings of unfamiliar words with the same roots (e.g., monogram, metropolis)
4. Identify and understand homophones (e.g., feat/feet), homographs (e.g., estimate, conflict), and multi-meaning words (e.g., chief) in grade-appropriate text
5. Understand that words with similar meanings (e.g., smile/smirk) can carry different connotations often based on context

Comprehension Strategies and Constructing Meaning

This score suggests Jasmine should practice the following strategies and skills to improve comprehension in texts at Jasmine's reading level.

Skills to Learn

1. Distinguish more important from less important details
2. Monitor and adjust understanding of text by visualizing unfamiliar situations and diagramming complex relationships
3. Understand multiple-step processes described in informational or functional text (e.g., directions for filling out an application form)
4. Summarize ideas from a text, preserving the overall meaning, in order to help understand and recall important information from the text
5. Infer the main idea when it is not explicitly stated and explain how it is conveyed with details

Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.



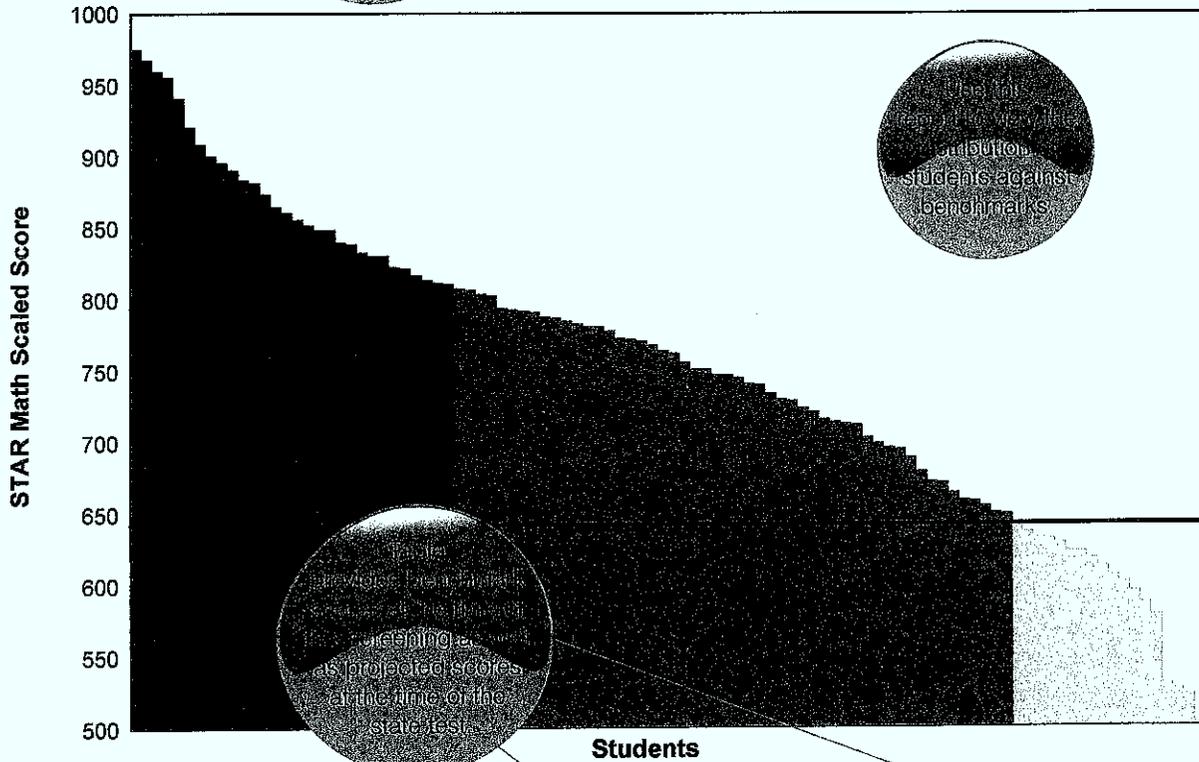
Screening Report Georgia CRCT

Printed Friday, September 2, 2011 4:11:22 PM

School: Pine Hill Middle School

Reporting Period: 9/1/2011 - 9/2/2011
(Fall Screening)

Grade: 7



| Categories / Levels | Current Benchmark ^d | Number | Percent | Benchmark At Time of State Test |
|-----------------------------|--------------------------------|--------|---------|---------------------------------|
| Proficient | | | | |
| ■ Exceeds Expectations | At/Above 811 SS | 29 | 29% | At/Above 835 SS |
| ■ Meets Expectations | At/Above 642 SS | 53 | 53% | At/Above 689 SS |
| Category Total | | 82 | 82% | |
| Less Than Proficient | | | | |
| □ Did Not Meet Expectations | Below 642 SS | 18 | 18% | Below 689 SS |
| Category Total | | 18 | 18% | |
| Students Tested | | 100 | | |

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

^d Benchmark adjusted for time of year using student growth norms

STAR Math | Terri Williams, Teacher | 2011 - 2012

Home > Reports > Instructional Planning

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Instructional Report Groupings

Group students to plan instruction

School: **Pine Hill Middle School**
Report: **Instructional Planning - Class Report**

Class or Group: **5th Hour Math**

Benchmark: **School Benchmark** Legend

Testing End Date: **9/13/2011** (includes STAR Math Enterprise Test scores up to 30 days before this date)

Update

Cancel | Preview Report | Next >

Use this page to group students before running the Class Instructional Planning report.

Use the Instructional Planning Report for a Class.

The colored boxes are based on the benchmark selected.

Assign students to instructional groups based on their latest test and classroom performance. Skill recommendations will be based on the group median score.

Instructional Groups: **3**

| Student | Scaled Score / Percentile Rank | 1 | 2 | 3 | Unassigned |
|-------------------|--------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|
| Heather Rice | 668 SS / 98 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jason Curtls | 849 SS / 81 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stephanie Hunter | 831 SS / 76 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tim Johnson | 787 SS / 56 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Christina Reyes | 778 SS / 53 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gregory Mackowski | 772 SS / 51 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Darius Clark | 764 SS / 48 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Taylor Dubaz | 751 SS / 44 PR | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jasmine Major | 741 SS / 39 PR | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Rebecca Atkinson | 721 SS / 31 PR | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| José Rivas | 696 SS / 22 PR | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cathy Farrens | 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Noah Daniels | 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kimberly Locke | 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Casey Okada | 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Group students as needed by selecting the number of groups and the students in them.

Cancel | Preview Report

STAR Math | Terri Williams, Teacher | 2011 - 2012

Home > Reports > Instructional Planning

Manuals | Help | Log Out

Live Chat Support Available

Report Options

Select the options for this report

School: **Pine Hill Middle School**
Report: **Instructional Planning - Class Report**

Cancel | < Back | View Report

Customization Options

Students 5th Hour Math

| | Numbers and Operations | Algebra | Geometry and Measurement | Data Analysis, Probability and Statistics |
|--------------------------------------|------------------------|----------|--------------------------|---|
| Group 1: (8 students/median SS: 783) | 5 Skills | 5 Skills | 5 Skills | 5 Skills |
| Group 2: (3 students/median SS: 721) | 5 Skills | 5 Skills | 5 Skills | 5 Skills |
| Group 3: (4 students/median SS: 641) | 5 Skills | 5 Skills | 5 Skills | 5 Skills |

Recommended skills for each instructional group are based on the most recent assessment and instructional difficulty. To adjust instructional difficulty, check the box below.

Adjust instructional difficulty (advanced feature)

Page break after each group

Recommendation is skills per domain and you can come only closer with the report you may want to adjust the number of skills.

Once groups have been established, you can customize the report using the report options.

Instructional Planning Report for Jasmine Major

Printed Wednesday, September 7, 2011 9:42:34 AM

School: Pine Hill Middle School
Class: 5th Hour Math

Teacher: Mrs. T. Williams
Grade: 7

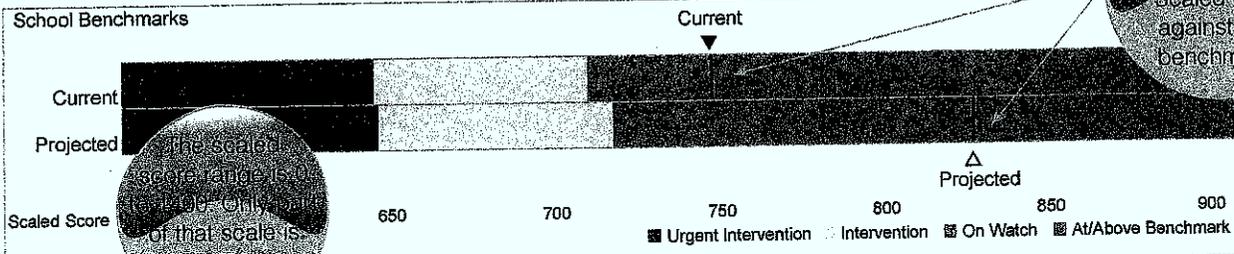
STAR Math Enterprise Test Results

Current SS (Scaled Score): 741 Test Date: 09/02/2011

Algebra Readiness: Jasmine has not yet met the end of year algebra readiness grade level expectations for grade 7.

Projected SS for 06/10/11: 821 Based on research, 50% of students at this student's level will achieve this much.

Jasmine's Current Performance



Skills to Learn

Skills listed below are suggested skills Jasmine should work on based on her last STAR Math Enterprise Test. These skills should be challenging, but not too difficult for Jasmine. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for math to find additional information for each skill, worked examples, and example problems.

Numbers and Operations

This score suggests Jasmine has an understanding of how to divide with decimals; convert between decimals, fractions, and percents; and solve problems involving percents and ratios. Based on this score, Jasmine should practice operations with integers and solving problems involving percents, ratios, and proportions.

Skills to Learn

1. Determine a percent of a whole number using less than 100%
2. Determine a percent of a whole number using more than 100%
3. Determine the percent of a whole number is of another whole number, with a result
4. Determine a whole number given a part and a percentage less than 100%
5. **WP:** Determine a percent of a whole number using less than 100%

Algebra

This score suggests Jasmine has an understanding of how to relate tables of paired numbers to variable expressions and graphs. Based on this score, Jasmine should practice relating verbal expressions and situations to variable expressions and equations.

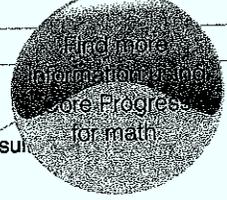
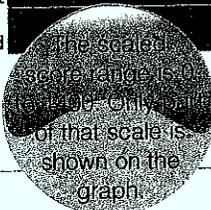
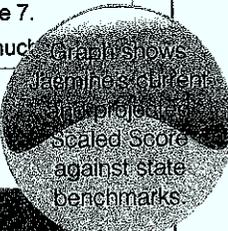
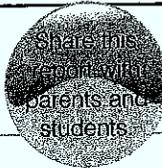
Skills to Learn

1. Use a variable expression with two operations to represent a verbal expression
2. Use a verbal expression to represent a variable expression with two operations
3. WP: Use a variable expression with two operations to represent a situation
4. **WP:** use a 2-variable equation to represent a situation involving a direct proportion
5. **WP:** Use a 2-variable linear equation to represent a situation

Geometry and Measurement

This score suggests Jasmine has an understanding of how to solve problems involving area, volume, and surface area of shapes. Based on this score, Jasmine should practice relating solid shapes to nets, identifying properties of solid shapes, and working with transformations on a grid.

- Designates a core skill. Core skills identify the most critical skills to learn at each grade level.



What is the Common Core Assessment and Remediation Tool?

Common Core Assessment and Remediation Tool is a flexible and media-rich new set of content-based assessment tools and instructional materials designed specifically to support the Common Core State Standards (CCSS). It is directly aligned to the Common Core State Standards and was designed specifically to help you collect data and provide targeted remediation and teaching for skills and concepts identified as Common Core State Standards. Even if your state has not adopted these standards, it can be used as a valuable diagnostic and remediation tool for the skills required to succeed in any educational setting.

There are two global sets of standards presently addressed in the Common Core Assessment and Remediation Tool:

1. ELA (English Language Arts)
2. Mathematics

Grades K-5 also incorporates ELA reading foundation standards, including phonemic awareness.

This tool can be used to help you pinpoint and address areas where students are struggling. It helps you accurately identify student competency in the Common Core State Standard skill sets identified for grades K-8 and provides the supplemental materials for remediation and practice to help students achieve mastery of those standards.

While the instructional material targets the standards of grades K-8, this is because those are the grades where skill-building is most prevalent and often where the gaps are most likely to occur. Common Core Assessment and Remediation Tool materials can still be effectively used in a high school setting to address and teach skills not mastered previously.

How is the Common Core Assessment and Remediation Tool Structured?

The structure of a course is usually between 17 and 25 units. Each unit has a pre-test, a mini-lesson, and a post-test. There is also a second mini-lesson following the post-test. This second mini-lesson is skipped by default, but can be manually assigned by you, as the teacher, if you feel the student needs some additional practice with the skill. We'll talk a bit more about that later in this guide. The pre-test and post-test are the same providing you a good academic comparison of student performance.

Each unit in a Common Core Assessment and Remediation Tool course targets a single common core state standard. The specific standard is identified by the Common Core identifier as part of the unit and assignment title. For example, in Common Core Assessment and Remediation Tool English Language Arts Grade 7, unit 1 is "Finding and Using Evidence (RL.7.1)" The Pre-Test title is "Pre-Test: Finding and Using Evidence (RL.7.1), The Lesson title is "Finding and Using Explicit Textual Evidence (RL.7.1)". Each title appears exactly like this in reports, making tracking these standards easy for you.

The lesson structure is similar to lessons in other ODYSSEYWARE courses with a few minor differences. Most lessons have four sections, a few may have more. If there are more than four sections, the additional sections are structured like section 4, Show What You Know.

Section 1: Anticipatory Set, Objective, and Vocabulary

Introduces the concept, lists lesson objectives and associated vocabulary words. This section also includes a 'Teacher Only' description of the Common Core Standard addressed in the lesson. It also alerts you to any pre-requisites for the lesson.

This section focuses on thoroughly covering the vocabulary associated with this standard. Not understanding the vocabulary is the primary reason most students fail a standardized test. Section 1 of each lesson provides teaching and practice opportunities for students to become knowledgeable about the necessary vocabulary.

There are NO problems associated to this section.

Section 2: Direct Instruction (Occasionally this is in Section 3)

Section 2 takes the learned vocabulary and puts it into action based on the standard. This section uses extensive audio and media, especially at the lower grades providing ample opportunity for students to hear and see the standard in action.

Again, there are NO problems associated to this section.

Section 3: It's Your Turn! This is the section where the student works through learning activities, does some guided practice and may go through a synopsis or review.

Section 3 also includes significant media and dynamic learning activities giving students time to practice what they have learned.

Again, there are NO problems associated to this section.

Section 4: Show What You Know – Now it's time for students to demonstrate what they have learned and be assessed using the problem set associated with this lesson.

If there are multiple passages associated to the problem set, students tackle only one passage per section; therefore if there is more than one passage for the lesson, there will be more than four sections, with each section addressing only one passage.

In an ELA problem set, the student may be required to read a passage and identify details from the text.

In a Math problem set the student may have a series of problems demonstrating they understand the specific concept covered in sections 1-3.

How Can I Use the Common Core Assessment and Remediation Tool?

Since each unit focuses on one skill, it can be used strictly as a skills assessment tool, as a remediation tool, as a skills review tool. It can also be an additional resource when building a custom course. Use it to collect data about student's mastery of skills and as supplemental material to help build student skill sets.

Since the CCSS require students to do more, earlier in their schooling, the Common Core Assessment and Remediation Tool is a way to help you address the gaps that arise as a result of this jump in expectations. It is a bridge to help transition your students from one set of standards to another.

Scenario 2: OdysseyWare Only - Student Seat Licenses

Date: March 26, 2013

| | | | Cost/Student | Device & License Cost | Professional Development | |
|---------------|-----------------------------------|-----|--------------|-----------------------|--------------------------|--------------------------|
| Year 1 | OdysseyWare Student Seat Licences | 60 | \$300.00 | \$18,000.00 | \$5,500 | Total Cost Year 1 |
| | | | | \$18,000.00 | \$5,500 | \$23,500.00 |
| Year 2 | OdysseyWare Student Seat Licences | 120 | \$250.00 | \$30,000.00 | \$3,500 | Total Cost Year 2 |
| | | | | \$30,000.00 | \$3,500 | \$33,500.00 |
| Year 3 | OdysseyWare Student Seat Licences | 180 | \$250.00 | \$45,000.00 | \$2,000 | Total Cost Year 3 |
| | | | | \$45,000.00 | \$2,000 | \$47,000.00 |
| Year 4 | OdysseyWare Student Seat Licences | 240 | \$225.00 | \$54,000.00 | \$2,000 | Total Cost Year 4 |
| | | | | \$54,000.00 | \$2,000 | \$56,000.00 |
| Year 5 | OdysseyWare Student Seat Licences | 260 | \$225.00 | \$58,500.00 | \$2,000 | Total Cost Year 5 |
| | | | | \$58,500.00 | \$2,000 | \$60,500.00 |
| | | | | | TOTAL | \$160,000.00 |

- Additional student seats can be purchased based on enrollment any time during contract a pro-rated cost based on annual renewal date.
- Year 1 training - Silver B package (1 Full Day on-site Implementation and Administration, 1 Full Day on-site Teacher/Student Modes + 2 Hr Follow up Webinar. Additional years to be customized based on PD packages available and needs of the staff.
- Professional Development for up to 12 attendees, each additional attendee would be an additional \$250.00 per attendee.
- Training dates require a minimum of four week lead time. Rush training subject to additional charges.
- Changes to scheduled training dates are subject to a rescheduling fee.
- Pricing includes unlimited OdysseyWare Technical support.
- Total may be adjusted as necessary to reflect applicable state and local taxes.
- Proposal is valid for 30 days.

Signature

Date

1620 SW Taylor, Suite 100
Portland OR 97205
800-580-4640

Quote

Date 8/16/2013
Estimate # 17649
Expires 9/15/2013
Primary Sales Rep 217 Rachel Steffen
Terms Net 30
Start Date
End Date
Funding Source

Bill To

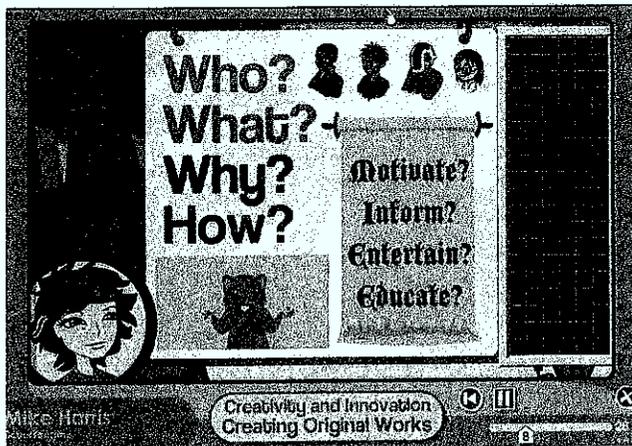
Ozark College & Career Academy

| Item | Description | Product Option | Quantity | Unit Price | Amount |
|---|---|--------------------------|----------|-----------------|---------------|
| EasyTech: Adoption: K-8 | EasyTech Integrator K-8 - State Adoption Version | | 108 | Adoption 1 Year | 8.00 864.00 |
| Online "Nuts and Bolts": 2-Hour Webinar | Customized, 2-hour online webinar providing basic technical setup and implementation, including setting up classes, assigning assessment events, and enrolling students. Includes pre-planning teleconference to set objectives, deliverables and agenda. | Product Option: EasyTech | 1 | Base Price | 500.00 500.00 |
| Setup, Implementation, Proj Mgmt & Training | -Creation of the District and School Building(s) Master Account -Account Setup and Activation -Provisioning Licensed School Building(s) and Grade Level(s) with appropriate product(s)/version(s) -District Coordinator Account creation -Access to Learning.com regularly scheduled web-based training and resources (one year) -Access to Tutorials -Access to online teacher's guide and other classroom resources -Access to USER IMPORT TOOL and assistance with student and educator import -Facilitation of initial upload of student data from the district's information system (SIS), training on use of LDU tool for subsequent uploads, and ongoing assistance with student data management. -On-demand access to proctor tutorials online, addressing (1) Class setup, student enrollment, (2) Test event setup and administration, (3) Test event proctoring, and (4) Test event tracking of progress toward completion. -On-demand access to a proctor packet with materials and instructions. | | 1 | Content | 250.00 250.00 |
| Professional Services: Service and Support | -Technical Support by phone or email for designated building coordinators -Monthly online news and advice -Relaying of Customer Feedback -Technical troubleshooting guide -Telephone support for teachers -Email support for teachers -Product updates and enhancements | | 1 | Base Price | 0.00 0.00 |

Please contact me with any questions at 800-580-4640 or rsteffen@learning.com.
For quick processing, please email me your purchase order.

Total \$1,614.00

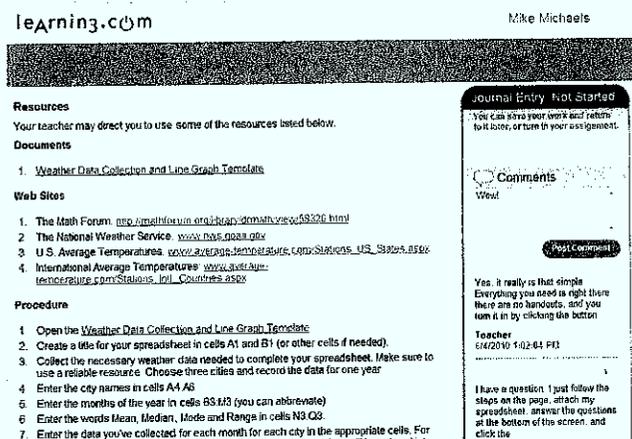
PLEASE FAX PURCHASE ORDER TO: 503-210-0351 OR EMAIL TO: ORDERS@LEARNING.COM. THANK YOU!



21st century skills

Enable students to learn and use 21st century skills that align to the NETS-S 2007 and state technology standards.

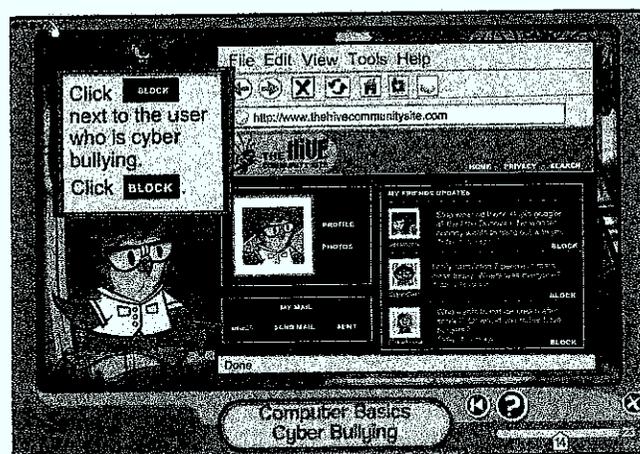
- Demonstrate creativity and innovation
- Communicate and collaborate
- Conduct research and use information
- Think critically, solve problems, and make decisions
- Use technology effectively and productively



High tech with a human touch

Teachers know their students best. We support teachers providing individualized instruction with tools to group and differentiate instruction and to provide each student with exactly what he or she needs.

Students and teachers interact with each other through Journal assignments. Teachers can easily assign to groups or individuals, track lessons and customize the experience to include any online resource.



Fun and engaging

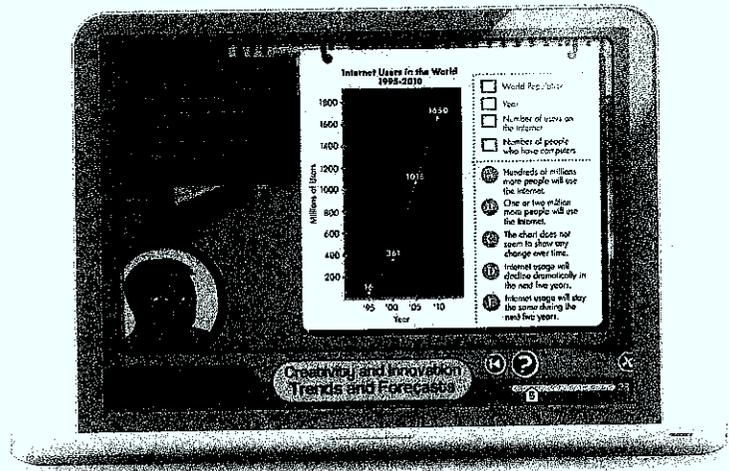
EasyTech uses the power of technology to support teachers and maximize student learning. Multisensory experiences – visual, auditory, kinesthetic, and interactive – enable richer, more complete learning. Digital peer coaches, games, bright-visuals, immediate positive and constructive feedback keep students interested and engaged with their learning.

- Combine with **21st Century Skills Assessment** to take the guesswork out of teaching 21st century skills.
- Teacher preparedness is essential. Add **Wayfind** to quickly build 21st century teaching skills.

Easily integrate tech skills into your teaching

Whether you're a novice or a tech expert, EasyTech makes it easy to integrate 21st century skill building into your teaching. EasyTech helps students (and teachers!) efficiently learn technology skills, digital literacy, and higher-order thinking as they study and learn core curriculum. Make sure your students have the tech and 21st century skills they need, with EasyTech.

Now prescribe EasyTech content from 21st Century Skills Assessment.



Features and Benefits

- Instruction for basic technology literacy — from mouse basics to basic HTML, 21st century skills, online safety, keyboarding and word processing
- Aligned with and reports to ISTE NETS-S 2007, state and core curriculum standards
- Includes NETS-T professional development curriculum to help teachers learn how to teach 21st century standards
- Guided instruction with immediate feedback
- Meets E-Rate requirements for K-12 education and demonstrates compliance
- Web-delivered, so no downloads, CDs or installations
- In both English and Spanish
- Constantly updated

Power up EasyTech

21st Century Skills Assessment uses student assessment data to recommend lessons and projects in EasyTech. Quickly identify student needs, prescribe EasyTech and accelerate learning.

Put tech into teaching

Teachers don't have to change what they teach to integrate technology into their day. They don't even need to stay up to date with recent changes in technology. EasyTech does that for them with a Web-delivered, scoped and sequenced curriculum that incorporates tech skills, 21st century skills, and Internet safety into core instruction.

Make it real-world

EasyTech engages students with core curriculum projects. Students gain a sense of accomplishment as they exercise critical thinking and build essential tech skills.

Save teachers time and headaches

EasyTech is delivered through Sky, our digital learning environment. Sky provides you with online tools to integrate EasyTech with your own time-tested lessons. Easily create project-based lessons and incorporate Web-based resources to create custom experiences that are just right for your students. Assign work, track student progress, and dialog with students — all with just a few clicks of the mouse.

2013-2014 Application Cycle

Ozark College & Career Academy

Summary

**Ozark College & Career Academy
Springdale, Arkansas**

Ozark College & Career Academy Charter School

| | |
|---------------------------------------|--|
| Grade Level(s): | K-12 (K-2 and 6-8 in Year 1, adding 2 grades per year) |
| Student Enrollment Cap: | 250 (108 in Year 1) |
| Name of the Sponsoring Entity: | Ozark Education, Inc. |
| IRS Status | Applied for 501(c)(3) Non-Profit Status |
| Address: | 922 E. Emma Ave. Springdale, AR 72764 |

Mission Statement

The mission of Ozark College & Career Academy is to empower K-12 students to excel academically, discover their talents, and advance toward their dreams through 21st Century learning models.

Information on the School District in Which the Charter Would Be Located

Springdale School District
67.22% free and reduced-price lunch (2012-2013)
Achieving District (ESEA 2012)

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee

- Budget issues
 - The inconsistency about a part-time counselor during Year 1 of operation as the response stated that there would be no counselor in Year 1, but 0.25 counselor remained in the revised budget
 - Changing only the 2014-2015 and not the 2015-2016 revenue to reflect \$517 per student for NSL funding, rather than \$1,033 per student
- The ability to meet the needs of gifted and talented students

Documentation Provided in Support of the Charter

Petitions

One page with 23 signatures in application
Other pages for a total of 226 signatures (available for review)

Letters of Support Included in Application

| | |
|--------------------------------|-----------------------------------|
| Representative Charlie Collins | Arkansas House of Representatives |
| Kathy Smith | The Walton Family Foundation |
| Dr. Charity Allen-Grace | Parent |

Other Letters of Support (available for review)

| | |
|--------------------------------|--|
| Representative Randy Alexander | Arkansas House of Representatives |
| Robert Anthony Maranto | Department of Education Reform, University of Arkansas |
| Pattie Heitzman | Counselor, Bentonville High School |
| Carolyn Mendoza | Parent |
| Dorothy Wilson | Individual |

Letter Submitted in Opposition to the Charter

Letter from Dr. Jim D. Rollins, Superintendent, Springdale School District

Requested Waivers

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant.

From Ark. Code Ann.

| | |
|----------------------|---|
| 6-10-106 | School year dates |
| 6-13-109 | School superintendent |
| 6-13-604 | Districts with five or more directors—Increase in number |
| 6-13-608 | Length of directors' terms |
| 6-13-611 | Vacancies generally |
| 6-13-613 | Temporary vacancies |
| 6-13-615 | Election—Single member zones |
| 6-13-616 | Director eligibility |
| 6-13-617 | Director's oath |
| 6-13-618 | Organization—dispensing officer |
| 6-13-619 | Monthly meetings |
| 6-13-1303 | Implementation policies |
| 6-15-1004 | Qualified teachers in every public school classroom |
| 6-15-1005(b)(5) | Pertaining to alternative learning environments |
| 6-16-105 | United States flag |
| 6-16-106 | Arkansas state flag |
| 6-17-111 | Duty-free lunch periods |
| 6-17-114 | Daily planning period |
| 6-17-201(c)(2) | Pertaining to teacher compensation |
| 6-17-203 | Committees on personnel policies—Members |
| 6-17-302 | Principals—Responsibilities |
| 6-17-309 | Certification to teach grade or subject matter—Exceptions—Waivers |
| 6-17-401 | Teacher licensure requirement |
| 6-17-427 | Superintendent license—Superintendent mentoring program required |
| 6-17-802 | Yearly contracts—Agriculture teacher |
| 6-17-902 | Definition (definition of a teacher as licensed) |
| 6-17-908(a)(4)(B) | Pertaining to insurance and fringe benefits for teachers |
| 6-17-919 | Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher) |
| 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| 6-17-2201 et seq. | Classified School Employee Minimum Salary Act |
| 6-17-2401 et seq. | Teacher Compensation Program of 2003 |
| 6-18-503(a)(1)(C)(i) | Pertaining to alternative learning environments |
| 6-18-1001 et seq. | Public School Student Services Act (requiring licensed guidance counselors) |
| 6-20-2208(c)(6) | Monitoring of expenditures (gifted and talented) |
| 6-21-117 | Leased academic facilities |
| 6-25-103 | Library media services program defined |

| | |
|------------------|---|
| 6-25-104 | Library media specialist—Qualifications |
| 6-42-101 et seq. | General Provisions (gifted and talented) |
| 6-48-101 | Definitions (alternative learning environments) |

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|---------|---|
| 15.01 | School District Superintendent |
| 15.02 | Principals |
| 15.03 | Licensure and Renewal |
| 16.01 | Guidance and Counseling |
| 16.02.3 | Requiring a licensed library media specialist |
| 18 | Gifted and Talented Education |
| 19.03 | Pertaining to alternative learning environments |

From Other Rules

- ADE Rules Governing Educator Licensure
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing Public School Student Services
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- Sections 6, 7, and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Ozark College & Career Academy
Springdale, Arkansas

OZARK COLLEGE & CAREER ACADEMY

| | |
|-------------------------------------|---|
| Sponsoring Entity: | Ozark Education, Inc. |
| IRS Status: | Applied for 501(c)(3) non-profit status |
| Grade Levels: | K-12 |
| Student Enrollment Cap: | 250 |
| Address of Proposed Charter: | 922 E. Emma Ave., Springdale, AR 72764 |

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information.

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open- enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
 - Published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located
 - The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - The last publication date of the notice was no less than seven days prior to the public meeting.
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

- Within seven calendar days following the first publication.

Meets the Standard

C-2 GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain why the superintendent is mentioned as advising the charter director, but not mentioned in any other section of the application.

The reference to a "superintendent" under the job description of Dean of Students on page 13 is a typo dating back to a much earlier draft. I would clarify that the position responsibilities of Program Director as described on page 11 and referenced throughout the application, include any and all responsibilities expected of a Superintendent.

C-3 MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-4 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions::

- Confirm that the budgeted expenditures for technology, \$10,950 for 2014-2015 and \$5,000 for 2015-2016, are sufficient to provide the technology included.

The \$10,950 and corresponding \$5,000 technology expenditures for the first two years, referenced from budget Line 151, are designated specifically for wiring and maintenance expenses per an estimate from a local service provider. Line 39 "classroom equipment" at \$25,140 covers 1:1 device expenses for students at \$250 per Chromebook for 5 classrooms, and (approximately) \$69 per Kindle for 1 (kindergarten) class- room. The authors of the application have discovered two additional omissions not noted in the original budget: 1) \$4,000 is needed for laptops for 6 regular teachers, 1 ELL teacher, and 1 SPED teacher at \$500 each. 2) \$8,000 is needed for classroom furnishings. Our lessor is providing tables, desks, and whiteboards in the classrooms, but we need to plan for additional tables, chairs, bookcases, and bulletin boards. \$6,960 will be needed for scholarships for home internet services for 58 NSL students (if additional eligible students enroll, scholarships may be taken from NSL funds). This is at a rate of \$120 per year per family. Cox provides services at \$9.95 per month for families with a student receiving free or reduced lunch. The funds for the omitted expenditures totaling \$18,960 may be drawn from (a) the \$12,500 that was mistakenly budgeted under Guidance Services, year 1, on Line 102, and (b) funds from mistakenly setting two staff positions at 1.3 FTE (Dean and Admin Asst) which has been corrected.

C-5 EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Meets the Standard

Concerns and Additional Questions:

- Provide the grade levels to be served by year with the maximum enrollment for each year.
- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

Grade levels to be served by year and maximum enrollment:

| GRADE LEVEL | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Kindergarten | 15 | 15 | 15 | 15 | 15 |
| 1st | 16 | 16 | 16 | 16 | 16 |
| 2nd | 17 | 17 | 17 | 17 | 17 |
| 3rd | 0 | 18 | 18 | 18 | 18 |
| 4th | 0 | 0 | 19 | 19 | 19 |
| 5th | 0 | 0 | 0 | 20 | 20 |
| 6th | 20 | 20 | 20 | 20 | 20 |
| 7th | 20 | 20 | 20 | 20 | 20 |
| 8th | 20 | 20 | 20 | 20 | 20 |
| 9th | 0 | 20 | 20 | 20 | 20 |
| 10th | 0 | 0 | 20 | 20 | 20 |
| 11th | 0 | 0 | 0 | 20 | 20 |
| 12th | 0 | 0 | 0 | 0 | 20 |
| TOTAL | 108 | 146 | 185 | 225 | 245 |

It is the intention of OCCA that every digital course will be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

C-6: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Meets the Standard

Concerns and Additional Questions:

- Confirm the understanding, that during the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter's AMOs will be based upon the academic performance of the students who attend the charter.

It is the intention of OCCA that during the first year of operation, our annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, our AMOs will be based upon the academic performance of the students who attend the charter.

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Meets the Standard

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

Guidance Services

- Clarify if a part-time counselor will be hired in the first year of operation as 0.25 counselor is budgeted in 2014-2015.

Line 102, Year 1 is a typo. Guidance services requirements will be waived in the first year and student guidance needs will be addressed by the Program Director and the Dean of Students as described in section C-20.

Health Services

- Explain the ways in which daily responsibilities for student health issues will be handled and by whom when the nurse is not on campus.

OCCA will observe the following plans and procedures for addressing student health issues when the nurse is not on campus:

1. All staff will be required to attend Red Cross first aid and CPR training, as well as any additional trainings as required by the ADE, the county health department, or specific trainings relative to particular student health issues. The school nurse will be responsible for arranging health care trainings for staff.
2. Mid-day medications for chronic conditions will be dispensed by the nurse. In the event that a student requires medication or a health procedure at other times during the day, at least two staff members, including one administrator and one teacher, will be trained to administer the required treatments.
3. Parents/guardians must sign a comprehensive waiver and permission for their child to receive minor treatments in the school setting, i.e., cough drops, acetamenophin, antacids, bandaids.
4. In the event of a medical emergency, the following Emergency Medical Plan will be implemented:

- a. The supervising staff member will hit the emergency button on the classroom telephone or call for help. The emergency button will be linked to 9-1-1, building security, the school nurse, and school administrators. If an emergency button or phone is not immediately available and the student is in need of rapid assistance, this step can be skipped until someone else at the scene is able to make the call.
 - b. The staff member will administer first aid or CPR until professional help arrives.
 - c. When additional staff arrives at the scene, if the student cannot be moved to a safe and private location, other students will be removed to another classroom or area.
 - d. Parent/guardian will be notified immediately. e. Student health records will be pulled to show Emergency Personnel when they arrive.
 - f. If the student is not transported away by Emergency Personnel, then the parent and administrator will determine whether the student is safe and well enough to remain in school for the remainder of the day.
5. The Program Director and Dean of Students will be trained Community Emergency Response Team (CERT) members, certified to conduct disaster response including triage, search & rescue, disaster psychology, and hazardous materials safety. The Program Director has experience as a CERT advisor at high schools in two states and will initiate a SERT (Student Emergency Response Team) at the OCCA site as well. Parents and community members will be invited to participate in the training and become members of our CERT team as well. The Dean of Students will be responsible for arranging trainings and meetings.
6. The Program Director and Dean of Students will be trained in Risk Management to reduce the likelihood of accidents while OCCA students are at school. The Dean of Students will be responsible for arranging trainings.
7. The OCCA staff and students will be trained in evacuation procedures and Parent Orientation will include instruction in emergency evacuation plans to ensure the health and safety of students in the event of a building emergency. The Dean of Students will be responsible for arranging drills and trainings.

Media Center Services

- Explain how the classroom library will meet the needs of the Common Core State Standards and where funds for classroom libraries are budgeted.

Line 41 of the budget specifies \$3,000 for books the first year, and \$4,500 the second year. In the first year of operation, at an average cost of \$4.00 per book for e-books and used books, we will have approximately 750 titles available, or 7 books per student. With our 1:1 device ratio, all students will also have access to online library and database holdings, exponentially increasing their access to fiction and non-fiction literature. By the second year of operation, our holdings will approximate 1,875 books, or 13 volumes per student not counting online library and database holdings, providing an excess of materials for every student. Teachers and students will have access to holdings in multiple classrooms, they will not be limited to the holdings in their own classroom. Teachers will be trained in identifying materials aligned with CCSS to ensure Lexile levels (quantitative measures of reading level), critical thinking level (qualitative measures of reading level), and reader/task variables are aligned to meet range, quality, and text complexity requirements for attaining grade level proficiency on PARCC assessments.

Special Education Services

- Explain the Child Find plan for locating and identifying children in need of special education services.

- Confirm that the charter will be prepared to offer a full continuum of special education services to meet the needs of any student who may enroll.
- Confirm that all state and federal special education rules and regulations will be followed.

OCCA will adopt a Child Find plan for locating and identifying children in need of special education services. The Arkansas Child Find Procedural Guide outlines activities geared to assist schools, agencies, and families in identifying students in need of special education services. In accordance with the guide, OCCA staff, under the supervision of the OCCA SPED teacher, will use the following instruments to assist in identifying students in need of services:

- 1) Standardized achievement tests
- 2) Teacher grade book data
- 3) Inventories provided by the SPED teacher, school counselor, and Program Director
- 4) Observations by teachers, parents, staff, and administrators
- 5) Hearing screening data provided by the school nurse
- 6) Vision screening data provided by the school nurse
- 7) Speech/Language observations and inventories
- 8) Developmental indicators observed by teachers, staff, and administrators
- 9) Behavioral data
- 10) Cognitive data

When a child is identified as in need of evaluation, the teacher, parent, staff, or agency will be complete a referral form to be sent to the OCCA SPED teacher. The SPED teacher will work with the parent/guardian to make arrangements for external testing and diagnosis by qualified service providers. When a diagnosis or test results indicate a need for special education services is present, the SPED teacher will be responsible for developing an Individualized Education Plan for the student. The OCCA Director will ensure that the necessary resources are provided to implement the IEP as written.

OCCA will be prepared to offer a full continuum of special education services to meet the needs of any student who may enroll.

OCCA will follow all state and federal special education rules and regulations.

OCCA will also partner with the Arkansas Support Network agency office in Springdale to ensure that families of children receiving special services will have access to community, state, and federal resources available to children with disabilities and their families.

English Language Learner Services

- Confirm that the charter will hire one certified teacher with who will receive salary, as indicated in tin budget, rather than a stipend.

OCCA will hire one certified teacher who will receive a salary as indicated in the budget.

Gifted and Talented Services

- Explain how gifted and talented students will be identified.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in meeting the needs of gifted and talented students.
- Explain how the social and emotional needs of gifted and talented students will be met.

OCCA will use the following process to identify gifted and talented students:

1. A GT Committee consisting of an administrator and two teachers (one elementary, one secondary) will be formed. The committee members will be trained in basic identification of GT students, analyzing screening instrument results, and ensuring GT student placement and services are appropriate to the unique needs of each student. Committee members will receive a minimum of 18 hours of professional development training per year to include attendance at the state GT conference, Arkansas IDEAS coursework, and/or postsecondary coursework.
2. Nominations, screening, and placement will be ongoing for grades K-12 throughout the school year. Nominations may be made by parent/guardian, teacher/staff, agency, or student/self.
3. Parent/guardian will be asked to sign a form granting permission for screening.
4. The following instruments will be used for screening:
 - CogAT (Cognitive Abilities Test)
 - OLSAT (Otis Lennon School Ability Test / secondary testing instrument)
 - Williams Creativity Screening
 - Renzulli Parent Inventory
 - Renzulli Teacher Inventory
 - Standardized Test Scores
 - ACTAAP Scores
 - Grade Point Average
 - Student Portfolio of Work
 - Interview and/or Observation
5. The GT Committee will review the screening results using a blind identification process (student names will not be used).
6. Parent/guardian will be notified of the placement decision by letter.
7. Students placed in GT services will receive modifications, enrichment, and access to pull-out and Advanced Placement opportunities in accordance with ADE rules and regulations.
8. The social/emotional needs of GT students will be addressed through individualized counseling with families of GT students including: parent/guardian conferences with the GT committee, resource books and materials located in the Program Directors office, referrals to the school counselor or an external provider to support the child if needed. GT students will also have opportunities to socialize with other GT students through group projects and community partnerships.

C-9: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area that would be served by the charter school; and

- Information on the school districts likely to be affected by charter school, including data on **Meets the Standard**

C-10: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community

Meets the Standard

C-11: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Meets the Standard

C-12: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain why the budget shows 1.3 FTE for Dean of Students.
- Confirm that instructional aides hired with Title I funds or working in a Title I Schoolwide Program will highly qualified as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

The reason the Dean of Students and the Administrative Assistant show 1.3 FTE is because the authors of the application mistakenly assumed that we could hire these two individuals four months (.3) before the school opening and pay their salaries using the funds from the

2014/15 budget. It has been brought to our attention that this is not an appropriate expenditure. Therefore, the FTEs for those two positions are being amended to 1 FTE each, and the excess funds will be designated for contingencies.

Instructional aides hired with Title I funds or working in a Title I Schoolwide Program will be highly qualified as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

C-13: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

Partially Meets the Standard

Concerns and Additional Questions:

- Revise be budget to reflect \$517 per the number of projected students eligible for free or reduced-price lunch as it is anticipated that fewer than 70% will qualify.

The budget has been revised to reflect \$517 per the number of projected students eligible for free or reduced-price lunch as it is anticipated that fewer than 70% will qualify.

C-14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations. If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

Meets the Standard

C-15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Meets the Standard

C-16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school.

Meets the Standard

C-17: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and explain how conflicts, if any, will be addressed.

Meets the Standard

C18: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Meets the Standard

C19: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in

Meets the Standard

C-20: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

See and respond to comments from Arkansas Department of Education legal staff.

Legal Questions:

Waivers Not Requested:

- **Minimum Compensation**

- The applicant requested a waiver of Ark. Code Ann. § 6-17-2201 et seq. and § 6-17-2401 et seq. governing minimum salaries. In order to effectuate this waiver the applicant should also request a waiver of Sections 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

- **Licensed Guidance Counselors**

- The applicant requested a waiver of Ark. Code Ann. § 6-18-1001 et seq. and Section 16.01 of the Standard for Accreditation. In order to effectuate

this waiver, the applicant should also request a waiver of the ADE Rules Governing Public School Student Services.

Minimum Compensation

The applicant wishes to clarify and fully effectuate its waiver request of Ark. Code Ann. §6-7-2201 et seq. and §6-17-2401 et seq. governing minimum salaries by additionally requesting a waiver of Sections 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

Licensed Guidance Counselors

The applicant wishes to clarify and fully effectuate its waiver request of Ark. Code Ann. §6-18-1001 et seq. and Section 16.01 of the ADE Rules Governing the Standards for Accreditation by additionally requesting a waiver of the ADE Rules Governing Public School Student Services.

C-21: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Meets the Standard

C-22: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

Evaluation Criteria:

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application; and
- The plan to ensure the sustainability of the charter in the future.

Partially Meets the Standard - MEETS THE STANDARD (BASED ON RESPONSE)

Concerns and Additional Questions:

- Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Our application dedicates two paragraphs to answering this question. Below is an itemized list from the application description. Additional explanations follow in italics.

1. A high standard of instructional leadership has been set by the current Executive Director who has a doctorate in Curriculum and Instruction. *Successor director recruitment will emphasize a search for an Instructional Leader with a distinguished background in Curriculum and In-*

struction education and experience in addition to the qualifications detailed in the job description section of the application.

2. If the Program Director position should be vacated, the Dean of Students will act as an Interim Program Administrator and a Lead Teacher from the staff will act as Interim Curriculum Director while the board conducts a nationwide search for a new Program Director.

3. Financial stability has been addressed through collaboration with the OEI Board of Directors to establish ongoing development of internal controls to ensure fiscal accountability. *The OEI Treasurer and Executive Director are currently working with a local accountant to ensure that structures and internal controls provide maximum transparency and accountability. Future OCCA leaders will be held to high standards of accountability and transparency in keeping with established expectations.*

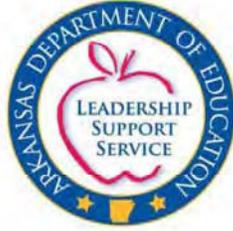
4. OEI's balanced leadership team includes an Administrative Assistant with corporate experience and a Hispanic Outreach Coordinator who is also a USDA certified Food Service Manager, as well as a variety of community partners and service providers who contribute expert counsel in the development of administrative and student services. *The Dean of Students and Administrative Assistant will be trained to fulfill one another's roles to ensure that should one of the positions be vacated, there will be no interruption of services at school. For example, the Admin. Asst. will attend Food Service Mgt. trainings together with the Dean, and the Dean will attend APSCN training with the Administrative Assistant. The Program Director will attend all trainings as time permits. Future leaders will likewise be responsible to "wear many hats" by attending trainings outside of their job descriptions to ensure continuity of services in the event of staff changes.*

2013-2014 Application Cycle

Application

**Ozark College & Career Academy
Springdale, Arkansas**

RECEIVED
Arkansas Department of Education
Charter and Home School Office
Sep 03, 2013



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Ozark College & Career Academy _____

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Ozark College & Career Academy

Grade Level(s) for the School: K-12 Student Enrollment Cap: 250

Name of Sponsoring Entity: Ozark Education, Inc.

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Dr. Christine Silano

Address: P.O. Box 114 City: Springdale

ZIP: 72764 Daytime Phone Number: (479) 935-9992 FAX: (479) 439-9235

Email: ozarkcca@gmail.com

Charter Site

Address: 922 E. Emma Ave. City: Springdale

ZIP: 72764 Date of Proposed Opening: _____

Chief Operating Officer

of Proposed Charter (if known): Christine Silano Title: Executive Director

Address: 4312 Alma St. City: Springdale

ZIP: 72764 Daytime Phone Number: (479) 601-2776

The proposed charter will be located in the Springdale School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

- Name: Christine Silano Position: Executive Director State of Residence: AR
- Name: Julie Trivitt Position: Board Treasurer State of Residence: AR
- Name: Larry V. Ash Position: Board President State of Residence: AR
- Name: Paige Young Position: Board Vice President State of Residence: AR
- Name: Amy Chiodo Position: Administrative Assistant State of Residence: AR
- Name: Arturo Garcia Position: Hispanic Outreach Coord. State of Residence: AR
- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

20,131 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

- Springdale Bentonville Rogers
- Fayetteville Gentry Siloam Springs
- Pea Ridge Huntsville Greenland

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Ozark College & Career Academy is to empower K-12 students to excel academically, discover their talents, and advance toward their dreams through 21st Century learning models.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

All OCCA students will be diagnostically assessed in Common Core State Standards (CCSS) literacy and math knowledge and skills within one week of starting school to inform level placement, remediation, and areas of giftedness to be documented in a Personal Learning Plan and serve as a baseline for measuring achievement.

All OCCA students will explore their interests and abilities to increase motivation through engaging real-world projects and discovery learning in accordance with Csikszentmihalyi's "flow" theory.

Grades 6-12 OCCA students will lead their own learning through regular self-assessments and progress goals including student-led parent conferences and ongoing college and career research. Dreams will become reality through rigorous expectations for success supported by extended day and extended calendar.

Grades K-12 OCCA students will enjoy project-based learning incorporating 21st Century skills, including: use of technology; skilled communication; real-world problem solving; collaboration; global awareness (including early foreign language); and online collaboration.

All OCCA students will enjoy a 1:1 technology ratio ensuring differentiation through individualized curriculum blended with quality STEAM-integrated (science, technology, engineering, arts, and math) experiences to scaffold instruction for at-risk learners and deepen engagement for all learners.

Every Grade 9-12 OCCA student will be intentionally prepared for enrollment and success in a concurrent credit course of study (AP or other accredited college course) or a career certification program by grade 11.

All OCCA students will participate in a character education program rooted in the 6 soft skills determined by the U.S. Department of Labor's to increase employability: Communication; Enthusiasm & Attitude; Teamwork; Networking; Problem Solving & Critical Thinking; and Professionalism.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Applicant Response:

OCCA held three public meetings.

The first meeting was held on July 9, 2013 at the Jones Center for Families at 944 E. Emma Avenue, a local community center located in the Springdale Public Schools District. Notice of the meeting was published in the Northwest Arkansas Times, both Washington and Benton County editions, for three weeks prior to the meeting, on June 16th, 23rd, and 30th. The notice was in the front page section, not the legal or classifieds. The last publication of notice was no less than 7 days prior to the meeting. Within seven calendar days following the first publication of the notice of the public hearing, emails were sent to the superintendents of the following districts: Benton County School of the Arts, Bentonville, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall, NWA Classical Academy, Pea Ridge, Rogers, Siloam Springs, Springdale, and West Fork.

The meeting was attended by 8 community members. Dr. Christine Silano gave a PowerPoint presentation and answered questions. Attendees signed in. Two front page articles were written and published by reporters from two local newspapers.

The second public meeting was held on July 30, 2013, also at the Jones Center in Springdale. The meeting was publicized for two weeks prior to the hearing in the local newspaper on July 21st and 28th. It was also publicized on the local Hispanic radio station, La Zeta 95.7 by PSA for one week prior to the meeting. It was also publicized on a local Hispanic television station, Univision on Cox Cable channel 11 by way of an interview with our Hispanic Outreach Coordinator, Arturo Garcia, with reporter Belen Gomez-Jordana. The meeting was also advertised by fliers handed out in front of the Springdale Public Library and at a local church.

Six community members were in attendance, three of whom were Hispanic parents who had heard about us on the radio. One was a Caucasian mother who had read about OCCA in the newspaper. The other two women were school teachers who had read about OCCA and were interested in helping to establish the school.

The attendees asked several questions about specific plans for the school. Each wrote a comment or question on a card, along with their contact information and indication of whether they would like to serve on the advisory board. Comments included the following:

"Heard about this on 95.7 'La Z' and was intrigued at once. I want my son and daughter to have access to the best education there is." (Advisory Board? Yes)

No comment. (Advisory Board? Yes)

"To find out more about OCCA! I'm interested in a school that focuses on children in poverty and their needs." (Advisory Board? Yes)

"I came because I am looking for a better education for my 10 yr. old son. We are in the Springdale school system and find it sub-par, having transferred from Fayetteville. Also, the learning style doesn't fit him and many students aren't passing the end of year state tests. He is unhappy and we are looking for a better experience, closer to Montessori, his first school. We are non-traditional and are interested in alternatives. I know there is something better for my child." (Advisory Board? Yes)

"How much would my family pay? Please send me posters to post at Walmart Home Office."

"I am interested in being a teacher here!" (Advisory Board? Yes)

The third public meeting was held on August 15, 2013, also at the Jones Center in Springdale. This meeting was publicized for four weeks in the local newspaper, on July 21st and 28th, and also on August 4th and 11th. Fliers were distributed and PSA's were aired on local radio as well. Leaders from the Marshallese community were contacted personally to get the word out to this significant minority population in Springdale.

The third meeting was attended by 8 community members and parents. Comments and discussion following the presentation included the following written notes:

"Students in Springdale need alternatives to public education. Also, when one charter school is established perhaps another will start in the area." (Advisory board? Yes)

"Interest in special attention to each child. Excellence in achievement through praise. There is a need. Like the use of computer learning based programs."

"I really like how you are open to exploring what online resources are available. I would encourage you to explore Khan Academy videos online (free of charge) as a remediation or enrichment tool." (Advisory board? Yes)

"I would like to see a charter school because it will benefit my daughter. She is a slow learner. Smaller classes will help her."

A fourth public meeting will be held in the spring of 2014 to inform parents of prospective enrollees about the OCCA program.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Applicant Response:

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

The legal entity governing the proposed school is Ozark Education, Inc. (OEI), which is a non-profit corporation in the state of Arkansas. The Board of Trustees of OEI will also serve as the governing body of Ozark College & Career Academy. The Board will elect its members according to the terms of the corporate bylaws. The bylaws specify that the Temporary Governing Board is a body of up to 7 members appointed by the Founder and will serve until the first Board of Trustees is elected by the school community at its first annual meeting no later than October 31st of the first school year.

The Temporary Governing Board, and subsequently the Board of Trustees, has final decision-making authority in:

- (1) School finance, by means of approving or rejecting the district budget and emergency expenditures in excess of \$1,000 as submitted by the Program Director (hereafter referred to as the Director);
- (2) Student discipline, in that any expulsions recommended by the Director and/or Dean must be approved or rejected by majority vote of the Board;
- (3) Hiring and firing of staff, in that all hirings and firings must be approved or rejected by the board under advisement of the Director (in instances of personnel matters); and,
- (4) Hiring and firing of the Director under advisement of all stakeholders (the Community Advisory Board, parents, staff, and students).

The Temporary Governing Board includes a non-voting member, the Ozark Education, Inc., Executive Director who also serves as the Ozark College & Career Academy Program Director (referred to as the Director).

The following is a verbatim copy of the pertinent sections of the by-laws regarding the election and responsibilities of the governing board:

ARTICLE II Members

Section 1. Non-membership Corporation. The Corporation shall have no members. The Temporary Governing Board and then the Trustees shall have all powers and duties for the conduct of the activities of the Corporation.

Section 2. Qualifications. To qualify for nomination to the Board of Trustees, candidates must possess one of the following credentials:

- 1) A bachelor's degree or higher from an accredited college or university, OR
- 2) At least 3 years business management experience, OR
- 3) At least 3 years success with fund-raising and/or grant writing, OR
- 4) At least 3 years leadership experience in community service or ministry.

Section 3. Parent Member. No more than one parent of an enrolled student may serve as a Trustee. The parent is exempt from the above qualifications.

Section 4. Staff Members. Staff members are prohibited from serving on the Board of Trustees.

ARTICLE III Temporary Governing Board

Section 1. Initial governance will be provided by a Temporary Governing Board of persons selected by the Executive Director of the Corporation. This Board will serve no longer than 15 months from the inception of this corporation. This Board, shall, among other things, manage a process for the election of the Board of Trustees.

ARTICLE IV Board of Trustees

Section 1. Number. The Board of Trustees shall consist of not less than five and not more than seven persons. The Director of the Corporation shall be a non-voting member of the Board of Trustees.

Section 2. Term. Trustees shall be elected for three year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any year, unless a vacancy needs to be filled.

Section 3. Powers. The Temporary Governing Board and then the Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 4. Election. The names of the members of the Temporary Governing Board are set forth in the Certificate of Incorporation. All successor Trustees shall be elected by the eligible voters of the school community at an election held each year at the annual meeting. Eligible voters shall be the parents or guardians of any children currently attending the school. Elections shall be conducted using secret ballots. Voters shall be required to sign a Roster of Voters confirming their eligibility to vote. Each school family shall be accorded one vote per available position, regardless of the number of its children attending the school. Proxy voting is prohibited. Votes shall be tallied and announced at the meeting where the vote takes place. A group of volunteers, no less than three nor more than five people, made up of eligible voters, but not those up for election, shall tally the votes. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected trustees shall assume office at the first Board of Trustees meeting following their election.

Section 5. Term Limits. Trustee membership shall be limited to two consecutive three year terms. Previous Trustees shall be re-eligible for membership after a lapse of two years.

Section 6. Resignation and Removal. A Trustee may resign by submitting his or her resignation in writing to the President of the Board of Trustees. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Trustees being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 7. Annual Meeting. An annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in October of each year. Written notice shall be given not less than 14 days nor more than 45 days of the time, place, and purposes of the meeting.

Section 8. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Trustees shall be held once a month from September through June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine.

Section 9. Special Meetings. Special meetings of the Board of Trustees for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Trustees. Such

meetings shall be held upon not less than two business days notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting.

Section 10. Quorum. A majority of the full number of Trustees shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Trustees present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Trustees present at a meeting duly held at which a quorum is present, whether physically or by electronic means, shall be regarded as the act of the Board of Trustees.

Section 12. Vacancies. A vacancy on the Board of Trustees, including a vacancy caused by an increase in the number of trustees, may be temporarily filled by a majority vote of the remaining Trustees to elect a person to fill the vacancy until the next annual meeting of Trustees, at which time trustees so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 13. Compensation. Trustees receive no payment for their services. With board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved board business. Trustees must present receipts for all such expenses, which shall be for the trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Trustees shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 16. Meeting Attendance. Trustees are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any trustee after such trustee's three unexcused, consecutive absences to ascertain the trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

ARTICLE V Committees

Section 1. Establishment. The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school.

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its report to the Board of Trustees and be dissolved. Members of ad hoc committees may be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees.

ARTICLE VI Officers

Section 1. Titles. The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Trustees may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. No Officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Trustees at each annual meeting of the Trustees and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. The president may serve no more than three consecutive one-year terms. Trustees elected to the other officer positions may serve no more than five consecutive

one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow:

(a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all trustees. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Trustees. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all trustees. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Program Director or designated Administrative Assistant as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the Director and the School Business Administrator, for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Director or Administrative Assitant deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Trustees. The Treasurer shall provide oversight to the Director or Administrative Assitnant in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The Treasurer shall render to the Board of Trustees and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Director or Administrative Assistant establishes a system of adequate financial recording showing quarterly income, expenditures and balances and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a report on them to the Board of Trustees.

Program Director

The Executive Director of Ozark Education, Inc., will be designated OCCA Program Director, to be referred to as the Director.

The Director will facilitate the ongoing development and implementation of a vision of achievement, innovation, and care for all stakeholders of the school community including students, staff, parents, and community partners as well as handling all financial and facilities business.

The Director retains the authority to hire and dismiss any subordinate staff, at will.

The Director retains final decision-making authority in the area of finance and purchasing in accordance with the school budget as voted on and approved by the Board of Trustees. School finance and purchasing decisions include vendor management; payroll administration; accounting; budgeting; cash management; financial reporting; and annual audits. The contingency fund may be accessed by the Director only with board approval for amounts exceeding \$1000.

The Director retains the following administrative authority:

- Student discipline, in accordance with the Student Handbook.
- School budget, including crafting, submitting to the Board Finance Committee for review, and implementing the Board-approved budget.
- Hiring and dismissing school staff at will under advisement of the Board.
- Managing the day-to-day operations of the school including personnel matters.
- Reporting to the Board including a monthly discipline report and academic achievement report.
- Serving as the Instructional Leader of the school, responsible for curriculum alignment with Common Core State Standards, teacher and staff evaluations, and professional development.
- Cultivating and communicating a vision for excellence under the advisement of the Community Advisory Board and the School Leadership Team.
- Developing and maintaining a positive, high impact school culture that emphasizes rigor, relevance, and relationships.

School Leadership Team

The Leadership Team will be comprised of the Director, the Dean of Students, and the Lead Teachers.

Lead Teachers

The Director will designate up to three Lead Teachers as needed for grades K-4, 5-8, and 9-12. They will act under the advisement of their grade range departments.

The Lead Teachers will facilitate Professional Learning Community meetings and activities within their grade-range departments including student data collection, curriculum alignment, event/field trip planning, real-world projects, job shadowing arrangements, assemblies, and departmental professional development. They will also solicit and submit purchase orders for instructional materials and classroom supplies.

Teachers

Every faculty and staff member will belong to a Professional Learning Community (PLC) responsible for measuring student achievement, setting SMART goals (specific, measurable, attainable, realistic, and time-bound), implementing high-yield instructional strategies, and ensuring curriculum is aligned with Common Core State Standards. PLCs may also deliberate on and strategize matters of concern including discipline procedures, event planning, school culture, etc., and may submit recommendations to the Leadership Team and/or Board of Trustees for review and adoption. Each PLC will be facilitated by a Lead Teacher who will receive a stipend. PLCs will not have more than 6 members.

Community Advisory Board

Parents, community members, teachers, and students will be encouraged to serve on the Community Advisory Board which may form committees to address specific areas of need or populations of students. For example, an Elementary Committee, Secondary Committee, Hispanic Committee, and/or a Marshallese Committee may be formed. The Advisory Board may make recommendations to the Leadership Team and/or the Board of Trustees to solicit changes and improvements in the governance of the school. The Community Advisory Board and sub-committees shall elect their own officers/representatives.

Students

Students grades 4-12 will be encouraged to participate in Student Government. Each class may elect two representatives to serve on the council, for a total of 18 members. The council members may elect officers

among themselves or run a school-wide election for offices. Student officers may represent the student body at Board of Trustees and Community Advisory Board meetings, as well as make recommendations to the Leadership Team to solicit changes and improvements in the governance of the school. The Director will act as Advisor to Student Government.

Dean of Students

The Dean of Students will address student behavior issues in accordance with Student Handbook policy; however, in the event of contested decisions or extenuating circumstances, the Director will have decision-making authority under advisement from the Superintendent as needed. In the event a student is recommended for expulsion, the Dean and Director will present documentation of behavior warranting expulsion before the Board of Trustees or its designated entity for approval or rejection.

The Dean of Students will also assist the Director in operations management to include vendors, transportation, maintenance, food service, security, and technology. The Dean of Students will be responsible for operations continuity in the Director's absence.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of Ozark College & Career Academy is to empower K-12 students to excel academically, discover their talents, and advance toward their dreams through 21st Century learning models.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

At a local level, Northwest Arkansas boasts a higher rate of success among its students than that of neighboring communities. With an average graduation rate of 82% in Washington County, and 89% in Benton County, the region is above the state average of 80%. Nonetheless, in a region of more than 57,000 school children, an 86% graduation rate means as many as 8,500 of the current students in this area will exit the system without a high school diploma (www.greatschools.org). Demographically, 48% of the region's students are considered economically disadvantaged. Of those, the graduation rate drops to 74%.

For the 13 school districts listed in proximity to the proposed location of OCCA, the following data provide a snapshot of regional academic strengths and weaknesses. District literacy and math scores were chosen to compare average elementary level achievement.

2012 REGIONAL DISTRICT ACHIEVEMENT

| DISTRICT | FRL | MINORITY | LITER. | MATH | 2012 AYP |
|--------------|-----|----------|--------|------|----------|
| ARKANSAS | 61% | 36% | 79% | 75% | * |
| BCBSA | 34% | 21% | 88% | 82% | NI |
| Bentonville | 30% | 24% | 90% | 88% | NI |
| Farmington | 39% | 14% | 83% | 85% | A |
| Fayetteville | 41% | 31% | 85% | 84% | A |
| Gentry | 65% | 30% | 82% | 78% | NI |
| Gravette | 51% | 12% | 82% | 80% | NI |
| Greenland | 61% | 9% | 76% | 65% | NI |
| Haas Hall | 1% | 14% | 100 | 100 | A |
| NWACA | * | * | * | * * | |
| Pea Ridge | 47% | 9% | 86% | 89% | NI |

| | | | | | |
|-------------|-----|-----|-----|-----|----|
| Rogers | 61% | 49% | 89% | 82% | NI |
| Siloam Spr. | 56% | 37% | 83% | 81% | A |
| Springdale | 67% | 59% | 78% | 77% | A |
| West Fork | 59% | 7% | 75% | 70% | NI |

* = N/A NI = Needs Improvement A = Achieving

Data sources: ADE and University of Arkansas Office of Education Policy

Though NWA schools are a step ahead of the rest of the state, a large percentage of students are not experiencing the academic success necessary for college or career advancement. In 2011, out of 109 Arkansas schools identified as “focus” schools, i.e., schools with a clear gap in achievement between at-risk (economically disadvantaged, English Learners, and Students with Disabilities) and regular students, or schools with low graduation rates, 10 of those schools were in Northwest Arkansas, and 8 of those were in the district in which the charter proposes to open, Springdale.

In Springdale, additional areas to be addressed can be observed. The 2012 Springdale District Report Card documents an 80% graduation rate, meaning as many as 4,000 of the current 20,000+ students may not graduate on time. Of those who graduate and go on to college, the district college remediation level stands at 41%. 4 out of 10 Springdale graduates are not college ready.

This is also evidenced by 2013 Grade 11 Literacy Proficient & Advanced (P&A) rates of 68.5% among the general population, and only 53% P&A among the TAGG group (minority, economically disadvantaged, and special needs students). Springdale is notably more successful with math instruction at 83% P&A on EOC Algebra and 75% P&A on EOC Geometry. But the Biology scores, like those of most of the rest of the state, are low at 41.5%. In an economy where science proficiency matters, Springdale graduates are at a distinct disadvantage.

Northwest Arkansas is also home to one of the lowest performing Priority Schools in the state. Priority schools represented the lowest 5% of Title 1 schools. Springdale's Alternative Learning Environment (ALE) high school was in fact the second-lowest performing high school in the state, with a running record of under 10% P&A on the 11th Grade Literacy for the years 2010-2012, under 22% P&A on the EOC Algebra for those 3 years, and less than 4% P&A on the Biology EOC for the same time period. Springdale has made a notable effort to correct this deficiency, however, raising 2013 scores to 33% in 11th grade literacy, 63% in EOC Algebra, and 19% in EOC Biology.

To provide a more promising option to the children in low-achieving schools, and a choice for families looking for a different educational program for their child, Ozark College & Career Academy endeavors to offer an innovative, effective program designed to engage and support at-risk and regular learners to increase the likelihood of high school graduation and college success. The innovation of the OCCA program is multi-fold, including smaller class sizes, 1:1 technology ratio and flipped instruction,, project-based learning, a Montessori-based early childhood program, and early foreign language instruction.

Smaller Class Sizes

Kindergarten class size will be no more than 15. Each grade will add an additional student (grade 1=16, grade 2=17, etc.) capping at no more than 20 for grades 5 and up. At-risk and regular students will enjoy more one-on-one time with their teachers as well as differentiation of curriculum and instruction to meet diverse student needs. Numerous studies have shown that smaller class sizes can significantly affect achievement outcomes, especially among younger and at-risk learners (Achilles, 2012). Innovation. Except for Alternative Learning Environments and special needs classrooms, traditional students can expect to have at least 20 students in elementary classrooms and 30 in secondary. Every OCCA student will enjoy the benefits of smaller class size.

One-to-One Technology Ratio and Flipped Instruction

OCCA will make laptops and notebooks available for checkout to students. They and their parent/guardian will sign a contract agreeing to responsible usage and care for the equipment. The device will be taken home daily

for homework. OCCA will partner with Cox Cable to ensure that all families have access to high speed internet service in their home. Cox partners with Connect2Complete to provide high speed internet access to Arkansas students receiving Free and Reduced lunch benefits (<http://www.thecitywire.com/node/28752#.UhwaKmRgar9>).

A primary benefit of 1:1 technology is the ability to personalize instruction, meaning every child can work with curriculum aligned to their own literacy or math level. Digital, interactive curriculum programs, fully aligned with Common Core State Standards, are designed to first assess each child to better determine their course level placement, i.e., advanced students are able to forge ahead without waiting for the rest of the class to catch up (placing them at risk for boredom and disengagement), and struggling students are able to fill in learning gaps rather than falling farther behind as the rest of the class progresses. State-of-the-art, research-based, CCSS-aligned digital curriculum programs, such as Edgenuity and Odysseyware), formatively assess students as they work through the lessons, giving them immediate feedback and alerting the classroom teacher if mini-lessons or small group tutoring are needed for concept mastery. Using data from diagnostic and formative assessments, OCCA teachers will “blend” direct instruction with personalized digital learning to give students the benefits of traditional and 21st century instructional models.

Another powerful benefit of 1:1 technology is the ability to incorporate the “flipped” instructional model. Stanford Medical School and many other colleges and K-12 schools utilize this digitally-based method (Steakley, 2012). OCCA plans to incorporate flipped instruction whereby students use their digital device to watch and/or read an instructional video or graphic rendition of a concept for homework, then return to class the following day ready to participate in activities and projects under their teacher's competent supervision. Essentially, students may view lectures at home and do “homework” at school. With this model, teachers can use precious class time to engage students in effective hands-on and small group learning experiences and projects, reinforcing new vocabulary and concepts introduced in the take-home ODYSSEYWARE or Edgenuity lesson. The classroom teacher becomes a facilitator of Socratic discussions, diverse learning-style delivery methods, and project-based assessments that support and engage at-risk and regular learners, rather than traditional “sage on the stage” style instruction.

ODYSSEYWARE (OW) provides customizable, online courses for grades 3-12, aligned to Common Core State Standards and Arkansas Frameworks. OW offers the following features as described in their white paper (http://www.odysseyware.com/asset/media/pdf/Odysseyware_Course_Outline.pdf):

- OW's new Teacher Authoring Tool takes customization to the next level.
- Easy-to-use technology lets students learn at their own pace; and allows educators to teach in their own style.
- Interesting, engaging and timely - with links to videos, audio files, interactive games and other content to enhance the learning experience.
- Powerful administrative and reporting tools allow educators to complete tasks quickly and easily.
- Also facilitates credit recovery, remediation, dropout prevention and textbook replacement

OW offers a variety of core and elective courses for grades 3-12 as well as a number of CTE courses for grades 9-12.

Edgenuity, another quality digital curriculum, offers many of the same courses as OW, but it also provides Advanced Placement courses, as well as a number of cutting-edge technology courses such as “Green Design and Technology,” “Game Design,” and “Introduction to C++ Programming” (<http://www.edgenuity.com/Curriculum-Research/Course-Search>), ideal skills for STEM projects.

Innovation. A 1:1 device ratio, blended and flipped instruction, and digitally-interactive Arkansas Frameworks and CCSS-aligned software are luxuries that only a few classrooms and schools in the NWA region can boast of. OCCA students will experience the benefits of this top-notch, innovative model.

Project-based Learning

The Buck Institute for Education (2013), a clearinghouse for project-based learning research and a leader in PBL professional development, defines PBL as:

“In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student “voice and choice,” rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.”(What is PBL, 2013).

Project-based learning will be at the heart of the OCCA instructional model. Meta-analyses of studies of PBL show consistent evidence that PBL instruction is more effective than traditional instruction in long-term memory tests and skill development (Strobel & van Barneveld, 2009). The Buck Institute for Education (BIE) is dedicated to supporting schools in the adoption of the Project-based Learning (PBL) model. OCCA will use BIE as a resource for support materials, rubrics, training, and coaching staff in PBL best practices. OCCA will adopt the “8 Essentials of Project-based Learning” as outlined by Larmer and Mergendoller to inform the development of course projects (http://images.bie.org/uploads/useful_stuff/8_Essentials_article_small_file_size_Oct2012version.pdf). The 8 essential components enumerated by the authors are:

1. Significant content.
2. A Need to Know
3. A Driving Question
4. Student Voice and Choice
5. 21st Century Learning Skills
6. Inquiry and Innovation
7. Feedback and Revision
8. Publicly Presented Product

The OCCA PBL model will emphasize 21st Century skills. A 2013 Gallup study found that students who had learned 21st Century skills in school had significantly higher workplace success. 21st Century skills include: use of technology; knowledge construction; skilled communication; real-world problem solving; self-regulation; collaboration; global awareness; and online collaboration (“21st Century,” 2013).

Real-world problem solving has been identified as a key aspect of the success of STEM (science, technology, engineering, and mathematics) education practices. The National Center for the Advancement of StEM Education advocates “real-life” problem-solving as an integral component for getting students “turned on” to inquiry and design (I & D) STEM curriculum (National Center, 2013). Though OCCA will not limit our students and teachers by emphasizing STEM at the expense of literacy and the arts (we prefer the less well-known “STEAM” acronym -adding an “A” for arts), we will rigorously incorporate and integrate STEM learning into our project models in accordance with best practices in STEM instruction.

Innovation. Though PBL is gaining recognition in Arkansas as a powerful instructional model, thanks to the emphasis on “authentic” learning found in the Common Core State Standards, OCCA will be uniquely structured to support PBL learning compared to traditional public schools. Our small class sizes, STEAM skill focus, and personalized instructional model are vital components for ensuring PBL success at all grade levels.

Montessori-based Early Childhood Program

OCCA will adopt a modified version of the Montessori model for its early childhood program. K-2 students will spend a substantial portion of their day in a discovery learning environment with a Montessori-trained instructor. In the Montessori model, children are led by their interests. The classroom environment and materials are carefully chosen and strategically arranged to invite mastery of academic concepts, and the teacher has at the ready a comprehensive menu of games, lessons, and projects to quietly offer students as she travels around the classroom watching for “teachable moments” day after day. Montessori students who start with this method in the preschool years are known to be early readers and masters of mathematical concepts, as demonstrated by research, even when controlled for demographic backgrounds (Lillard, 2006).

Our Montessori-based program will be complemented by CCSS core instruction developed by our K-2

Professional Learning Community. Our K-2 teachers will use an online formative assessment tool such as the STAR Early Literacy assessment program to inform unit planning, and may also use a remedial tool such as the ODYSSEYWARE Common Core Assessment and Remediation Tool (CART) to ensure rigorous alignment with CCSS standards.

Innovation. In Northwest Arkansas, Montessori-based early childhood instruction is rarely available to families who cannot afford private school tuition. This internationally recognized method of instruction will fit well with the OCCA philosophy of project-based learning which requires the creativity and critical thinking skills that Montessori methodology cultivates.

Early Foreign Language Instruction

Early foreign language instruction has been found to have a plethora of benefits to students. According to research conducted by the Connecticut State Department of Education, numerous studies bear out the following benefits. Early foreign language study:

1. Benefits academic progress in other subjects
2. Narrows achievement gaps
3. Benefits basic skills development
4. Benefits higher order, abstract and creative thinking
5. Enriches and enhances cognitive development
6. Enhances a student's sense of achievement
7. Helps students score higher on standardized tests
8. Promotes cultural awareness and competency
9. Improves chances of college acceptance, achievement and attainment
10. Enhances career opportunities
11. Benefits understanding and security in community and society

At OCCA, foreign language instruction will start at the Kindergarten level. Because of our extended school day, 30 minutes of instruction per day can be devoted to foreign language acquisition. Parents may choose to enroll their student in Spanish or Chinese, two languages that can increase employability in our global economy.

Students who come to school with bilingual skills may elect to study both of their home languages, i.e., Spanish/English, rather than tackle a new language, with the goal of proficiency in reading and writing in both languages. Monolingual children will start learning basic conversational skills in a second language their first years, then progress toward written literacy over a period of years. Students identified as gifted and talented in language acquisition may elect to study a third language during before- or after-school program time.

At the beginner level, OCCA monolingual teachers will study foreign languages with their students using digital curriculum while integrating opportunities to practice conversation with native speakers. At intermediate and advanced levels of language acquisition, students will learn from native speakers and/or professional foreign language teachers.

Innovation. Early foreign language instruction is only offered in private elementary schools in Northwest Arkansas. OCCA students will be a step ahead of their NWA peers, enjoying a sense of pride in their achievement, increased cultural awareness, greater employability, and enriched cognitive development.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

Philosophy of Learning

The Ozark College & Career Academy philosophy of learning starts with the premise that the best kind of learning is natural and pleasurable. But traditional public schools, being built on a factory production model, often produce an unnatural and unenjoyable classroom environment that slows the learning process for some students. We adhere to the idea that each child possesses unique, innate intelligences that, when discovered and developed, can provide them with multiple cognitive “hooks” on which to hang all types of learning, helping them to experience pleasure in learning concepts and facts that might otherwise seem foreign. The child who demonstrates giftedness in music, whose talent is “discovered” by a teacher and is taught an instrument or singing at an early age, begins thinking in terms of patterns that make math concepts accessible to him. The child who is fascinated by animals finds delight in writing elaborate stories about her pets, despite her deficiencies in spelling. The boy who seems to like nothing other than collecting rocks on the playground becomes the class scientist when a teacher shows him that rocks have names and can be classified according to their geologic characteristics.

Psychologists refer to this type of learning, this state wherein humans enjoy the task in front of them in a way that causes them to lose themselves in the doing and extend their cognitive reach, as “flow” (Csikszentmihalyi, 1997). Flow has been defined as the pleasure that comes when skills match challenges, and work is neither too easy (boring) nor too difficult (frustrating). A similar psychological concept is Vygotsky's “ZPD,” or “Zone of Proximal Development” (1935). Both concepts allude to two of the biggest problems that educators grapple with daily: the bored, under-stimulated student; and the frustrated, struggling student. John Dewey had another way of describing the observed phenomena. A student who was enjoying his lesson but didn't see any real value to it, was said to be “fooling.” The student who saw value in a lesson, but did not enjoy it, was experiencing “drudgery” (Dewey, [1910] 1997). Maria Montessori referred to the ideal state of enjoying learning for its own sake as “normalization.” The teacher's job is to find the “sweet spot” for his students, that state that is most healthy and “normal,” the place where they are intrinsically motivated to do serious work.

The traditional public school teacher is pulled apart by two unhappy groups of students, trying to teach, as she has been trained, one concept to many students at once, some of whom are already masters of the concept and therefore bored or unchallenged, and some of whom are confused, lacking the knowledge and understanding prerequisite to the new learning. Only the third in the middle, the middle of the bell curve, are in “the zone.” Whether the middle group of students is enjoying “flow” or “normalization” is nebulous in such a haphazard environment. More likely they are distracted by their unhappy peers on either side of them.

No two persons are exactly alike in their interests. And yet traditional schools ask teachers to teach every student the same way. Teachers spend their days doling out work for students and hoping they will complete the work without resistance. If students are especially difficult to motivate, the school day becomes a 6 or 7 hour cycle of rewards and punishments, a carrot at the front and a stick at the rear. Therefore, OCCA is dedicated to creating a culture and community that will build intrinsic motivation in all learners by appealing to their innate intelligences and interests at each level of development by focusing on individual and small group learning at least 90% of the school day. At all developmental levels, including adult, students are drawn to that which captures their imagination either by its design, its actions, its effect, its meaning, or its pleasure.

As a brand new charter school, we can expect that many of the students that come through our doors will arrive with entrenched adaptive behaviors and negative attitudes born of the expectation that all learning is either boring or frustrating, and our teachers may find themselves resorting to many of the same prods and tokens that their traditional counterparts resort to in order to raise achievement. But as the school year goes by, and as our student body becomes more our own with each passing year (i.e., raised in our school from an early age), we will keep the goal in front of us: to build intrinsic motivation in our students by giving them opportunities to lead, to follow their interests, to make choices, and to discover their own talents. By providing all types of high quality and enriching materials, equipment, and experiences and focusing on student-centered models designed to

encourage intrinsic motivation, we expect to soon find that our students are leading us as much or more than we are leading them in their learning.

OCCA teachers will be dedicated to helping each student discover their unique set of intelligences and interests, then customizing their learning program to increase the experience of “flow” in the classroom.

Intrinsic Motivation, “Flow,” and Montessori

When Csikszentmihalyi, the author of the “flow” concept, learned of Maria Montessori's philosophy of education and her belief that children must achieve “normalization” before they can become great learners, he knew he had found a kindred spirit, and became a proponent of her work. Montessori's “normalization,” like flow, is marked by intense concentration, intrinsic motivation to continue an activity, to learn independently for the pure pleasure of it. Montessori had developed her ideas through working with mentally disabled children in Italy at the turn of the twentieth century. She later cultivated and polished those ideas with the impoverished children of factory workers in Rome. She discovered that by manipulating their environment in such a way that they could “discover” a variety of learning experiences independently -the teacher acting as facilitator, not dictator -that the children actually developed intrinsic motivation to learn, becoming proficient in reading and math at very young ages. The achievements of her students drew the attention of the world, and still do to this day.

The Montessori Method is recognized internationally as a premier teaching method. In the U.S. alone, there are currently over 5,000 Montessori schools flourishing, most of them supported by well-heeled private-pay families. Recent research continues to bear out the notable value of a Montessori education (Lillard, 2006; Rathunde & Csikszentmihalyi, 2005). However, mainstream educators prefer not to notice, choosing to continue filling a bottomless toolbox of strategies in hopes of finding the right combination of tools that will repair the problem of disengaged students without addressing the limitations of the factory school model itself.

OCCA K-2 students will enjoy the benefits of a Montessori-based curriculum, designed to cultivate creativity, higher order thinking, and intrinsic motivation that will prepare them for success throughout their school career and beyond.

Project-based Learning

With PBL, students don't just learn about a subject, they put knowledge and skills to work to produce high quality projects that benefit the school and community. Lesson-planning, from a teacher's perspective, could follow the outline below to exploit the benefits of PBL:

1. What is the central question, and what are the CCSS standards, my students will be learning?
2. What are my students' interests, multiple intelligences, knowledge, and ability levels currently, and what type of project would appeal to and enrich those?
3. How can I help my student(s) design a project with a real audience and purpose that will allow students authentic, hands-on experience with the topic of learning to increase their engagement and thence their understanding?
4. How might we benefit our school, our families, or our community with this project?
5. Which “employability soft skills” can we integrate into this project?
6. Which STEAM skills and knowledge can we integrate into this project?
7. Which literacy skills can we integrate into this project?

Projects will be scored with rubrics aligned to Common Core State Standards, Arkansas Frameworks, qualitative and quantitative attributes. The Buck Institute of Education (BIE) provides a variety of PBL rubrics that may be

modified to meet the individual needs of OCCA students.

Project-based learning will allow every OCCA student to experience the satisfaction of completing work that is meaningful to themselves and useful to others.

K-12 Model

McEntire (2002) made the following observations about school transitions found in current, traditional school models:

The division of elementary schools into configurations that include fewer grades requires that students make several transitions from one school to another. Researchers note that transitions can be stressful for students:

a. Alsbaugh (1999) found a significant achievement loss during each transition year. He also found that some students regain what is lost in the following year, but it would seem that students who make fewer transitions need fewer years to make up for achievement losses caused by transitions.

b. Another study found that each time students switched schools, their feelings of anonymity increased. Researchers who found that sixth-grade students in both elementary and combination K-12 schools outperformed students in middle schools or junior high schools considered the number of transitions a significant factor. This study considered 8 schools with 7 different grade spans with student populations of 82 to 1,200. The schools were located in both urban and rural settings in 5 northwest states. The number of grades in the schools ranged from 1 to 11 (Paglin & Fager, 1997).

c. Another research study found that girls in early adolescence suffered from a drop in self-esteem, extracurricular participation, and leadership behaviors when they made the transition into middle school or junior high, but not if they remained in an elementary school setting. This study found that the effects of this transition lingered throughout the school years. For boys, the study found similar negative effects in extracurricular participation and grades, but not in self-esteem, when they made the transition into middle school or junior high. The authors concluded that the relatively protected elementary school setting made the entry into adolescence less stressful for both boys and girls. The students who had not had the stress of the earlier transition seemed to cope better with the transition into high school than did other students (Simmons & Blyth, 1987).

d. Franklin and Glascock (1996) found that sixth-grade boys experienced more suspensions in middle schools or junior high schools than in elementary schools, possibly related to the effects of the transition, the school organization, or school size. This study was based on information gathered from all Louisiana public schools during the 1992-1993 school year.

For these reasons and more, Ozark College & Career Academy has adopted a K-12 model. Not only will our students benefit from fewer transitions imposed by traditional districts, but the impact of frequent family moves will be decreased for highly-mobile students. The Center for Housing Policy found that low income families move more frequently, and household moves result in significant negative effects on student achievement (Cohen & Wardrip, 2011). Highly-mobile families who enroll their children at OCCA may benefit with higher achievement through school location stability. As long as they stay in the Northwest Arkansas area, their children will not have to suffer the setbacks of changing schools.

A K-12 model will benefit all OCCA students by surrounding them with adults who can follow their development and maintain supportive relationships through several stages, as well as allowing them to avoid frequent transitions that may impede learning due to social adjustment stress.

School Uniforms

OCCA will adopt a school uniform policy under the advisement of the Community Advisory Board. The goals of the policy will be as follows:

- To increase safety through easy identification of students on the school campus.

- To increase safety by eliminating gang dress or promotion of inappropriate behaviors.
- To level the playing field among economically diverse students.
- To practice professionalism in anticipation of the workplace.
- To build a sense of school identity and pride.
- To reduce clothing costs for families.

Extended Day, Extended Calendar

Marcotte and Hansen (2010) found that, through controlled experiments based on numbers of snow days (a random variable), it can be asserted with certainty that additional instructional days increases school achievement. Other studies have shown similar results in recent years, emphasizing that instructional quality must accompany quantity.

In a recent study, researchers found that ExpandEd Schools (an expanded school day model with schools in New York, Baltimore, and New Orleans) showed significant achievement gains in math proficiency, school attendance, safety, communication, student engagement, and academic expectations. ExpandEd Schools were found to have an enriched curriculum, and middle school students who felt supported and challenged. The OCCA model is very similar to ExpandEd in that the extended day will not just increase instructional time in core competencies, but expand opportunities for enrichment in the arts, foreign language, and STEM projects that promise to engage students and increase success (<http://www.expandedschools.org/sites/default/files/expanded-year-one-report.pdf>).

OCCA students will benefit from increased instructional time in core coursework as well as enrichment activities designed to increase student engagement. High school students may use the additional time for job shadowing, internships, and other school-to-work programs and activities.

School-wide Discipline Model

OCCA will not leave the benefits of good classroom management to chance. We will offer ongoing staff development in two recognized classroom management models: Harry Wong's "Effective Teacher" program, including Teacher Induction training and the text, *The First Days of School*. Through the effective use of Wong's classic "procedures and professionalism," OCCA will build a culture of high expectations for independent learners in a positive environment.

OCCA will also implement Fay and Cline's, "Love and Logic" model. "Love and Logic® provides skills that help teachers keep control of their classrooms, have fewer detention referrals, and earn lifelong respect from their students" (www.loveandlogic.com). This program gives teachers skills in responding to and controlling difficult to manage behaviors. Problem students will not be allowed to "take over" the classroom using destructive or distracting language and behavior, but under the guidance of our teachers and administrators, they will learn positive language and behaviors to increase classroom success.

OCCA teachers will learn classroom management skills that will increase their confidence and student achievement through proven procedural strategies and professional behaviors. OCCA students will benefit from the Love & Logic model as positive behaviors are reinforced and negative behaviors are extinguished through strategic staff approaches and responses built on reasoning and compassion.

Quality Assurance through Additional Accreditation

Ozark College & Career Academy adheres to the understanding that a quality school program can only be ensured through compliance with rigorous organizational standards and cooperation with a programmatic external evaluation process. AdvancEd accreditation tells parents, communities, other K-12 schools, colleges, and postsecondary institutions that diplomas and transcripts issued by a school are legitimate and worthy of transfer and/or acceptance. Though the accreditation process can be a lengthy and challenging one for staff, the

benefits to students are well worth the effort.

OCCA will prepare for AdvancEd accreditation by submitting a Letter of Intent to the accrediting agency before opening and commencing the rigorous evaluation process according to the time frame provided by the accreditor.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

READING & READING COMPREHENSION, Grades K-2

Tool: Iowa Test of Basic Skills (ITBS)

Performance Objective:

--Students will meet or exceed state average scores for each grade level, K-2, on ITBS.

Time Frame: In accordance with state testing calendar

READING & READING COMPREHENSION, Grades 3-11

Tool: PARCC CCSS Literacy Assessments

Performance Objective:

--Students will meet or exceed state average scores for each grade level, 3-11.

Time Frame: In accordance with state testing calendar

MATH & MATH REASONING, Grades K-2

Tool: ITBS

Performance Objective:

--Students will meet or exceed state average scores for each grade level, K-2, on ITBS.

Time Frame: In accordance with state testing calendar

MATH & MATH REASONING, Grades 3-11

Tool: PARCC CCSS Math Assessments

Performance Objective:

--Students will meet or exceed state average scores for each grade level 3-11.

Time Frame: In accordance with state testing calendar.

TECHNOLOGY SKILLS, Grades K-11

Tool: Student portfolios aligned with International Society for Technology Education (ISTE) National Educational Technology Standards for Students (NETS-S)

Performance Objective:

-- Each OCCA student will complete a technology portfolio each year demonstrating 80% score in mastering ISTE NETS-S Standards, integrating core content through project-based learning. Teacher-scored using ISTE NETS-S rubric.

Time frame: All student portfolios are due on Wednesday of the 4th week in May.

CAREER READINESS, 11-12 Concurrent Credit Courses

Tool: APSCN Records.

Performance Objective: Every student grades 11-12 who has been enrolled at OCCA for at least two years previously will be enrolled in a concurrent credit college, AP, or career certification course or program.

Time frame: At least 1 semester course per year enrollment per grade 11-12 student.

GRADUATION RATE

Tool: APSCN Records

Performance Objective: OCCA graduation rate will meet or exceed the state average.

Time frame: The first OCCA graduating class will graduate in May of 2019.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

The Ozark College & Career Academy Program Director will be responsible for instructional leadership of the faculty including curriculum development and alignment. The Director will take the following steps to ensure alignment with the Arkansas Curriculum Frameworks and the Common Core State Standards:

1. The Director will research high quality digital curriculum materials to find interactive textbooks and software that align with the Frameworks and CCSS for each grade level and subject area for purchase by OCCA.
2. The Director will facilitate work sessions with the faculty Professional Learning Communities (PLCs) to map Frameworks and CCSS into quarterly units, then work across the curriculum and in multi-grade teams to design learning projects that integrate content, skills, technology, and real-world problem-solving. A typical mapping session might include:
 - Cut hard copies of the Frameworks and CCSS into strips. Match them to narrow the number of categories by grade level.
 - Sort the matched strips by key concepts, themes, and content to be addressed each quarter at each grade level and for each core content area.
 - Brainstorm thematic and targeted project ideas related to concepts/theme/content for the school, the grade range, classes, and individuals.
 - Build a curriculum map including unit titles, framework and CC standards addressed, formative and summative assessments, links to scoring rubrics. Post on school website.
 - Assist students in selecting projects that are highly engaging and offer potential for integrating Framework and CCSS skills and content knowledge. Projects may link to school-wide themes. For example, if the school adopted the theme of "Island Paradise" for first quarter of the school year, the following projects might be incorporated:
 - i. Kindergarteners adopt tropical fish species, create fish mobiles and art, do a presentation on their adopted fish, sing famous songs about fish, care for a class pet fish, write stories about fish, and transform a corner of their classroom into a paper "aquarium" suitable for tropical fish habitat. Field trip to a fish store or aquarium. Integrate scientific concepts including living vs. non-living, data collection, species classification (sorting). Integrate math and literacy including counting, colors, letter/sound recognition, vocabulary, etc.
 - ii. First graders follow suit with birds. Invite a guest speaker to bring tropical birds, or take a field trip to a bird sanctuary. Field trip to an aviary.
 - iii. Second graders follow suit with reptiles. Guest speaker from University brings in snakes.
 - iv. Upper grades produce a play such as a middle school version of Shakespeare's "The Tempest," study island formation and volcanology, track hurricanes in the Pacific Island region, and explore island cultures including our own Marshall Islander history here in Springdale
 - v. Secondary students contribute by using computer programming skills to design Island Mission video games integrating geometry from their own curriculum and math facts for the younger students, then produce videos documenting the immigration stories of Marshall Islanders who came to live in Springdale.
 - vi. Parent Night/Open House: Parents and community guests are greeted with leis and island food, tour the transformed classrooms, listen to songs sung by the younger students and watch the play and documentaries by the older students.
3. Interactive, digital curriculum units and assessments that teach, reinforce, remediate, and enrich CCSS and Frameworks learning objectives are identified and aligned into custom-built courses.
4. Direct instruction lessons are blended where needed to address neglected or weakly-presented concepts.
5. Finally, differentiation considerations are addressed. What support resources can be prepared for students who struggle? What enrichment activities and accelerated texts can be offered to gifted students?

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

A waiver is requested. The first year, the Program Director and Dean of Students will work together to assign students to classes, provide social skills and character education activities, and offer college and career education to grades 1-8. If student personal crises arise during the school day, the student will be referred to the Dean of Students for a listening ear and possible intervention. Interventions may include referral to a social service agency or health professional, a parent meeting, conflict resolution between students, or referral to the Director for more serious or chronic problems. The Program Director will handle student schedules and course requests. The second year of school, a .5 Counselor will be hired. In addition to the duties the Director and Dean handled the first year, the Counselor's duties will also include: preparation and upkeep of Graduation Plans and transcripts and maintenance of Smart Core forms.

B) Health services;

Applicant Response:

In accordance with Arkansas rules, OCCA will employ a .25 FTE nurse for the first two years. The position will grow to .5 as the school grows. The nurse will come at midday to dispense medications, maintain health records, and manage student health cases in accordance with the Arkansas School Nurse's Association Practice Guidelines. Necessary equipment and supplies will be purchased.

C) Media center;

Applicant Response:

A waiver is requested for media center requirements. However, students will have access to quality media materials via classroom libraries which will be stocked at the beginning of the school year. Also, every student will have a digital notebook or laptop for access to online library holdings through the local public and state library systems. Professional development will be offered throughout the year to train teachers to access and utilize technology and digital and print resources.

D) Special education;

Applicant Response:

A .5 special education certified teacher will be on staff. The SPED teacher will be responsible for writing and maintaining student Individual Education Programs and ensuring that accommodation and modification requirements specific to each IEP are met. The SPED teacher will also work individually and in groups with students as required by their IEPs. The SPED teacher will also schedule and facilitate required parent and staff meetings in keeping with federal law. Health professional evaluations, therapies, and special equipment will be provided as required by the IEP or specified by referral in accordance with IDEA. Facility and transportation services will meet ADA requirements for special needs students.

E) Transportation;

Applicant Response:

OCCA will purchase and staff two school buses. Routes will run before and after school, and during field trips. All students will be encouraged to enroll in and attend a high quality before and after school program, three of which will be available in close proximity to our school, one of which is owned and operated by our sponsoring organization, Ozark Education, Inc. This will cut down on transportation needs as parents may drop off and pick up students according to their family schedule, saving fuel and travel time. Older students will also have the option of taking the city bus, which comes to our front door hourly. OCCA will not pay for vouchers before or after school, but parents may choose to pay for this option to cut student travel time. Bus vouchers may also be used to transport older students to concurrent credit programs and internships, at OCCA expense. Transportation services will comply with all government regulations and ADA specifications.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

A waiver is requested. OCCA will provide most of the same services offered by ALEs in Arkansas, including

reduced class sizes, social service referrals, individualized instruction, and career guidance. OCCA will look to the National Association of Alternative Educators' "Exemplary Practices for Alternative Educators" handbook for guidance in building a quality program.

G) English Language Learner (ELL) instruction

Applicant Response:

One ELL-certified teacher will be paid a stipend to manage state ELL requirements including testing and modifications, as our ELL Director. All OCCA teachers will be trained in best practices and effective strategies for supporting EL learners. OCCA will comply with all state and federal regulations for serving second language learners. A translator will be provided for non-English speaking students and parents as needed. Hiring preference will be given to ELL-certified and bilingual teachers and staff.

H) Gifted and Talented Program.

Applicant Response:

A waiver is requested. OCCA is dedicated to differentiating instruction for all students, including Gifted and Talented. Our commitment to differentiated instruction will allow GT students to work at a pace that is satisfying to them, increasing engagement and achievement. All OCCA teachers will be trained in best practices and effective strategies for supporting GT learners. Project-based instruction will offer GT students multiple opportunities to polish their skills and display their talents throughout the school year.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

OCCA will be located within the city limits of Springdale, Arkansas, in Benton and Washington Counties, and will be located within the boundaries of the Springdale School District. It is anticipated that students will enroll in OCCA from Springdale School District, Fayetteville School District, Bentonville School District, Rogers School District, Gentry School District, Siloam Springs School District, Pea Ridge School District, Huntsville School District, and Greenland School District. According to the 2012-2013 enrollment information housed on the Department of Education Data Center's website, Springdale School District contained 20,141 students, Fayetteville School District contained 9,142 students, Bentonville School District contained 14,880 students, Rogers School District contained 14,452 students, Gentry School District contained 1,398 students, Siloam Springs School District contained 3,959 students, Pea Ridge School District contained 1,685 students, Huntsville School District contained 2,267 students, and Greenland School District contained 776 students. In year one, with Grades K-2 and 6-8 open and 108 students anticipated, approximately 60 students are anticipated to come from the Springdale School District, approximately 12 from the Fayetteville School District, approximately 12 from the Bentonville School District, approximately 12 from the Rogers School District, and approximately 12 students from the other listed school districts combined. When the school has its entire grade span of Grades K-12 in place, and an enrollment cap of 250 students, approximately 130 students are anticipated to come from the Springdale School District, approximately 30 students from the Fayetteville School District, approximately 30 students from the Bentonville School District, approximately 30 students from the Rogers School District, and approximately 30 students from the other listed school districts combined.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

Ozark College & Career Academy will comply with annual progress report requirements as enumerated in the *Standards for Accreditation*, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, Section 7.02.

We will begin by filing an Arkansas Consolidated School Improvement Plan (ACSIP) with the Department of Education annually, under the advisement of our stakeholders including our PLC committees, Community Advisory Board, Leadership team, and Student Government. Our goals will be aligned with both state and national education goals.

We will provide and publish an annual report on progress toward our academic performance objectives in a newspaper in general circulation, namely Northwest Arkansas News, detailing our progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. Evidence of our progress will include state and national standards test results, attendance data, discipline data, grade inflation, if any, ACT scores, college acceptance and remediation rates, and graduation rate. We will make copies of the report available on our website, by email to our parents and faculty, in our school lobby, and at Community Advisory Board meetings. Our authorizer will also receive a copy of our report as required.

Once yearly we will hold a public meeting explaining our policies, programs, and goals, as well as reporting on our progress, achievement, and deficiencies, to the community. The community will have the opportunity to ask questions and make suggestions.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

In accordance with state and federal law, Ozark College & Career Academy will not deny enrollment to any age-eligible student based on gender, national origin, race, ethnicity, religion, disability, academic, or athletic eligibility. Nor will OCCA discriminate against students with special education, gifted and talented, or English Language Learner needs. OCCA will not show preference to students based on socioeconomic status.

In the event that OCCA receives applications from more eligible, first-time enrollment students than it is able to accept by our deadline for the receipt of applications for the next school year, then we will employ a random, anonymous lottery process to ensure that all new applicants have an equal chance for admission. The lottery proceedings will occur at the Ozark College & Career Academy campus, under the supervision of an objective third party from the University of Arkansas Department of Education Reform which has worked with other Arkansas charter schools to ensure a systematic (in the event that the said entity is not available, another third-party entity will be recruited to oversee the event), unbiased lottery process. A waiting list of non-selected applicants will be kept until the next random, anonymous lottery process.

Exceptions to the lottery process, per ADE Public Charter Law, include: children of founding members (not to exceed 10% of the total number of enrollees) and siblings of students currently enrolled;

Prior to the lottery process event, applicants will be notified via postcard, email, and the OCCA website of the time and place of the event. The ADE Public Charter School department will be notified of the event by email as well.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

A weighted lottery has not been required in this school district at this time.

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

All OCCA Employees

Duties. Show enthusiasm, care, and respect for one another, for students and their families, and for our workplace. Serve as an ethical role model for OCCA students and staff in alignment with the 2008 ADE Rules Governing the Code of Ethics for Arkansas Educators.

Qualifications. Pass Criminal Background Check, Child Maltreatment Registry, and FBI Background Check.

Program Director

Duties. The duties of the Program Director include administrative and instructional leadership duties as assigned by the Board of Trustees, including: financial management; personnel; school operations; facilities management; public relations; school security; curriculum alignment; professional development; and visionary leadership. Duties may also include student and events supervision.

Qualifications. The Program Director will have Arkansas Superintendency certification or a doctoral degree in education. Experience should include at least 10 years as a professional educator, 5 years in education leadership, and 1 year in business or school budget management. Competencies include computer literacy, communication skills, public speaking, public relations, knowledge of education law, knowledge of pedagogy, and understanding of school budgets.

Dean of Students

Duties. The Dean of Students will report to the Program Director, with the primary responsibility of overseeing student discipline. The Dean of Students will additionally act in the capacity of an administrative assistant and school leader, including vendor management, facilities management, food services, transportation, and admissions process. Duties may also include student and events supervision.

Qualifications. The Dean of Students will have a Bachelor's degree from an accredited college or university. Experience should include at least 3 years of leadership in one of the following fields: education, transportation, food service, vendor management, human resources, or office management. Competencies include computer literacy, interpersonal skills, and presentation skills.

Teacher

Duties. Teachers will be responsible for lesson planning, grading and reporting, participation in department and Professional Learning Community meetings, advising student clubs and projects, parent conference and open house participation, curriculum alignment, tutoring, classroom management, test administration, and student supervision.

Qualifications. Teachers must have a bachelor's degree or higher from an accredited college or university. Teachers assigned to core academic classes (math, English, social studies, science, music, art) must be Highly Qualified according to No Child Left Behind 2001 standards. Teachers must be certified or enrolled in a certification or pre-certification Program of Study such as the Arkansas Alternative Licensing Program (ALP) or a college offering pre-requisite courses in preparation for certification. Teachers must be computer literate, have strong writing skills, demonstrate passion for the teaching craft, and produce results in terms of general student academic progress over time.

Special Education Teacher

Special Education teachers must perform the duties and meet the qualifications of regular teachers, with the following additional requirements:

- A current Arkansas provisional or standard teaching license in special education.
- Knowledge of and compliance with: federal and state special education law; IEP and 504 Plan record-keeping and confidentiality regulations; individualized services for students with disabilities; diagnostic testing and referrals; knowledge and compliance with the Admission, Review, and Dismissal (ARD) Committee process, the IEP development and implementation process, the 504 Plan development and implementation process, and the Transition process.
- Ability to facilitate meetings with teachers, students, staff, administrators, health care providers, and parents to aid OCCA and all stakeholders in complying with federal and state regulations including IEP, 504 Plan, and RTI implementation.

ELL Teacher

English Language Learner (ELL) teachers must perform the duties and meet the qualifications of regular teachers, with the following additional requirements:

- A current Arkansas provisional or standard teaching license with ELL endorsement.
- Knowledge of and compliance with: federal and state ELL regulations; ELL record-keeping and confidentiality regulations; knowledge of diagnostic testing and modification assignment for English Learners (ELs), and ability to coordinate and administer annual ELDA testing requirements.
- Ability to support OCCA teachers, students, staff, administrators, and parents in complying with federal and state regulations for ELs.

Instructional Aide

Duties. Instructional aides will assist teachers with the following duties: monitoring learning centers, tutoring, lesson preparation, learning lab supervision, supervising games and club activities, and data entry.

Qualifications. Instructional aides will have at least 40 credits from an accredited college or university, and 1 year of successful experience working with children or adolescents. Competencies include computer literacy and interpersonal communication skills.

Counselor

Duties. The Counselor will be responsible for ensuring that student records and transcripts are properly reported in APSCN in accordance with state rules in cooperation with the School Registrar. The Counselor will plan and implement parent outreach activities such as Open House, Parent-Teacher Conferences, CAP Conferences, and Parenting Workshops. The Counselor will be available for student crises management and social service referrals, offer individual and small group counseling sessions, and ensure that students have access to quality professional social services on or in close proximity to school campus when needed.

Qualifications. A current Arkansas provisional or standard licensure as a guidance counselor or enrollment in an education counseling certification or pre-certification program or a master's degree or higher in education counseling with 1 year minimum pediatric counseling experience. Computer literacy.

Nurse

Duties. Identify and treat health disorders among students. Provide staff inservice and student instruction in disease prevention and good hygiene. Refer students to health care providers as needed. Administer vaccinations and medications. Manage state BMI reporting. Maintain school health records as required by state, federal, and local regulations. Manage student medications according to all governmental regulations and NASN recommendations.

Qualifications. A current license as a registered nurse in the state of Arkansas. Certification by the American Nurse's Association (ANA) or the National Association of School Nurses (NASN). Minimum of 1 year pediatric nursing experience. Computer literacy.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

Ozark College & Career Academy will conduct its business in accordance with the by-laws of Ozark Education, Inc., including:

1. Supervision of business affairs by the Program Director as assigned by the Board of Trustees. The Program Director is responsible for ensuring that financial activity aligns with Board-approved policy, funding source guidelines, and state and federal law within the confines of the adopted budget. The Program Director is also responsible for ensuring that all financial activity aligns with internal controls as adopted by the Board, developed so as to prevent misuse of funds.
2. Adoption of an annual budget by the Board of Trustees. The accounting year shall run from July 1 to June 30. The budget will be developed by June 20, adopted by June 30, and submitted to the Arkansas Department of Education by September 1st. The budget will be used to monitor and evaluate the financial well-being of the school throughout the fiscal year.
3. Financial statements showing activity of the previous month, relative to the budget, will be presented by the Program Director at each Board meeting.
4. The Board of Trustees reserves the right to amend the budget as needed in accordance with the by-laws of Ozark Education, Inc.
5. Procurement. Ozark College & Career Academy will procure only services and products that are required to fulfill our mission or meet genuine education-related needs of our students and staff. Procurements will be made using Best Value Contracting considering quality, quantity, performance, price, delivery, dependability, ethical vendor practices, and convenience. Procurement decisions shall be impartial, with no favoritism based on previous relationship or factors other than those listed above. Conflict of interest, or the appearance thereof, will be avoided at all times.
6. Purchases will be procedural starting with a purchase order which must be signed by the Program Director and passed to the Dean of Students who will keep the school credit card and checks in a locked safe. The credit card and/or checks will be allocated twice monthly for budget-aligned purchases after purchase order approval by the Board Treasurer or designated substitute officer. Any use of contingency funds above \$1,000 must be approved by a majority of the Board of Trustees.
7. Ozark College & Career Academy shall comply with the following:
 - A. Generally accepted accounting principles (GAAPs).
 - B. The federal standards for financial management systems, 34 Code of Federal Regulations for Education 80.20.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

- A. The Board shall arrange annually for an audit of Ozark College & Career Academy's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-1133 or its successor by a CPA licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services.
- B. The Board shall review the results of the audit and all comments provided by the auditor. The Board will develop a corrective action plan to amend material weaknesses noted by the auditor.
- C. Ozark College & Career AcademyHu requests the first year financial statement audit to be performed by a CPA rather than the Division of Legislative Audit. If approved, the applicant plans to have a financial statement audit performed by:

Rami Kassissieh, CPA | Partner
Hudson Cisne & Co. LLP
11412 Huron Lane | Little Rock AR 72211
Phone 501.221.1000 | Fax 501.221.9236
rkassissieh@hc-cpa.com
www.hc-cpa.com

Hudson Cisne & Co., LLP, meets the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Ozark College & Career Academy has entered into a two-year lease agreement, contingent on authorizer approval of our school, with The Jones Trust of Springdale. The facility described is not owned or operated by the local school district. Ozark Education, Inc., currently leases space from the Jones Trust for summer, homeschool, and after-school outreach programs. The following descriptive text is taken from the actual lease agreement, which is attached to this document:

The Jones Trust

The Jones Trust is a Charitable Operating Foundation, founded by the late Harvey and Bernice Jones of Springdale, Arkansas. The Jones Trust currently has over 550,000 SF of specialty space that include The Jones Center For Families, Center for Nonprofits @ The JTL Shops and The Harvey Jones Education Building all located in Springdale, AR and The Center for Nonprofits @ St. Mary's in Rogers.

The Jones Center:

The Jones Center was constructed in 1994, re-purposing the old Jones Truck Lines Terminal Building. The facility has over 78,000 SF in the main concourse area and over 10,000 SF in the Food Court area. The north wing of the main concourse area is defined as the "conference center" and includes a main ballroom and four breakout rooms. The Center section of the upper concourse includes the library/computer center, Administration and Advancement offices for the Jones Trust and Jones Center staff. The south portion of the concourse will continue to provide Community programs including child care, parenting classes, senior programs, health and safety classes and general community programs and events. The lower concourse or recreational area will continue to serve the community with the swimming pools, basketball courts, walking track, ice skating arena and fitness center.

Leasable Area:

The areas of the Jones Center offered in this proposal are shown in Exhibit #1 attached hereto. This proposal includes the following areas:

Administrative Office Space 1,720 SF

Classroom Space (Existing classrooms and furnishings included) 6,850 SF

Total gross leasable area 8,570 SF

Shared space:

The Jones Center currently has a library/computer lab on campus. OCCA students will have access to the library during all hours of operation. The computer classroom may be scheduled by OCCA instructors on a first priority basis prior at the beginning of the semester in accordance with the published fee schedule. Conference rooms will be made available to OCCA faculty through our scheduling department based on availability at no additional cost.

The staff break room will be available to OCCA staff.

Parking will be available in common facility parking lots. No reserved spaces are available.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The Jones Trust is a non-profit organization governed by a Board of Directors. The Jones Center for Families is a community center in the City of Springdale, owned and operated by The Jones Trust.

One person on The Jones Trust Board of Directors, Mr. Mike Luttrell, concurrently serves on the school board of the Springdale Public Schools.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The facility is currently in compliance with ADA and IDEA requirements.

There is a gas station which sells alcohol across the street on the southeast side of the facility. It is more than 1,000 feet from the building, but less than 1,000 feet from the grounds.

17. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
 - (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Christine Silano, Executive Director of Ozark Education, Inc., has yet to receive a salary, however, in the event that she will likely be remunerated in the future, she serves as a non-voting member of the Temporary Governing Board to minimize conflict of interest.

Dr. Silano is employer to Amy Chiodo, a part-time employee of OEI. Originally a founding board member who has since stepped down, Ms. Chiodo plays a valuable role in building a foundation of high quality instruction in our organization. She is one of the part-time teachers in OEI Summer Classes, Homeschool Tuesdays, and After-School program, for a total of approximately five hours per week teaching time, for which she is paid \$20 per hour. In addition, Ms. Chiodo provides administrative assistance to Dr. Silano through curriculum software product evaluation and testing, publicity and marketing, student recruiting, curriculum development, and social media, for which she receives no remuneration. Ms. Chiodo also assists in developing our Early Childhood Program through attending Montessori training and Early Childhood literacy coursework. The free training is a benefit to her and builds her capacity to serve as the Director of our Early Childhood program, which OEI intends to open in the summer of 2014. She receives no additional pay for attending the classes. As a service to the OEI Board of Directors, Ms. Chiodo records meeting minutes and passes them to our Board Secretary for archival. As a founding member of the organization, Ms. Chiodo may opt to benefit from the open enrollment lottery waiver option afforded in Arkansas code, A.C.A. § 6.07.1.14.2.1 for her children.

Dr. Silano is also employer to Arturo Garcia, part-time Hispanic Outreach Coordinator of Ozark Education. His job is to assist with building relationships with Hispanic community leaders and parents, represent OEI on Hispanic media venues, and translate materials as needed. He is paid an hourly wage for his services. He is not a

member of the OEI board. It is possible that in the future Mr. Garcia will opt to benefit from the open enrollment lottery waiver option afforded to founding members in Arkansas code, A.C.A. § 6.07.1.14.2.1 for his children.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

CONFLICT OF INTEREST PROCEDURES

The following action will be taken in the event a Conflict of Interest (COI) is identified within the OCCA organization:

If a COI is either reported or discovered, one of the following consequences may occur at Board discretion:

1. In the event that a board member is discovered to have a conflict of interest and the COI is determined to be of no harm to students or the organization, the COI situation may be permitted and the employee, volunteer, or board member will be asked to step out of the room for discussion and voting on matters of benefit to the individual or individual's family or business; OR,
2. In the event that a board member is discovered to have a conflict of interest and the COI is determined to be potentially or actually harmful to students or the organization, the COI situation will be terminated and the employee, volunteer, or board member may be reprimanded or disciplined if COI action is deemed willful, knowing, or negligent; OR,
3. In the event that a board member is discovered to have a conflict of interest and the COI is determined to be potentially or actually harmful to students or the organization, the COI situation will be terminated and the employee, volunteer, or board member may be asked to resign or be dismissed.

To discourage potential Conflict of Interest activity, the Ozark Education, Inc., organization and its subsidiaries have adopted the following Conflict of Interest Policy to be signed by board members, employees, and volunteers:

Conflict of Interest Policy

The standard of behavior at Ozark Education, Inc., and its subsidiaries including Ozark College & Career Academy is that all staff, volunteers, and board members scrupulously avoid conflicts of interest between the interests of Ozark Education, Inc., and its subsidiaries, on one hand, and personal, professional, and business interests on the other. This includes avoiding potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

I understand that the purposes of this policy are to protect the integrity of the Ozark Education, Inc., and its subsidiaries decision-making process, to enable our constituencies to have confidence in our integrity, and to protect the integrity and reputations of volunteers, staff and board members. Upon or before election, hiring or appointment, I will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and I will update it as appropriate. In the course of meetings or activities, I will disclose any interests in a transaction or decision where I (including my business or other nonprofit affiliations), my family and/or my significant other, employer, or close associates will receive a benefit or gain. After disclosure, I understand that I will be asked to leave the room for the discussion and will not be permitted to vote on the question. I understand that this policy is meant to supplement good judgment, and I will respect its spirit as well as its wording.

Signed: _____ Date: _____

Another stopgap measure to prevent Conflict of Interest discrepancies is found in the Ozark Education, Inc., bylaws below:

ARTICLE X. Board Members Conflicts of Interest.

Section 1. Purpose. The purpose of the conflict of interest policy is to protect this tax-exempt, non-profit corporation's (Ozark Education, Inc.) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible

excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions.

1. Interested Person Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
 - b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 3. Procedures.

1. Duty to Disclose In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. Determining Whether a Conflict of Interest Exists After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest
 - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Section 4. Violations of the Conflicts of Interest Policy.

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 5. Records of Proceedings.

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or

arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 6. Compensation.

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 7. Annual Statements.

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 8. Periodic Reviews. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 9. Use of Outside Experts. When conducting the periodic reviews as provided for in Section 8, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Ozark College & Career Academy will apply to participate in the federal Child Nutrition Program (CNP), including the School Breakfast Program and the National School Lunch Program (NSLP). Following federal contract procurement guidelines, it is the intention of OCCA to contract with EasyDoesIt, a local caterer, to provide food service for school meals. EasyDoesIt operates catering services from a kitchen at the Jones Center, right on our campus, eliminating food delivery expense and ensuring fresh, hot food for our students. All meals and food preparation will meet NSLP and United States Department of Agriculture (USDA) standards. Additionally, the EasyDoesIt kitchen will work in compliance with local, state, and national health and nutrition guidelines.

Meal prices will be kept affordable, commensurate with those in the local school district. OCCA will ensure equal treatment of those who qualify for free and reduced price meals. No one will be discriminated against based on race, gender, age, national origin, or disability. Upon receiving appropriate training, OCCA staff may assist with serving food at meal times.

The Dean of Students, with the assistance of the Program Director and Administrative Assistant, will supervise food service as part of his/her assigned duties. School breakfast will be served in the classrooms, and lunch will be served in the Jones Center food court, in an area specifically designated for OCCA students.

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

OCCA parents will have extensive opportunities for involvement with their children's education. Epstein's typology of parent involvement (2001) outlines six types of involvement that OCCA will provide and support in the following ways:

1. Family obligation to provide the child's basic needs of health and safety. OCCA will establish a network of social service relationships and partnerships to refer families who need assistance with food, shelter, clothing, and health services.
2. School obligation to communicate with families. OCCA will employ a variety of communication tools including monthly paper and electronic newsletters, teacher blogs and weekly memos, automated and direct phone calls, parent access to online grade books, texting and/or email of daily grades, parent conferences, and an open door administrative policy.
3. Involvement at school. Parents and community will have extensive opportunities to participate and volunteer, including serving on the Community Advisory Board, attending music programs, science fairs, project presentations, field trips, athletic events, English and foreign language classes, Homeroom Moms, Watchdog Dads, and parenting workshops.
4. Involvement at home. OCCA parents will be expected to spend a minimum of 10 minutes per night per grade level monitoring their child's homework. Homework will include read aloud time for younger children, independent reading for older children, and instructional videos (flipped learning) for all students. Parents will not be required to sign a homework agreement, but families with difficulty assisting with homework will be encouraged to enroll their child in one of our partner after-school programs where their child will receive help with homework completion.
5. Involvement in governance. OCCA parents may volunteer to serve on the Community Advisory Board and/or a subcommittee to have a voice in school decision-making. The Community Advisory Board provides parents and guardians the opportunity to ask questions, voice concerns, contribute ideas, and advocate for their children in a supportive group forum.
6. Collaboration with community organizations. OCCA will actively participate in the life of the community by soliciting mentors, partnering with local businesses and non-profits, and welcoming volunteers. For example, at the primary level, students may partner with the local historical society to collect Story Corps stories from an older relative using their digital notebooks, documenting a story about their history in Northwest Arkansas, then setting up a gallery display with transcribed quotations and photos. At the secondary level, a local restaurant may sponsor students attending concurrent credit classes at a local culinary school. The students may be invited to job shadow chefs in the restaurant. The restaurant owner may come to the school and talk to the students about industry career paths. The restaurant may sponsor a fund-raiser where students help prepare and serve one evening at the restaurant, and a portion of the proceeds go toward helping OCCA students pay for their food preparation knives. A student may job shadow a restaurant manager.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

- 1. Teacher & Administrator Licensure** Ark. Code Ann. §§ 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919 Standards for Accreditation 15.02 & 15.03 ADE Rules Governing Educator Licensure

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA teachers of core academic subject areas will meet the federal requirements for Highly Qualified Teachers as defined by the No Child Left Behind Act of 2001. All administrators and staff will comply with Arkansas required criminal background checks and will remain accountable to the Code of Ethics for Arkansas Educators.

In non-core academic subject areas, OCCA teacher applicants for full-time teaching positions who do not have a degree in their teaching assignment area or are not currently certified must show evidence of application to the Arkansas Alternative Licensure Program and/or documentation of completion or enrollment in an accredited degree program or Program of Study for teacher licensure.

All OCCA administrators and staff will be thoroughly trained to carry out the OCCA mission and program.

- 2. Superintendent Licensure** Ark. Code Ann. §§ 6-13-109 & 6-17-427 Standards for Accreditation 15.01 ADE Rules Governing the Superintendent Mentoring Program

Ozark College & Career Academy seeks exemption from this portion of the Education Code as the Program Director of OCCA, reporting directly to the Board of Trustees, will lead the district and building administration of the school.

- 3. Teacher Fair Dismissal Act / Public School Employee Fair Hearing Act**

Ark. Code Ann. §§ 6-17-1501 et seq. and Ann. §§ 6-17-1701 et seq.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA employees may resign “at will,” i.e., without notice to their employer, just as OCCA will have authority to dismiss employees “at will,” i.e., without notice or cause.

- 4. Minimum Salaries for Certified and Classified Staff**

Ark. Code Ann. §§ 6-17-201(c)(2), 6-17-2203, and 6-17-2403

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will pay certified and classified staff salaries and hourly rates commensurate with experience and competitive with salaries and rates of similar-sized schools and programs in our region.

- 5. Start and End Dates for School Year** Ark. Code Ann. § 6-10-106.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA may extend the school calendar up to five days preceding the week of August 19 and five days following Memorial Day, not including inclement weather days, for a total of 188 school days.

- 6. Licensed Guidance Counselors** Ark. Code Ann. § 6-18-1001 et seq. Standards for Accreditation 16.01

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA staff and administrators will be trained to advise students regarding course placement and life after high school. Students

requiring personal counseling will be referred to the Dean of Students, Program Director, an external counseling provider, or other staff as determined by the Program Director.

7. ADE Rules Governing Public School Student Services Gifted & Talented Programs

Ark. Code Ann. §§ 6-42-101 et seq. and 6-20-2208(c)(6) Standards for Accreditation 18.0
ADE Rules Governing Gifted and Talented Program Approval Standards

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will provide individualized instruction, enrichment opportunities, and Advanced Placement courses to meet the needs of GT students.

8. Licensed Library Media Specialist Ark. Code Ann. §§ 6-25-103 & 104 Standards for Accreditation 16.02.3

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will provide students access to books and media through classroom and digital library and media holdings. Teachers will be trained and will train students to access materials to support classroom learning and enrich literacy development.

9. Alternative Learning Environments (ALE) Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq. Standard for Accreditation 19.03. Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will accommodate the needs of students deemed at-risk through smaller class sizes, career counseling and training, social services access, life skills training, and other services designed to support success for all students.

10. Adoption of Policy. Ark. Code Ann. §§ 6-13-1303 Site-based Decision-making.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as all OCCA staff, certified and classified, will be invited to serve on Professional Learning Community committees and the Community Advisory Board, bodies that will advise and inform Ozark Education, Inc., Board of Trustees and OCCA administrator decision-making.

11. United States Flag. Ark. Code Ann. §§ 6-16-105 General Provisions.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will be leasing space from another organization and therefore will not be a decision-maker as to the placement of flags or other items on the grounds. However, OCCA will prominently display a United States flag in a prominent indoor area within its leased space and will display it at school events. OCCA students will be taught to show respect to the flag and pledge allegiance at appropriate times.

12. Arkansas State Flag. Ark. Code Ann. §§ 6-16-106 General Provisions.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will be leasing space from another organization and therefore will not be a decision-maker as to the placement of flags or other items on the grounds. However, OCCA will prominently display an Arkansas state flag in a prominent indoor area within its leased space and will display it at school events. OCCA students will be taught to show respect to the flag.

13. Daily Planning Period. Ark. Code Ann. §§ 6-17-114 Personnel.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will provide teachers with non-teaching time adequate to perform their duties. Most teachers will be granted 200 minutes per week, but the 40 min. per day requirement may be adjusted according to the scheduling of our unique program. Also, some teachers may not require 200 min. preparation time if their assignment includes primarily online curriculum and grading.

14. Committee for each school district. Ark. Code Ann. §§ 6-17-203 Personnel Policies.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as all OCCA staff, certified and classified, will be invited to serve on Professional Learning Community committees and the Community Advisory Board, bodies that will advise and inform Ozark Education, Inc., Board of Trustees and OCCA administrator decision-making.

15. Twelve-month contracts for vocational agriculture teachers. Ark. Code Ann. §§ 6-17-802 Personnel.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as the OCCA budget will not have the funds to pay for an extended contract in the event an agriculture teacher is hired.

16. Teacher's Salary Fund. Ark. Code Ann. §§ 6-17-908(a)(4)(B) Personnel.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as the Board of Trustees shall make all decisions regarding fringe benefits and insurance under advisement of the Community Advisory Board.

17. Leased Academic Facilities. Ark. Code Ann. §§ 6-21-117 School property and supplies.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA is not able to conform to the school facility standards as defined in the Arkansas School Facility Manual. OCCA will provide a safe and comfortable learning environment that conforms to IDEA and ADA rules as well as passing all local fire, health, boiler, and business inspections.

18. Length of Director's Terms. Ark. Code Ann. §§ 6-13-608. School districts.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as the Board of Trustees adheres to by-laws authorized by Ozark Education, Inc., a non-profit organization.

19. Board of Directors. Ark. Code Ann. §§ 6-13-604, 6-13-608, 6-13-611, 6-13-613, 6-13-615, 6-13-616, 6-13-617, 6-13-618, 6-13-619, . School boards.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as the Board of Trustees adheres to by-laws set by Ozark Education, Inc., a non-profit organization.

20. Duty Free Lunch Period. Ark. Code Ann. §§ 6-17-111.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as, being a very small school, staff may be needed to assist with supervision of students at lunch time when administrators are unavailable.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Ozark College & Career Academy (OCCA) proposes to locate its open-enrollment public charter school within the boundaries of the Springdale School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Springdale, Fayetteville, Bentonville, and Rogers School Districts. Besides the Springdale, Fayetteville, Bentonville and Rogers School Districts, the Bentonville School District is also contiguous or in close proximity to the Siloam Springs, Gentry, Greenland, Huntsville and Pea Ridge School Districts; OCCA may also receive some students from these districts as well.

In carefully reviewing the potential impact that OCCA would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Springdale School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, OCCA must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affects the desegregation efforts of any public school district or districts within the state.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Christine Silano holds a doctorate in Curriculum & Instruction from the University of Arkansas, with research expertise in Dropout Prevention, Literacy, and Parental Involvement. She is a licensed Building Administrator in the state of Arkansas, having received principal certification from Northern Arizona University and a Master's Degree in Secondary English Education from Southern Oregon University. Dr. Silano's 17 years in education include teaching elementary through adult learners at a variety of schools including public, private, charter, homeschool, private college, and a university; and four years as a debate coach working with gifted and talented students in Oregon. As an instructional leader and program administrator, Dr. Silano has served as the director of an alternative school (ALE) in Bentonville, and an instructional facilitator in the Springdale ALE. As a professional development instructor, she has facilitated trainings in school, conference, and collegiate settings. Dr. Silano brings a wealth of experience and professional training in instructional leadership.

Dr. Silano currently works as Executive Director of Ozark Education, Inc., dedicated to providing high-quality, project-based learning experiences for Pre-K through adult learners. OEI opened in June of 2013 offering high quality summer classes to grades 5-9 at two community centers in Northwest Arkansas. Classes included Video Production, Computer Game Design, and Foodology. This fall, OEI is offering the same classes after school, and adding a "Homeschool Tuesdays" program offering music and physical education courses to homeschool students. Dr. Silano recruits career professionals and interns to teach at OEI, emphasizing mentorship and capacity-building of her teachers. OEI is currently in the process of acquiring a state daycare license with plans to open a small, Montessori-based preschool in 2014.

To ensure quality of leadership for future Program Directors of Ozark College & Career Academy, Dr. Silano has begun by setting a standard of high expectations of Instructional Leadership knowledge and experience for her successors. Her research in Curriculum & Instruction and her background in Dropout Prevention will give OCCA an identity as a best-practice, research-driven model school. To ensure continuity of quality programming, in the event of the need for new leadership, the Dean of Students will serve as Program Co-Director in cooperation with a qualified Lead Teacher from the staff who is familiar with the instructional and curricular philosophies and expectations of the school while the OEI Board of Trustees, under the advisement of all stakeholders, conducts a search for a qualified Program Director.

In preparing this application, Dr. Silano has worked with the Board of Ozark Education, Inc., to ensure the financial stability of the organization by incorporating internal controls to ensure fiscal accountability and sound management for future OCCA administrators and board members. She is also working to ensure a stable and balanced leadership team by developing part-time staff at OEI who will be ready to step in to full-time leadership roles at OCCA when the school opens, including an Administrative Assistant with corporate experience and an Hispanic Outreach Coordinator with community leadership experience who is also a USDA-certified Food Service Manager. Dr. Silano has also developed a team of community partners for OEI who are prepared to serve OCCA including a Master Certified Commercial Account Manager in transportation, a bookkeeper with 30 years experience with for-profit and non-profit businesses, an Arkansas DOE-certified special education consultant, a DOE-certified ESL consultant, a marketing and advertising partner, an IT network administrator, a web-developer, a multi-licensed insurance agent, a real estate agency, a building developer, an Hispanic radio station owner, an Hispanic television news producer, and a payroll service.

Dr. Julie Trivitt an economics professor, currently serves as a Clinical Assistant Professor at the Walton School of Business at the University of Arkansas. As a statistician and researcher, she is well-published in several fields, co-authoring several studies on education reform. Dr. Trivitt serves as OEI Board Treasurer.

Dr. Larry Ash, OEI Board President, holds a doctorate in economics from the University of North Carolina, Chapel Hill. His background includes three decades of experience in business, government, and academia. His business experience includes his current position as Senior Vice President with Englander Knabe & Allen, and as senior public affairs executive for Southern California Gas Company and Pacific Enterprises. In Washington

D.C., Dr. Ash served as Assistant to the Chairman of the Federal Energy Regulatory Commission and as a Senior Legislative Assistant to a United States Congressman. He has taught undergraduate and graduate level economics at the Universities of North Carolina and Maryland. As an Arkansas resident, Dr. Ash has dedicated himself to community development including seven years of service on a local homeless shelter board, and ten years of service as a reserve police officer in the City of Springdale.

Mr. Paige Young, OEI Board Vice President, is an attorney with Moore, Reed, & Young of Fayetteville. In addition to his law practice, Mr. Young has distinguished himself as an advocate for at-risk youth in our community through board service for a youth home and school serving Northwest Arkansas.



Department of the Treasury Internal Revenue Service

Notice 1382

(Rev. October 2012)

Changes for Form 1023

- Mailing address
- Parts IX, X and XI

Reminder: Do Not Include Social Security Numbers on Publicly Disclosed Forms

Because the IRS is required to disclose approved exemption applications and information returns, exempt organizations shouldn't include social security or bank account numbers on these forms. By law, with limited exceptions, the IRS has no authority to remove that information before making the forms publicly available. Documents subject to disclosure include supporting documents filed with the form, and correspondence with the IRS about the filing.

Changes for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Change of Mailing Address

The mailing address shown on Form 1023 Checklist, page 28, the first address under the last checkbox; and in the Instructions for Form 1023, page 4 under *Where to File*, has been changed to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

To file using a private delivery service, mail to:

201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Changes for Parts IX and X

Changes to Parts IX and X are necessary to comply with new regulations that eliminated the advance ruling process. Until Form 1023 is revised to reflect this change, please follow the directions on this notice when completing Part IX and Part X of Form 1023. For more information about the elimination of the advance ruling process, visit us at IRS.gov. In the top right "Search" box, type "Elimination of the Advance Ruling Process" (exactly as written) and select "Search."

Part IX. Financial Data

The instructions at the top of Part IX on page 9 of Form 1023 are now as follows. For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year.

2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year.

Part X. Public Charity Status

Do not complete line 6a on page 11 of Form 1023, and do not sign the form under the heading “Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code.”

Only complete line 6b and line 7 on page 11 of Form 1023, if in existence 5 or more tax years.

Part XI. Increase in User Fees

User fee increases are effective for all applications post marked after January 3, 2010.

1. \$400 for organizations whose gross receipts do not exceed \$10,000 or less annually over a 4-year period.
2. \$850 for organizations whose gross receipts exceed \$10,000 annually over a 4-year period.

For the current user fee amounts, go to IRS.gov and in the “Search” box type “Where Is My Exemption Application,” click on the link for that page, and in the second paragraph click on “user fee.” Alternatively, you can do a search for “user fees” with the applicable year in the “Search” box in the top right. Finally, you can also call 1-877-829-5500.

Application for reinstatement and retroactive reinstatement. After your organization’s tax-exempt status was automatically revoked for failing to file a return or notice for three consecutive years, your organization must apply to have its tax-exempt status reinstated. You must file a Form 1023 if applying under section 501(c)(3) or Form 1024 if applying under a different Code section, pay the appropriate user fee, and write “Automatically Revoked” at the top of your application and the mailing envelope. If approved, the date of reinstatement will be the date of the application. See Notice 2011-44, 2011-25 I.R.B. 883, at http://www.irs.gov/irb/2011-25_IRB/ar10.html, for details.

Transitional relief scheduled to end December 31, 2012. Smaller organizations — defined as having annual gross receipts of \$50,000 or less, in its most recently completed tax year — that have lost their tax-exempt status because of failure to file a required electronic notice (Form 990-N e-Postcard) may be eligible for transitional relief, including retroactive reinstatement and a reduced user fee of \$100. See Notice 2011-43, 2011-25 I.R.B. 882, at http://www.irs.gov/irb/2011-25_IRB/ar09.html, for details.

Changes for the Instructions for Form 1023

- Change to Part III. Required Provisions in Your Organizing Documents
- Clarification to Appendix A. Sample Conflict of Interest Policy

Changes to Instructions for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code (Rev. June 2006)

Part III. Required Provisions in Your Organizing Document

Changes are necessary to comply with Rev. Proc. 82-2, 1982-1 C.B. 367, to incorporate the state of New York as jurisdiction that complies with the *cy pres* doctrine to keep a charitable testamentary trust from failing the requirement for a dissolution clause under Regulation sections 1.501(c)(3)-1(b)(4), when the language of the trust instrument demonstrates a general intent to benefit charity. Therefore, the instructions on page 8, line 2c, after the third paragraph now includes the state of New York in the state listing as an authorized state. Since the state of New York allows testamentary charitable trusts formed in that state and the language in the trust instruments provides for a general intent to benefit charity, you do not need a specific provision in your trust agreement or declaration of trust providing for the distribution of assets upon dissolution.

Appendix A. Sample Conflict of Interest Policy

Appendix A, Sample Conflict of Interest Policy, is only intended to provide an example of a conflict of interest policy for organizations. The sample conflict of interest policy does not prescribe any specific requirements. Therefore, organizations should use a conflict of interest policy that best fits their organization.

**Application for Recognition of Exemption
 Under Section 501(c)(3) of the Internal Revenue Code**

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

| | | |
|---|------------|---|
| 1 Full name of organization (exactly as it appears in your organizing document) Ozark Education, Incorporated | | 2 c/o Name (if applicable) Dr. Christine Silano |
| 3 Mailing address (Number and street) (see instructions) P.O. Box 114 | Room/Suite | 4 Employer Identification Number (EIN) 46-2583543 |
| City or town, state or country, and ZIP + 4 Springdale, AR, 72764-0114 | | 5 Month the annual accounting period ends (01 - 12) 06 |
| 6 Primary contact (officer, director, trustee, or authorized representative) a Name: Dr. Christine Silano | | b Phone: 479-601-2776 |
| | | c Fax: (optional) |
| 7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. | | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 9a Organization's website: ozarkcca.org | | |
| b Organization's email: (optional) ozarkcca@gmail.com | | |
| 10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) | | 04 / 20 / 2013 |
| 12 Were you formed under the laws of a foreign country ? If "Yes," state the country. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Article 1, Section 3
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Article 9, Section 1
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: Arkansas

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|------------------|--------------------------|---|--|
| Christine Silano | Executive Director | P.O. Box 114 Springdale, AR 72764 | \$93,000.00 |
| Larry V. Ash | Founding Board | P.O. Box 1169 Fayetteville, AR 72702 | none |
| Julie Trivitt | Founding Board | 1346 S. River Meadows Dr. Fayetteville, AR 72701 | none |
| Amy Chiodo | Founding Board & teacher | 5855 Tackett Dr. Fayetteville, AR 72703 | \$45,000.00 |
| | | | |

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|----------------------|-----------------------------|-----------------|--|
| Not yet hired | 3 Classroom teachers | | \$50,500.00 |
| | | | |
| | | | |
| | | | |
| | | | |

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|------|-------|-----------------|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No

b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No

c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**

- mail solicitations
- email solicitations
- personal solicitations
- vehicle, boat, plane, or similar donations
- foundation grant solicitations
- phone solicitations
- accept donations on your website
- receive donations from another organization's website
- government grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a** Do you or will you operate in a **foreign country or countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|--|---|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

| Type of revenue or expense | Current tax year | 3 prior tax years or 2 succeeding tax years | | | (e) Provide Total for (a) through (d) |
|---|---|---|---|----------------------------|---------------------------------------|
| | (a) From <u>7/1/13</u> To <u>6/31/14</u> | (b) From <u>7/1/14</u> To <u>6/31/15</u> | (c) From <u>7/1/15</u> To <u>6/31/16</u> | (d) From To | |
| 1 Gifts, grants, and contributions received (do not include unusual grants) | 30,000 | 470,000 | 50,000 | | 550,000 |
| 2 Membership fees received | 0 | 0 | 0 | | |
| 3 Gross investment income | 0 | 5,000 | 5,000 | | 10,000 |
| 4 Net unrelated business income | 0 | 0 | 0 | | 0 |
| 5 Taxes levied for your benefit | 0 | 0 | 0 | | 0 |
| 6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge) | 0 | 0 | 0 | | 0 |
| 7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list) | 0 | 777,430 | 1,278,944 | | 2,056,374 |
| 8 Total of lines 1 through 7 | 30,000 | 1,252,430 | 1,333,944 | | 2,616,374 |
| 9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list) | 8,000 | 8,000 | 8,000 | | 24,000 |
| 10 Total of lines 8 and 9 | 38,000 | 1,260,430 | 1,341,944 | | 2,640,374 |
| 11 Net gain or loss on sale of capital assets (attach schedule and see instructions) | 0 | 0 | 0 | | 0 |
| 12 Unusual grants | 0 | 0 | 0 | | 0 |
| 13 Total Revenue Add lines 10 through 12 | 38,000 | 1,260,430 | 1,341,944 | | 2,640,374 |
| 14 Fundraising expenses | 0 | 1,020 | 900 | | |
| 15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list) | 0 | 0 | 0 | | |
| 16 Disbursements to or for the benefit of members (attach an itemized list) | 0 | 0 | 0 | | |
| 17 Compensation of officers, directors, and trustees | 0 | 93,000 | 93,000 | | |
| 18 Other salaries and wages | 11,200 | 505,290 | 788,008 | | |
| 19 Interest expense | 0 | 0 | 0 | | |
| 20 Occupancy (rent, utilities, etc.) | 6,800 | 144,000 | 144,000 | | |
| 21 Depreciation and depletion | 0 | 0 | 0 | | |
| 22 Professional fees | 0 | 2,500 | 2,500 | | |
| 23 Any expense not otherwise classified, such as program services (attach itemized list) | 19,100 | 514,620 | 313,536 | | |
| 24 Total Expenses Add lines 14 through 23 | 37,100 | 1,260,430 | 1,341,944 | | |

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End: **6/30/13**

| Assets | | (Whole dollars) |
|-----------------------------|---|---|
| 1 | Cash | 30,000 |
| 2 | Accounts receivable, net | |
| 3 | Inventories | |
| 4 | Bonds and notes receivable (attach an itemized list) | |
| 5 | Corporate stocks (attach an itemized list) | |
| 6 | Loans receivable (attach an itemized list) | |
| 7 | Other investments (attach an itemized list) | |
| 8 | Depreciable and depletable assets (attach an itemized list) | |
| 9 | Land | |
| 10 | Other assets (attach an itemized list) | |
| 11 | Total Assets (add lines 1 through 10) | |
| Liabilities | | |
| 12 | Accounts payable | |
| 13 | Contributions, gifts, grants, etc. payable | |
| 14 | Mortgages and notes payable (attach an itemized list) | |
| 15 | Other liabilities (attach an itemized list) | |
| 16 | Total Liabilities (add lines 12 through 15) | |
| Fund Balances or Net Assets | | |
| 17 | Total fund balances or net assets | |
| 18 | Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) | |
| 19 | Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. **Yes** **No**
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. **Yes** **No**
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. **Yes** **No**
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? **Yes** **No**
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
 (Signature of Officer, Director, Trustee, or other authorized official) **Christine A. Silano** (Type or print name of signer) _____ (Date)
Executive Director
 (Type or print title or authority of signer)

For IRS Use Only

.....
 IRS Director, Exempt Organizations _____ (Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

- (i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

.....
(Signature of Officer, Director, Trustee, or other authorized official)

Dr. Christine Silano
(Type or print name of signer)

.....
(Date)

Executive Director
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule A. Churches

| | | | |
|------------|--|------------------------------|-----------------------------|
| 1a | Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b | Do you have a form of worship? If "Yes," describe your form of worship. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2a | Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b | Do you have a distinct religious history? If "Yes," describe your religious history. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c | Do you have a literature of your own? If "Yes," describe your literature. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3 | Describe the organization's religious hierarchy or ecclesiastical government. | | |
| 4a | Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b | What is the average attendance at your regularly scheduled religious services? | | |
| 5a | Do you have an established place of worship? If "Yes," refer to the instructions for the information required. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b | Do you own the property where you have an established place of worship? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6 | Do you have an established congregation or other regular membership group? If "No," refer to the instructions. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7 | How many members do you have? | | |
| 8a | Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b-8d, below. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b | If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c | May your members be associated with another denomination or church? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d | Are all of your members part of the same family ? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9 | Do you conduct baptisms, weddings, funerals, etc.? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10 | Do you have a school for the religious instruction of the young? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11a | Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b | Do you have schools for the preparation of your ordained ministers or religious leaders? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12 | Is your minister or religious leader also one of your officers, directors, or trustees? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13 | Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 14 | Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15 | Do you issue church charters? If "Yes," describe the requirements for issuing a charter. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16 | Did you pay a fee for a church charter? If "Yes," attach a copy of the charter. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17 | Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

| Racial Category | (a) Student Body | | (b) Faculty | | (c) Administrative Staff | |
|-----------------|------------------|-----------|--------------|-----------|--------------------------|-----------|
| | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year |
| Hispanic | | | | | | |
| Af. Amer. | | | | | | |
| White | | | | | | |
| Other | | | | | | |
| Total | | | | | | |

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

| Racial Category | Number of Loans | | Amount of Loans | | Number of Scholarships | | Amount of Scholarships | |
|-----------------|-----------------|-----------|-----------------|-----------|------------------------|-----------|------------------------|-----------|
| | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Total | | | | | | | | |

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital or medical care**. Complete Section I below.

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II.

Section I Hospitals

- 1a** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. Yes No
- 2a** Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain. Yes No

b Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain. Yes No

c Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain. Yes No
- 3a** Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain. Yes No

b Does the same deposit requirement, if any, apply to all other patients? If "No," explain. Yes No
- 4a** Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide. Yes No

b Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy. Yes No

c Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements. Yes No
- 5a** Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e. Yes No

b Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.

c Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.

d Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.

e Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule. Yes No
- 6a** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. Yes No

b Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. Yes No
- 7** Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements. Yes No
- 8** Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. Yes No
- 9** Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

Schedule C. Hospitals and Medical Research Organizations (Continued)**Section I Hospitals (Continued)**

- 10** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.
Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b. **Yes** **No**
- 11** Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies. **Yes** **No**
- 12** Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease. **Yes** **No**
- 13** Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals. **Yes** **No**
- 14** Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings. **Yes** **No**

Section II Medical Research Organizations

- 1** Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
- 2** Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
- 3** Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

| Name | Address | EIN |
|------|---------|-----|
| | ----- | - |
| | ----- | - |

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. Yes No

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? Yes No

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information:

- Part IX-A. Statement of Revenues and Expenses, lines 1-13 and
- Part X, lines 6b(ii)(a), 6b(ii)(b), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests:

- Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or
- Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or
- Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2. Yes No

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. Yes No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. Yes No

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)
a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. Yes No

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. Yes No

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. Yes No

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. Yes No

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

Schedule D. Section 509(a)(3) Supporting Organizations (Continued)**Section II Relationship with Supported Organization(s)—Three Tests (Continued)**

- 5 Information to establish the "operated in connection with" integral part test (Test 3)
Do you conduct activities that would otherwise be carried out by the supported organization(s)? If "Yes," explain and go to Section III. If "No," continue to line 6a. Yes No
- 6 Information to establish the alternative "operated in connection with" integral part test (Test 3)
- a Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If "Yes," go to line 6b. (See instructions.) Yes No
If "No," state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.
- b How much do you contribute annually to each supported organization? Attach a schedule.
- c What is the total annual revenue of each supported organization? If you need additional space, attach a list.
- d Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If "Yes," explain. Yes No
- 7a Does your organizing document specify the supported organization(s) by name? If "Yes," state the article and paragraph number and go to Section III. If "No," answer line 7b. Yes No
- b Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

- 1a If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer "Yes." If your organizing document does not comply with this requirement, answer "No," and see the instructions. Yes No
- b If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer "Yes," and go to Section IV. If your organizing document does not comply with this requirement, answer "No," and see the instructions. Yes No

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

- 1a Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. Yes No
- b Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. Yes No
- c Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. Yes No

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

- 1** Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E. **Yes** **No**
-
- 2a** Are you a public charity with annual **gross receipts** that are normally \$5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts. **Yes** **No**
- b** If your gross receipts were normally more than \$5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than \$5,000? If "Yes," stop here. **Yes** **No**
-
- 3a** Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4. **Yes** **No**
- b** If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here. **Yes** **No**
- c** If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here. **Yes** **No**
-
- 4** Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule. **Yes** **No**
-
- 5** If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a. **Yes** **No**
-
- 6a** If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. **Yes** **No**
- Note.** Be sure your ruling eligibility agrees with your answer to Part X, line 6.
- b** Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below. **Yes** **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation (Continued)

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

| Type of Revenue | Projected revenue for 2 years following current tax year | | |
|--|--|----------------------|-----------|
| | (a) From To | (b) From To | (c) Total |
| 1 Gifts, grants, and contributions received (do not include unusual grants) | | | |
| 2 Membership fees received | | | |
| 3 Gross investment income | | | |
| 4 Net unrelated business income | | | |
| 5 Taxes levied for your benefit | | | |
| 6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge) | | | |
| 7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list) | | | |
| 8 Total of lines 1 through 7 | | | |
| 9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list) | | | |
| 10 Total of lines 8 and 9 | | | |
| 11 Net gain or loss on sale of capital assets (attach an itemized list) | | | |
| 12 Unusual grants | | | |
| 13 Total revenue. Add lines 10 through 12 | | | |

8 According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date.

▶

Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing**Section I General Information About Your Housing**

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.

b What is the total number of residents each facility can accommodate?

c What is your current number of residents in each facility?

d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. Yes No

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. Yes No

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. Yes No

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing (Continued)

Section II Homes for the Elderly or Handicapped

- 1a** Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing. **Yes** **No**
- b** Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing. **Yes** **No**
- 2a** Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived. **Yes** **No**
- b** Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
- c** Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable. **Yes** **No**
- 3a** Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy. **Yes** **No**
- b** Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements. **Yes** **No**
- 4** Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements. **Yes** **No**
- 5** Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features. **Yes** **No**

Section III Low-Income Housing

- 1** Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing. **Yes** **No**
- 2** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
- 3a** Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. **Yes** **No**

Note. Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)
- b** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. **Yes** **No**
- 4** Do you provide social services to residents? If "Yes," describe these services. **Yes** **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. **Yes** **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. **Yes** **No**

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. **Yes** **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. **Yes** **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ **EIN:** _____

Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

| Name | Address | Share/Interest (If a for-profit) |
|------|---------|----------------------------------|
| | | |
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| | | |
| | | |

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. **Yes** **No**

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. **Yes** **No**

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. **Yes** **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. **Yes** **No**

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I *Names of individual recipients are not required to be listed in Schedule H.*

Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

- 1a Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.
 - b Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.
 - c If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).
 - d Specify how your program is publicized.
 - e Provide copies of any solicitation or announcement materials.
 - f Provide a sample copy of the application used.
-
- 2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. Yes No
-
- 3 Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)
-
- 4a Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)
- b Describe how you determine the number of grants that will be made annually.
- c Describe how you determine the amount of each of your grants.
- d Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)
-
- 5 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.
-
- 6 Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?
-
- 7 Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? Yes No

Note. If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons**. Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

- 1a If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? Yes No N/A
 - b For which section(s) do you wish to be considered?
 - 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution
 - 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product
-
- 2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? Yes No
-
- 3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? Yes No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures
(Continued)

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section. (Continued)

- 4a** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. **Yes** **No**
- b** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) **Yes** **No**
- c** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? **Yes** **No** **N/A**
If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? **Yes** **No**
- d** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? **Yes** **No** **N/A**
If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. **Yes** **No**
- e** If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? **Yes** **No** **N/A**
If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.
- Note.** Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.
- f** If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. **Yes** **No**

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|----------------|------------|----------------|
| Schedule A | Yes ___ No ___ | Schedule E | Yes ___ No ___ |
| Schedule B | Yes ___ No ___ | Schedule F | Yes ___ No ___ |
| Schedule C | Yes ___ No ___ | Schedule G | Yes ___ No ___ |
| Schedule D | Yes ___ No ___ | Schedule H | Yes ___ No ___ |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) _____
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law _____
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: August 2, 2013

OZARK EDUCATION INCORPORATED
% DR CHRISTINE SILANO
P O BOX 114
SPRINGDALE AR 72764-0114

Person to Contact:

Mr. Flammer #0203604

Toll Free Telephone Number:

877-829-5500

Employer Identification Number:

46-2583543

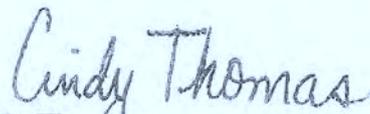
Dear Applicant:

This is in response to your request for expedited processing of your application for tax-exempt status. Your request for expedited processing was approved and your application will be assigned to the next available determination specialist.

Although your expedite request was approved, that does not guarantee approval of your application for exemption.

If you have questions regarding the status of your application, please call us at the toll-free number shown in the heading of this letter.

Sincerely,



Cindy Thomas
Manager, Exempt Organizations
Determinations



Department of the Treasury
Internal Revenue Service

P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Aug. 07, 2013 LTR 3367C 00
46-2583543 000000 00

00044073
BODC: TE

OZARK EDUCATION INCORPORATED
C/O CHRISTINE SILANO
PO BOX 114
SPRINGDALE AR 72764-0114



047980

Employer Identification Number: 46-2583543
Tax Form: 1023
Document Locator Number: 17053-204-36800-3
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

Form 1023
Ozark Education, Inc.
aka
Ozark College & Career Academy

Part I:

Representative: Hogan Taylor, LLP. Anton (Tony) C. Uth, Jr., Certified Public Accountant

Part IV: Narrative Description of Activities

Past Activities

Ozark Education, Inc., is a newly formed organization. Therefore, past activities are typical of a startup organization, including: seeking seed funding, creating a founding board, purchasing a web domain and opening a bank account, searching for adequate facilities, hiring staff, developing by-laws, purchasing equipment and supplies, and recruiting students.

Present Activities

Presently, Ozark Education, Inc., is offering summer classes to community children grades 5-8. The classes are created based on a project-based learning philosophy that incorporates technology and community partnerships. The instruction also integrates skills that can be taken back to the classroom including literacy, math, and scientific process. Courses currently being offered include "foodology" (gardening + biology + culinary), video production, and computer game design.

The courses are being housed at two non-profit community centers in two adjacent townships. The Springdale courses are being held at the Jones Center for Families. Ozark Education, Inc. pays rent for classroom space at this location, and is advertising the classes on their website, on fliers at the location, and through marketing at different locations throughout the community. The courses will run for two four-week sessions, at two classes per week. Families who are able to afford it will pay \$90 per session, per course. Those who are not able must document need for a scholarship. Scholarships will not be limited, but no more than 15 students per class may enroll.

The Fayetteville courses are being offered at Lifesource, International. Lifesource offers free summer daycare and youth camp to its low income clients. Ozark Education, Inc., will be coming in to teach those students at no charge. The courses are the same as those above, but the sessions run 3 1/2 weeks each instead of four weeks, and the class sizes may run up to twenty per class.

Summer classes are taught by trained, college-educated teachers with some level of expertise in the subject matter they are teaching. Teachers are paid a competitive rate for their services, and assist in building curriculum that is relevant and engaging. Each teacher has a paid assistant as well as a volunteer to help in the classroom.

Future Activities

It is the intention of Ozark Education, Inc., to offer courses similar to those described above at area, non-profit, after school programs throughout the school year, and again in the summer of 2014.

Charter school. In addition to summer and after-school education programs, it is the intention of Ozark Education, Inc., to apply for authorization to operate a public charter school in the Northwest Arkansas region, scheduled to open in the fall of 2014. The application process starts in the summer of 2013 with public informational meetings and disclosure of intentions to the community. By August 30, 2013, an application will be completed and filed with the Arkansas Department of Education. A process of hearings, meetings, and revisions will occur, and authorization status will be determined in the winter of 2013-2014.

The “doing business as (DBA)” name of the charter school, Ozark College & Career Academy (OCCA), has been registered with the state of Arkansas. The mission of OCCA is to offer a K-12 education option that emphasizes a highly engaging, project-based curriculum that prepares students for concurrent credit college and/or career training by their junior year of high school.

To ensure that our curriculum is in alignment with the Common Core State Standards as adopted by the Arkansas Department of Education, a high quality, digital curriculum will also be included as a part of the daily program. Each student will be assigned a laptop, ipad, or e-reader that allows them to access interactive, digital curriculum that allows them to move at their own pace toward subject mastery. Highly qualified teachers will assist students with their digitized studies. Every student must demonstrate substantial progress toward grade-level mastery with their digitized coursework in order to earn the privilege to participate at more than a minimal level with the hands-on component of the program.

The OCCA school day will be at least one hour longer than classes in traditional classrooms in the region, and class sizes will be at least 25% smaller than those in neighboring schools as well. Parent participation and advisement will be an integral feature of school operations.

The OCCA program will be marketed more heavily among economically disadvantaged and minority student populations in the region, although, in accordance with state law, enrollment will be open to all with the only limitations based on seat availability per class.

PART V: Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

4F. Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. (YES)

4G. Do you or will you record in writing both the information on which you relied to base your decision and its source? If you answered “No” to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

OEI board members will be unpaid volunteers

The OEI Executive Director, who will serve as a non-voting board member, will be compensated at a rate commensurate with the salaries of school building administrators in the local region, in accordance with education and experience. Administrator salary schedules from neighboring districts are easily referenced on district websites. If the responsibilities of the position grow to include oversight of additional school facilities or programs, the Executive Director’s salary may be raised to include additional contract days. In making salary decisions for this position, the board will consider school budget, district size, level of education, contract days, candidate experience, and Superintendent salaries of similar-sized districts in determining salary.

Teachers, counselors, nurses, and other professional and/or certified staff will be compensated at a rate commensurate with other professionals and certified educators in the local region. Local district websites offer salary schedules for public viewing. Salary schedules include references to years of experience and years of education. Both factors will be included in determining staff salaries.

5A. Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If “yes,” provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If “no,” answer lines 5b and 5c.

See Article X of attached bylaws. OEI bylaws were adopted by unanimous vote of the Board of Directors on May 21, 2013.

PART VI: INDIVIDUALS AND ORGANIZATIONS THAT RECEIVE SERVICES FROM OZARK EDUCATION, INC.

1a. *Individuals.* OEI provides classes to students grades PreK-12 in the Northwest Arkansas region. Our classes are offered as part of our charter school program, and also through our after school and summer class programs.

Our charter school operates under the fictitious (DBA) name, "Ozark College & Career Academy." It is a K-12 public charter school operating in Springdale, Arkansas in accordance with Arkansas Charter School Rules & Regulations. Our school serves up to 250 students. The school has adopted the philosophy of project-based learning for all grade levels, emphasizing college & career preparation through rigorous, technology-driven projects and curriculum. Individual students benefit from our charter school program through smaller class sizes, school uniforms, individualized learning plans, college and career preparation, parent/community advisory committees, and one-to-one computer ratios.

Our summer and after school programs offer classes at local community centers and public libraries to benefit individual students as well. Our classes are taught by professional and/or certified individuals who are experts in their fields. Each class is technology-driven, meaning students produce a project using video equipment, computers, digital scientific instruments, or other devices to extend their academic learning and technology skills.

Educators benefit from our professional development offerings including modeling of technology integration and community involvement in class projects that allow teachers hands-on experience, demonstrations, and discussion on integrating these high quality learning experiences with core curriculum.

1b. *Organizations.* OEI benefits other non-profit organizations and schools that share our mission by bringing high quality programming to their students.

Although our charter school is a stand-alone operation, our summer and after school programs involve other non-profits and schools. We bring quality programming into community centers, after-school programs, public and private schools, and preschool programs. Organizations benefit by receiving low or no-fee educational services in their classrooms.

3. Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

The children of Founding Board members have privileged enrollment status in our classes and charter school per Arkansas Department of Education rules below:

6.07.1.14 Specify the methods for applying for admission, enrollment criteria, and student recruitment and selection processes.

6.07.1.14.1 Except as provided in Section 6.07.1.14.2 of these rules, if more eligible students apply for a first-time admission than the open enrollment public charter school is able to accept by the annual deadline that the open enrollment public charter school has established for the receipt of applications for the next school year, the open-enrollment public charter must require the open enrollment public charter school to use a random, anonymous student selection method that shall be described in the charter application.

6.07.1.14.1.1 If there are still more applications for admissions than the open-enrollment public charter school is able to accept after the completion of the random, anonymous student selection method, then the open-enrollment public charter school shall place the applicants on a waiting list for admission.

6.07.1.14.1.2 The waiting list is valid until the next time the open enrollment public charter 005.15 ADE 313-33 school is required to conduct a random, anonymous student selection.

6.07.1.14.2 However, an open-enrollment public charter school may allow a preference for:

6.07.1.14.2.1 Children of the founding members of the eligible entity. The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open enrollment public charter school; and

6.07.1.14.2.2 Siblings of students currently enrolled in the open enrollment public charter school.

PART VIII: YOUR SPECIFIC ACTIVITIES

4a. Do you or will you undertake fundraising? If “Yes,” check all the fundraising programs you do or will conduct. Attach a description of each fundraising program.

Mail solicitation. Newsletters to supporters and parents may include requests for financial participation in education needs, events and projects such as athletics, art shows, science fairs, after-school programs, summer school, school uniforms, technology, or facilities campaigns.

Email solicitation. E-letters to supporters and parents may include requests for financial participation in educational events and projects such as athletics, art shows, science fairs, after-school programs, summer school, school uniforms, technology, or facilities campaigns.

Personal solicitations. Should the need arise, supporters of the Corporation may be asked to donate to educational events and projects such as athletics, art shows,

science fairs, after-school programs, summer school, school uniforms, technology, or facilities campaigns.

Foundation grant solicitations. Applications for funds have been and will be made to foundations that support the mission and goals of the Corporations. These funds may be used for startup expenses, facilities projects, and technology.

Website donations. A donation page on our website will inform interested parties of education needs, events, and projects that they may participate in such as athletics, art shows, science fairs, after-school programs, summer school, school uniforms, technology, or facilities campaigns.

Government grant and loan solicitations. Government grants will be solicited to fund a variety of needs including startup, facilities, curriculum materials, tutors, and equipment.

4b. Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.

Written or oral contracts. The Corporation may enter into a contractual agreement with a professional fundraiser to assist in raising money for education expenses. The corporation is not currently bound by any such contract for services. The attached contract will be used to bind services with future fundraiser.

4d. List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

Fundraising will be restricted to Arkansas. OEI will fundraise for our own organization only.

4e. Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "yes," if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.

The first grant we expect to receive is the Arkansas Department of Education Charter School Planning and Implementation grant. Funding for the grant requires that a separate account be kept for the funds, and rules for spending the

funds apply. For example, the grant monies may not be used to purchase or lease facilities nor to pay utilities or salaries, but must be used for curriculum, equipment, and advertising among other things.

It is likely that our students' parents may create a "booster" club to raise funds for special events, athletics, and other student needs. The booster club will keep their own separate account and use the funds solely for the benefit of students. They will decide how the funds are used. Their fundraising projects may include playground equipment, athletic uniforms, travel expenses for student teams, or other projects to benefit the school or the students. No materials or agreements have been developed for such an entity at this time.

5. Are you affiliated with a governmental unit? If "yes," explain.

Our charter school, Ozark College & Career Academy, will be authorized and monitored by the Arkansas Department of Education, and subject to all rules and regulations of the Charter School division.

7a. Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.

Our facilities may be new construction or older buildings requiring renovation. The building(s) must be large enough to house up to 250 students and must include separate classrooms for up to 20 students each. The buildings must also contain a common area for meals and events, adequate restrooms, storage, and office spaces. The buildings must be located on property that is spacious enough for parking, bus access, and play areas.

In the event that a developer is contracted, their role may include: identifying a feasible site, assembling a development team, directing the design process, establishing planning and zoning arrangements with the locality, supervising detailed design, assisting with financing arrangements, overseeing construction, and advising and apprising the OEI Board of Directors throughout the process.

Under no conditions will business partners or family members of officers, directors, or trustees be allowed to enter into contract for services for the development of facilities other than in volunteer capacity for which no barter, remuneration, or compensation of any type will be exchanged for services.

10. Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.

In general, any intellectual property created by OEI staff and/or students will be the property of the individual creators. However, products created for the purpose of promotion of OEI or OCCA, whether in print, radio, television, or internet, will be the property of OEI with all associated rights of ownership.

Schedule B, Section I

2b. Are you a public school because you are operated wholly or predominantly from government funds or property? If “Yes,” explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.

OEI operations and projects are funded primarily by government funds including “foundation funding,” which is the per pupil amount the state provides to all public schools and is contingent upon enrollment. OEI will also receive state professional development funds on a per pupil basis. National school lunch state categorical funding will be received according to student eligibility. Also, federal Title I funding and other categorical funding will be accepted as rules permit. OEI may also receive state and federal grants to fund planning, startup, and programs.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING PUBLIC CHARTER SCHOOLS August 2012

6.17 Funding for Open-Enrollment Public Charter Schools

6.17.1 An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under Ark. Code Ann. § 6-20-2305(a) and (b) as well as any other funding that a public charter school is entitled to receive under law or under rules promulgated by the State Board.

6.17.2 For the first year of operation and any year the open-enrollment public charter school adds a new grade, the foundation funding for an open enrollment public charter school is determined as follows:

6.17.2.1 The initial funding estimate shall be based on enrollment as of the deadline established by Ark. Code Ann. § 6-23-501; 6.17.2.2 In December, funding will be adjusted based upon the first quarter average daily membership; and 6.17.2.3 A final adjustment will be made after the current three quarter average daily membership is established.

6.17.3 For the second year and each school year thereafter, the previous year’s average daily membership will be used to calculate foundation funding amounts.

6.17.4 National school lunch state categorical funding under Ark. Code Ann. § 6-20-2305 (b)(4) shall be provided to an open-enrollment public charter school as follows:

6.17.4.1 For the first year of operation and in any year when a grade is added, free or reduced-price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the State Board rules governing special needs funding; and 005.15 ADE 313-41 6.17.4.2 For the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.

6.17.5 Professional development funding under Ark. Code Ann. § 6-20-2305(b)(5) shall be provided to an open-enrollment public charter school for the first year of operation and in any year in which a grade is added as follows:

6.17.5.1 In the first year of operation and in any year when a grade is added, the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of the date required by Ark. Code Ann. § 6-23-501 multiplied by the per-student professional development funding amount under Ark. Code Ann. § 6-20-2305(b)(5) for that school year.

6.17.5.2 For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily membership multiplied by the per-student professional development funding amount for that school year.

6.17.6 The Department of Education shall distribute other categorical funding under Ark. Code Ann. § 6-20-2305(a) and (b) for which an open enrollment public charter school is eligible as provided by state law and rules promulgated by the State Board.

6.17.7 An open-enrollment public charter school shall not be denied foundation funding or categorical funding in the first year or any year of operation provided that the open-enrollment public charter school submits to the Department of Education the number of students eligible for funding as specified in applicable rules. 005.15 ADE 313-42

6.17.8 Foundation funding for an open-enrollment public charter school shall be paid in twelve (12) installments each fiscal year.

6.17.9 An open-enrollment public charter school may receive any state and federal aids, grants, and revenue as may be provided by law.

6.17.10 Open-enrollment public charter schools may receive gifts and grants from private sources in whatever manner is available to public school districts.

6.17.11 An open-enrollment public charter school shall have a right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws students if the public school district decides to sell or lease the public school facility.

6.17.11.1 The public school district may not require lease payments that exceed the fair market value of the property.

6.17.11.2 The application of this Section 6.17.11 is subject to the rights of a repurchase under Ark. Code Ann. § 6-13-103 regarding property taken by eminent domain.

6.17.11.3 A public school district is exempt from the requirements of this Section 6.17.11 if the public school district, through an open bid process, receives and accepts an offer to lease or purchase the property from a purchaser other than the open enrollment public charter school for an amount that exceeds the fair market value.

6.17.11.4 The purposes of this Section 6.17.11 are to:

6.17.11.4.1 Acknowledge that taxpayers intended a public school facility to be used as a public school; and

6.17.11.4.2 Preserve the option to continue that use.

6.17.11.5 Nothing in this Section 6.17.11 is intended to diminish the opportunity for an Arkansas Better Chance program to bid 005.15 ADE 313-43 on the purchase or lease of the public school facility on an equal basis as the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-501 as amended by Acts 989 and 993 of 2011

6.18 Source of Funding for Open-Enrollment Public Charter Schools

6.18.1 Open-enrollment public charter schools shall be funded each year through funds set aside from funds appropriated to state foundation funding aid in the Public School Fund.

6.18.2 The amount set aside shall be determined by the State Board. Source: Ark. Code Ann. § 6-23-502

6.19 Use of Funding by Open-Enrollment Public Charter Schools

6.19.1 An open-enrollment public charter school may not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt.

6.19.2 No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

6.19.3 Every contract or lease into which an open-enrollment public charter school enters shall include the wording of Section 6.19.2 of these rules. Source: Ark. Code Ann. § 6-23-503

6.20 Employee Benefits: Employees of an open-enrollment public charter school shall be eligible to participate in all benefits programs available to public school employees.

Source: Ark. Code Ann. § 6-23-504005.15 ADE 313-44

6.21 Deposit and Management of Charter School Funds

6.21.1 All charter school funds, including state foundation funding, other state funding, federal funding, and grants and private donations received directly by a charter school, shall be deposited into a bank account titled in the name of the charter school.

6.21.2 Non-charter school funds of the sponsoring entity shall be deposited in a separate bank account titled in the name of the sponsoring entity and shall not be commingled with charter school funds.

6.21.3 If the charter school operates an approved federal child nutrition program, food service revenues shall be deposited and managed as required by federal law and by any

regulations promulgated by the Arkansas Department of Education Child Nutrition Unit or the Arkansas Department of Human Services.

6.21.4 Charter schools may, but are not required to, secure bank accounts as detailed in Ark. Code Ann. § 6-20-222.

PART IX FINANCIAL DATA

Line 7. Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)

2014/2015

| Source | Amt per Student | # of Students | Total |
|---|-----------------|-----------------------|----------------|
| State and local aid | 6,267 | 108 | 676,836 |
| State and categorical funding (student lunch program) | 1,033 | 108 * 70% of students | 78,508 |
| Federal categorical funding | 305 | 108 * 50% of students | 16,470 |
| Professional development funding | 52 | 108 | 5,616 |
| TOTAL | | | 777,430 |

2015/2016

| Source | Amt per Student | # of Students | Total |
|---|-----------------|-----------------------|------------------|
| State and local aid | 6,267 | 148 | 927,516 |
| State and categorical funding (student lunch program) | 1,033 | 148 * 70% of students | 107,432 |
| Federal categorical funding | 305 | 148 * 50% of students | 22,570 |
| Professional development funding | 52 | 148 | 7,696 |
| Savings and emergency | | | 213,730 |
| TOTAL | | | 1,278,944 |

Line 9. Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list).

| Source | Quantity | Total |
|--|--------------|---------|
| Special class tuition @ \$80 per student (non-scholarship) | 100 per year | \$8,000 |

Line 23. Any expense not otherwise classified, such as program services (attach itemized list)

2013/2014

| ITEM | AMOUNT |
|---|--------------------|
| Accountant payroll services @ \$59 per mo, June 2013-Dec 31, 1013 | 450.00 |
| Articles of Incorporation, EIN filing | 100.00 |
| CPA fee + filing fee 501(c)(3) | 3,250.00 |
| Expense account | 2,000.00 |
| Professional development | 5,000.00 |
| Marketing, website | 3,000.00 |
| Office supplies, furnishings, equipment | 1,800.00 |
| Class supplies and equipment | 2,000.00 |
| Insurance, D & O, liability | 1,500.00 |
| TOTAL | \$19,100.00 |

2014/2015

| ITEM | AMOUNT |
|---------------------|---------------|
| Technology | 20,000 |
| Library books | 4,000 |
| Software | 2,000 |
| Classroom supplies | 10,000 |
| Curriculum | 43,200 |
| Office supplies | 2,000 |
| Janitorial supplies | 1,000 |
| Accounting service | 4,000 |
| Legal fees | 5,000 |
| Insurance | 10,000 |

| | |
|-----------------------------|-----------|
| Waste | 1,000 |
| Testing | 2,000 |
| Bus | 50,000 |
| Bus fuel | 7,000 |
| Bus maintenance & insurance | 3,000 |
| Professional development | 5,000 |
| Special education services | 3,000 |
| ISP service | 3,000 |
| Copier service | 10,000 |
| Food service | 74,000 |
| Memberships | 3,000 |
| Furnishings | 20,000 |
| Utilities | 0 |
| Security | 2,000 |
| Marketing | 3,000 |
| Emergency and savings | 203,420 |
| Loan repayment | 24,000 |
| TOTAL | \$514,620 |

2015/2016

| ITEM | AMOUNT |
|---------------------|--------|
| Technology | 20,000 |
| Library books | 4,000 |
| Software | 2,000 |
| Classroom supplies | 10,000 |
| Curriculum | 59,200 |
| Office supplies | 2,000 |
| Janitorial supplies | 1,000 |
| Accounting service | 4,000 |
| Legal fees | 5,000 |
| Insurance | 10,000 |
| Waste | 1,000 |
| Testing | 2,000 |
| Bus fuel | 10,000 |

| | |
|-----------------------------|----------------|
| Bus maintenance & insurance | 5,000 |
| Professional development | 7,000 |
| Special education services | 4,000 |
| ISP service | 3,000 |
| Copier service | 12,000 |
| Food service | 107,000 |
| Memberships | 3,000 |
| Furnishings | 10,000 |
| Utilities | 0 |
| Security | 2,500 |
| Marketing | 3,000 |
| Emergency fund | 26,836 |
| TOTAL | 313,536 |

Part IX Financial Data.

B. Balance Sheet

Line 19. Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If “yes,” explain.

Our organization was funded as of June 30, 2013. Since that time, we have begun using the cash funds according to our budget as itemized in Part IX A, Column A.

Schedule B. Schools, Colleges, and Universities

Section 1. 2b. Are you a public school because you are operated wholly or predominantly from government funds or property? If “yes,” explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.

Public charter schools in the state of Arkansas receive the same funding as traditional public schools, with the exception of local tax revenues for facilities. Attached is a copy of the Department of Education rules and regulations regarding funding. See “Arkansas Public Charter Schools Act of 1999,” HISTORY: Acts 2011, No. 993, § 11. Subchapter 5. Funding for Open-Enrollment Public Charter Schools (pages 17-19)

===== TRANSACTION RECORD =====
NW ARK NEWSPAPERS LLC
212 N EAST AVENUE
FAYETTEVILLE, AR 72701
United States
NWAONLINE.COM

TYPE: Purchase

ACCT: Visa \$ 429.00 USD

CARDHOLDER NAME : CHRISTINE SILANO-OZARK EDU INC
CARD NUMBER : #####3138
DATE/TIME : 18 Jun 13 09:29:15
REFERENCE # : 001 0165017 M
AUTHOR. # : 739982
TRANS. REF. : R1726165

Approved - Thank You 100

Please retain this copy for your records.

Cardholder will pay above amount to card issuer pursuant to cardholder agreement.

=====

*** Duplicate ***

 **072813e404_proof.pdf**
36K

Christine Silano <ozarkcca@gmail.com>
To: Holly Andrews <handrews@nwaonline.com>

Fri, Jul 26, 2013 at 11:17 AM

Yes, that is correct. Thanks. I still have not received any kind of receipt or invoice. Thanks so much. Christi
[Quoted text hidden]

Holly Andrews <handrews@nwaonline.com>
To: Christine Silano <ozarkcca@gmail.com>

Fri, Jul 26, 2013 at 12:23 PM

Christine,

See below for a list of ads you have run. As mentioned before, our billing system is still down so this is the best I can do at this point :/

\$23.25 per column inch, per combo. Ad is 4 total inches

INFORMATIONAL MEETINGS

June 16, 23, 30

| | | |
|------------------------------|------------------------|--------------------|
| Washington County Combo | \$ 279.00 | (93.00 per Sunday) |
| + Online (runs through 8/10) | \$ 150.00 | |
| | \$ 429.00 Total | |

July 21, 28, August 4, 11

| | | |
|-------------------------|------------------|--|
| Washington & Benton Co. | \$ 744.00 | (186.00 per Sunday, Incl. Both Combos) |
| Updated Online Ad | \$ 0.00 | |

LECTURE AD

July 8, 9

| | | |
|-------------------------|------------------|--|
| Washington & Benton Co. | \$ 312.00 | (186.00 per Sunday, Incl. Both Combos) |
|-------------------------|------------------|--|

July 28

| | | |
|-------------------------|------------------|--|
| Washington & Benton Co. | \$ 186.00 | (186.00 per Sunday, Incl. Both Combos) |
|-------------------------|------------------|--|

If you are planning to do these on a regular basis, we have some frequency contract rates so if you would like more information this just let me know!

Holly Andrews

BSC Legal Clerk & Advertising Rep.

NWA Media

(p) 479-571-6410/479-316-0665

(f) 479-442-1760

handrews@nwaonline.com

 www.nwaonline.com

From: Christine Silano [mailto:ozarkcca@gmail.com]

Sent: Friday, July 26, 2013 11:18 AM

To: Holly Andrews

Subject: Re: Lecture this Sunday

[Quoted text hidden]

Christine Silano <ozarkcca@gmail.com>
To: Holly Andrews <handrews@nwaonline.com>

Fri, Jul 26, 2013 at 1:18 PM

This helps. Thanks!

[Quoted text hidden]

Holly Andrews <handrews@nwaonline.com>
To: Christine Silano <ozarkcca@gmail.com>

Fri, Jul 26, 2013 at 3:06 PM

Christine,

Deadline on the Back to School Spadea is today so I just wanted to check in with you about that. Flyer is attached

Holly Andrews

BSC Legal Clerk & Advertising Rep.

NWA Media

SUNDAY, JUNE 16, 2013

**"The Research Facts about
Public Charter Schools"**

Public Lecture by Dr. Patrick Wolfe,
U of A Education Reform Department
Tuesday, July 9 • 6-7 pm
Jones Center Chapel • Springdale, AR

*New Charter Applicant Ozark College & Career Academy
Presentation to follow at 7pm*

**Ozark College
& Career Academy**

A K-12 Public Charter School

INFORMATIONAL MEETINGS:

Tuesday, July 9 @ 7:00 p.m.
Tuesday, July 30 @ 7:00 p.m.
Thursday, August 15 @ 7:00 p.m.
at Jones Center Chapel
922 E. Emma Ave., Springdale

Questions? Visit www.facebook.com/OzarkCCA

**EMPHASIZING HIGHER
EXPECTATIONS, INCLUDING:**

- Character education
- School uniforms
- Workplace readiness
- Early college credit
- Community leadership

**AND REAL-WORLD SKILL
ACQUISITION, SUCH AS:**

- 1:1 Computer ratio
- Digital literacy • Video production
- Program coding • Graphic arts
- Foreign language literacy
- Diversity and Sustainability
- Project-based learning

SPRINGDALE — Parents heard details about Ozark College and Career Academy for the first time Tuesday night.

The open-enrollment charter school could offer classes capped at 15 or 20 students in a smaller school setting, said Christine Silano, executive director. Language instruction would start at kindergarten, uniforms will help level the playing field in appearance and computer-based curriculum will replace textbooks, Silano said.

First the school's charter must be approved by the state.

Tuesday's meeting was the first in a series of public meetings to build support as organizers take their appeal for a charter to the state.

"Rogers, Fayetteville and Bentonyville have charters. Springdale does not," Silano said. "We want this to be grassroots. We want this to come out of Springdale."

Silano envisions certification programs beginning in middle school where students can pursue their interests and teaming with local community colleges so students can earn dual credit. The curriculum has not been finalized, she said, but she would like to see children who speak Spanish or Marshallese be able to read and write in their native

2A SPRINGDALE MORNING NEWS

Charter School Group Meets

By Amy Buckley
ABUCKLE@WVONLINE.COM • @WVAMW

NEWS

ACADEMY: Students Will Have Fight Hours Of School Each Day

CONTINUED FROM PAGE 1A

language when they graduate.

Students will have eight hours of school each day, instead of seven and will attend 10 extra school days giving teachers 258 more hours each year with their students. The school may offer after or before school care also, Silano said.

"I think it would be good if it would actually happen," said parent Lluvia Dimas as she left the meeting Tuesday night.

So far Ozark College and Career Academy is offering a summer video production, computer game design and "foodology" classes that serve about 60 students through The Jones Center in Springdale and LifeSource in Fayetteville.

Patrick Wolf, professor of school choice and education reform at the University

INFORMATIONAL MEETINGS

Two other informational meetings about the Ozark College and Career Academy will be held before organizers submit their charter request to the state.

7 p.m. July 30, The Jones Center chapel, 922 E. Emma Ave., Springdale.

7 p.m. Aug. 15, The Jones Center chapel, 922 E. Emma Ave., Springdale.

of Arkansas, spoke before the meeting about charter school research.

Charter schools, Wolf said, are showing no signs of plateauing in enrollment. About 6,000 charter schools serve more than 2.3 million students, or about 4 percent of school-age children, in the United States, Wolf said. Underserved children form a large base of charter school enrollment, judging by statistics, Wolf said.

Many successful charter schools have more educa-

UP NEXT

tional time during the year and because parents and students chose the school they have more of an investment in their success. They also are structured to give more freedom to leadership, have high expectations of their students and focus on achievement.

"That's sort of the secret sauce," he said. Research does not show overwhelmingly better test scores from students enrolled at charter schools, but the quality of the schools vary, Wolf said. "With charter schools you allow a lot of freedom to innovate and experiment," Wolf said.

Minorities are the majority in most Springdale schools, Arturo Garcia, community outreach director for the school group.

He has a son starting his second year at Haas Hall Academy in Fayetteville. The charter school experience has been positive for his son, Garcia said.

There is a lot of communication with parents, his son has been pushed to succeed and the eighth-grader had a college visit.

That, Garcia said, is like teaching a child to swim. Once they learn it's hard to get them out of the water.

"The Springdale education system is good, but this is a second choice for our kids," Garcia said.

August 28, 2013

Arkansas Department of Education

To Whom It May Concern:

It is my great pleasure to ask for your support in the opening of the open-enrollment charter school referred to as the Ozark College & Career Academy (OCCA). I have been a life long resident of Springdale and truly believe that this school would benefit our community greatly. I graduated from the University of Arkansas, Fayetteville campus, with a Masters degree in Elementary Education as well as an English as a Second Language Endorsement. I also have three young daughters that will attend Springdale public schools, my oldest however attend the Benton County School of the Arts Charter School, that is located over thirty mins. away in Rogers. My oldest attends this school because we needed an option that was not available in the Springdale community.

As parents in this community, our options are very limited in what type of education our children can receive. As Springdale's population has doubled over the last two years, I, as a parent, have seen our public schools struggle to not only meet the growing needs of the community, but also that of the new and very high ESOL students that arrive daily. By granting this charter school, you will not only open the doors for so many students that truly need this, but also give hope to parents that have merely settled because there no option given for their child.

I know that as educators we are all advocates for the children we teach, so I ask you not only as a parent but as an educator that you grant this charter and support the Springdale Community as well as Dr. Christine Silano in her efforts to give our children a new and exciting opportunity in this high quality, and project-based learning experience.

Thank you again for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Mrs. Charity Allen-Grace, M.Ed." The signature is written in dark ink and is positioned above the typed name.

Mrs. Charity Allen-Grace, M.Ed.



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Charlie Collins
3225 East Piper Glen
Fayetteville, Arkansas 72703-4394

479-283-9303 Business/Residence
ccollins6@cox.net

DISTRICT 84

Counties:
Part Washington

COMMITTEES:

Chairperson,
Revenue and Taxation

Insurance and Commerce
Financial Institutions Subcommittee

Joint Performance Review

Legislative Joint Auditing Committee

August 30, 2013

Dear Charter Authorizing Board:

I am writing in support of the charter school application submitted by Ozark College and Career Academy in Springdale. Parents, community members, and educators have been meeting for several months to develop their vision and believe that this is a desirable educational option for students in our region.

Traditional public schools in Northwest Arkansas do a tremendous service for our communities; however, some students may be better served by the unique qualities of a charter school. I support the efforts of this organization in seeking to provide smaller classrooms, longer school days and calendar, project-based and service-based projects, STEM education, and 21st century career skills.

Again, I support the opening of Ozark College and Career Academy charter school. I, along with many of my constituents, hope you will approve their application. School choice provides parents the opportunity to choose a school they feel best meets the needs of their children.

If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Charlie Collins".

Charlie Collins, State Representative

CC/jnm

Yes, I support opening a charter school in Springdale!
Si, apoyo la apertura de una Escuela Charter en Springdale!

| NAME / NOMBRE | DATE / FECHA | EMAIL |
|------------------|--------------|--------------------------|
| Megan Nicholson | 7/24/13 | mnicholson@sdale.org |
| Jean Parker | 7/24/13 | jparker5047@gmail.com |
| Jami Forrester | 7/24/13 | jami4or@gmail.com |
| DIANA VARELA | 7-24-13 | varela-2628@yahoo.com |
| Nina Vargas | 7-24-13 | fam1vargas@yahoo.com |
| Jason Brown | 7-24-13 | jdbrown29@hotmail.com |
| BRYAN WINZER | 7-24-13 | winzer5@gmail.com |
| Jennifer Banks | 7-24-13 | |
| Languel Kayin | 7-24-13 | Lbkayin@yahoo.com |
| Andrea Douglas | 7-24-13 | andilendouglas@yahoo.com |
| Sharon Miller | " | sharonk@cox.net |
| Linda Lenter | 7-24-13 | |
| Emily Rainey | 7-24-13 | |
| Amber Barrett | 7-24-13 | |
| Jon Walker | 7-24-13 | jpostwalker@yahoo.com |
| Danny Mathis | 7-24-17 | dmathis@cox.net |
| Kelley Sweet | 7/2 | |
| Veronica Morales | 7/2 | |
| Valerie Amram | 7/2 | |
| Nathan Lawson | 7-2 | |
| Abel Ayuda | 7-2 | |
| Lisa P | 7-2 | |
| Betty Johnson | 7-24 | |

500 Signatures available on request.
 C.S.

September 3, 2013

Dr. Tom Kimbrell
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start up grant program, at \$250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start up grant process.

The foundation has already made a planning grant in the amount of \$30,000, based on the initial concept of the proposed charter school for Springdale, submitted by Christine Silano. As such, I feel confident that should the Ozark College and Career Academy be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of a start up grant in the potential amount of \$220,000 (the \$250,000 potential minus the planning portion of \$30,000).

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith
Senior Program Officer
Arkansas Education

Escuela charter otra opción educativa

Amye Buckley

ABUCKLEY@NWAONLINE.COM

SPRINGDALE — Padres de familia buscando otra opción escolar para sus hijos escucharon detalles sobre Ozark College and Career Academy (OCCA) por primera vez la noche del martes, 9 de julio.

La escuela charter, de inscripción abierta, daría clases de máximo 20 estudiantes en una escuela más pequeña, puntualizó Christine Silano, directora ejecutiva de OCCA. La enseñanza de idiomas comenzaría en el kindergarten, los uniformes ayudarían a nivelar la experiencia del cuerpo estudiantil, y el currículo basado en computadoras sustituirá a los libros de texto, dijo Silano.

Pero primero, el "charter" de la escuela debe ser probado por el Estado. La reunión del martes



José López Bribiesca/NWA Media

Christine Silano, directora ejecutiva de Ozark College and Career Academy, presenta sobre las diferencias entre las escuelas públicas y su escuela charter en el Jones Center de Springdale el martes, 9 de julio.

Vea **CHARTER** en la página 3A

*La Prensa News
July 18, '13
2 more favorable articles available on request.*

• Semana del 18 de julio de 2013 •••••

Charter

Continuando de la página 1A

pasado fue la primera de una serie de reuniones públicas para fomentar el apoyo mientras que los organizadores recurren para pedir el "charter", un contrato con el Estado que da más flexibilidad con el currículo a comparación con escuelas públicas. "Rogers, Bentonville y Fayetteville tienen escuelas charter. Springdale no", señaló Silano. "Queremos que esto sea de base. Queremos que esto provenga de Springdale". Silano prevé programas de certificación a partir de la escuela secundaria donde los estudiantes pueden explorar sus intereses y trabajar en equipos con los colegios comunitarios locales para que los chicos puedan obtener crédito dual.

El plan de estudios no se ha finalizado, dijo, pero

le gustaría ver que los niños que hablan español o Marshalllese sean capaces de leer y escribir en su lengua materna cuando se gradúen.

Los estudiantes tendrán ocho horas de clases, en lugar de siete, todos los días y asistirán 10 días adicionales, dando al profesor 258 horas más al año con sus alumnos.

"Creo que sería bueno si en realidad sucede", comentó Lluvia Dimas, madre de familia, al salir de la reunión del martes por la noche.

Las minorías son la mayoría en la mayor parte de las escuelas de Springdale, indicó Arturo García, director de alcance comunitario para OCCA, cuyo hijo ha tenido una experiencia positiva en la escuela charter Haas Hall Academy de Fayetteville.

"El sistema educativo Springdale es bueno, pero esto es una segunda opción para nuestros niños", dijo García sobre OCCA.

OCCA ACADEMIC CALENDAR, 2014-2015
(188 instructional days, plus 5 emergency days)

July 28-August 1.....Teachers In-Service/Work Days
 August 4 (Monday)..... **SCHOOL BEGINS**
 September 1 (Monday)..... NO SCHOOL – LABOR DAY
 Sept. 22–Sept. 26 (Mon.-Thurs.)..... Parent-Teacher Conferences
 Sept. 27..... NO SCHOOL – TEACHER IN-SERVICE
 October 10..... End 1st Quarter (48 days)
 October 13-17 (Mon.-Fri.).....NO SCHOOL - **FALL BREAK**
 November 26-28 (Wed.-Fri.)..... NO SCHOOL - THANKSGIVING HOLIDAYS
 December 19 (Friday)..... End 2nd Quarter (42 days) and 1st Semester (90 days)
 December 22 through January 2..... NO SCHOOL – **WINTER BREAK**
 January 5.....NO SCHOOL - TEACHER IN-SERVICE/WORKDAY
 January 6 (Tuesday)..... School Resumes
 January 19 (Monday)..... NO SCHOOL – TEACHER IN-SERVICE
 February 9-12 (Monday-Thursday)..... Parent-Teacher Conferences (after school)
 February 13 (Friday)..... NO SCHOOL – TEACHER IN-SERVICE
 March 20 (Friday)..... End 3rd Quarter (52 days)
 March 23-27 (Monday-Friday)..... NO SCHOOL – **SPRING BREAK**
 May 25 (Monday)..... NO SCHOOL – MEMORIAL DAY
 June 9 (Tuesday).....**LAST DAY** End 4th Quarter (51 days) & 2nd semester (103 days)
 June 10 (Wednesday)..... . TEACHER WORK DAY

| KINDERGARTEN | 1st GRADE | 2nd GRADE |
|---|---|---|
| 8:00-8:30 Circle Time: songs, calendar, birthdays, character education, pledge | 8:00-8:30 Circle Time: songs, calendar, birthdays, character education, pledge | 8:00-8:30 Circle Time: songs, calendar, birthdays, character education, pledge |
| 8:30-10:15 Montessori Work Time: Literacy, math, social studies, science | 8:30-10:20 Montessori Work Time: Literacy, math, social studies, science | 8:30-10:25 Montessori Work Time: Literacy, math, social studies, science |
| 9:15-10:00 Snack Time. Students may come to the snack table up to 5 at a time, clean up their space and go back to work | 9:15-10:00 Snack Time. Students may come to the snack table up to 5 at a time, clean up their space and go back to work | 9:15-10:00 Snack Time. Students may come to the snack table up to 5 at a time, clean up their space and go back to work |
| 10:15-11:45 CCSS Literacy Centers and Small Group Reading | 10:20-11:50 CCSS Literacy Centers and Small Group Reading | 10:25-11:55 CCSS Literacy Centers and Small Group Reading |
| 11:45-12:25 Lunch, playground | 11:50-12:30 Lunch, playground | 11:55-12:35 Lunch, playground |
| 12:25-12:35 Bathroom, water | 12:30-12:40 Bathroom, water | 12:35-12:45 Bathroom, water |
| 12:35-2:00 Project-based Learning: STEM, art, writing, music, drama, handwriting, publishing, presenting | 12:40-1:30 CCSS Mathematics | 12:45-1:15 Second Language: Spanish or Mandarin |
| | 1:30-2:00 Second Language: Spanish or Mandarin | 1:15-1:45 Digital literacy |
| 2:00-2:30 Second Language: Spanish or Mandarin | 2:00-3:30 Project-based Learning: STEM, art, writing, music, drama, handwriting, publishing, presenting | 1:45-2:30 CCSS Mathematics |
| 2:30-3:15 CCSS Mathematics | | |
| 3:15-3:45 Digital literacy | 3:30-4:00 Digital Literacy | 2:30-4:00 Project-based Learning: STEM, art, writing, music, drama, handwriting, publishing, presenting |
| 3:45-4:00 Character Education | | |
| After-school program: Snacks, tutoring, sports, dance, chess, band | After-school program: Snacks, tutoring, sports, dance, chess, band | After-school program: Snacks, tutoring, sports, dance, chess, band |

OCCA GRADES 6-8 MASTER SCHEDULE

| | ENGLISH | MATH | SCIENCE | SOCIAL STUDIES |
|--------------------|--|---|--|---|
| 8:00-8:55 | ENGLISH 6 | PRE-ALGEBRA | SCIENCE 8 | PLAN |
| 9:00-9:55 | ENGLISH 7 | MATH 6 | PLAN | SOCIAL STUDIES 8 |
| 10:00-10:55 | ENGLISH 8 | PLAN | SCIENCE 6 | SOCIAL STUDIES 7 |
| 11:00-11:55 | PLAN | ALGEBRA | SCIENCE 7 | SOCIAL STUDIES 6 |
| 12:00-12:30 | LUNCH | LUNCH | LUNCH | LUNCH |
| 12:30-2:30 | VIDEO PRODUCTION PBL: INTEGRATED P.E., HEALTH, ART, MUSIC | EARLY CHILDHOOD EDUCATION PBL: INTEGRATED P.E., HEALTH, ART, MUSIC | COMPUTER GAME DESIGN PBL: INTEGRATED P.E., HEALTH, ART, MUSIC | OUTDOOR EDUCATION PBL: INTEGRATED P.E., HEALTH, ART, MUSIC |
| 2:30-3:00 | DIGITAL LITERACY, CHARACTER EDUCATION | DIGITAL LITERACY, CHARACTER EDUCATION | DIGITAL LITERACY, CHARACTER EDUCATION | DIGITAL LITERACY, CHARACTER EDUCATION |
| 3:00-4:00 | FOREIGN LANGUAGE | FOREIGN LANGUAGE | BILINGUAL STUDIES | BILINGUAL STUDIES |

**Public Charter School Application
Personnel Salary Schedule**

| Administrative Positions: | | 2014-2015 | Salary 2014-2015 | 2015-2016 | Salary 2015-2016 |
|----------------------------------|---------------------------------|------------------|-------------------------|------------------|-------------------------|
| <i>Line#</i> | List Positions | No. FTEs | | No. FTEs | |
| 1 | Program Director | 1 | \$75,000.00 | 1 | \$76,500.00 |
| 2 | Dean of Students | 1.3 | \$45,000.00 | 1 | \$45,900.00 |
| 3 | Administrative Assistant | 1.3 | \$27,500.00 | 1 | \$28,050.00 |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Subtotal: | | \$169,250.00 | | \$150,450.00 |
| 8 | Fringe Benefits (rate used 25%) | | \$42,312.50 | | \$37,612.50 |
| 9 | Total Administration: | | \$211,562.50 | | \$188,062.50 |

| Regular Classroom Instruction: | | 2014-2015 | | 2015-2016 | |
|---------------------------------------|---|------------------|--------------|------------------|--------------|
| | | No. FTEs | | No. FTEs | |
| 10 | Teachers | 6 | \$37,500.00 | 9 | \$38,250.00 |
| 11 | Aides | | \$18,000.00 | | \$18,360.00 |
| 12 | Subtotal: | | \$225,000.00 | | \$344,250.00 |
| 13 | Teacher Fringe Benefits (rate used 25%) | | \$56,250.00 | | \$86,062.50 |
| 14 | Aide Fringe Benefits (rate used 25%) | | \$0.00 | | \$0.00 |
| 15 | Total Regular Classroom Instruction: | | \$281,250.00 | | \$430,312.50 |

| Special Education: | | 2014-2015 | | 2015-2016 | |
|---------------------------|---|------------------|-------------|------------------|-------------|
| | | No. FTEs | | No. FTEs | |
| 16 | Teachers | 0.5 | \$40,000.00 | 0.5 | \$40,800.00 |
| 17 | Aides | 0 | | 0 | |
| 18 | Subtotal: | | \$20,000.00 | | \$20,400.00 |
| 19 | Teacher Fringe Benefits (rate used 25%) | | \$5,000.00 | | \$5,100.00 |
| 20 | Aide Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 21 | Total Special Education: | | \$25,000.00 | | \$25,500.00 |

| Gifted and Talented Program: | | 2014-2015 | | 2015-2016 | |
|-------------------------------------|---|------------------|--------|------------------|--------|
| | | No. FTEs | | No. FTEs | |
| 22 | Teachers | 0 | | 0 | |
| 23 | Aides | 0 | | 0 | |
| 24 | Subtotal: | | \$0.00 | | \$0.00 |
| 25 | Teacher Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 26 | Aide Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 27 | Total Gifted and Talented Program: | | \$0.00 | | \$0.00 |

**Alternative Education Program/
Alternative Learning Environments:**

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | 0 | | 0 | |
| 29 Aides | 0 | | 0 | |
| 30 Subtotal: | | \$0.00 | | \$0.00 |
| 31 Teacher Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 32 Aide Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 33 Total Alternative Education Program/ Alternative Learning Environments: | | \$0.00 | | \$0.00 |

English Language Learner Program:

| List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|---|-----------------------|-------------|-----------------------|-------------|
| 34 ELL Teacher | 1 | \$40,000.00 | 1 | \$40,800.00 |
| 35 _____ | | | | |
| 36 _____ | | | | |
| 37 _____ | | | | |
| 38 _____ | | | | |
| 39 Subtotal: | | \$40,000.00 | | \$40,800.00 |
| 40 Fringe Benefits (rate used 25%) | | \$10,000.00 | | \$10,200.00 |
| 41 Total English Language Learner Program: | | \$50,000.00 | | \$51,000.00 |

Guidance Services:

| List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|-------------------------------------|-----------------------|-------------|-----------------------|-------------|
| 42 Counselor | 0.25 | \$40,000.00 | 0.5 | \$40,800.00 |
| 43 _____ | | | | |
| 44 _____ | | | | |
| 45 _____ | | | | |
| 46 _____ | | | | |
| 47 Subtotal: | | \$10,000.00 | | \$20,400.00 |
| 48 Fringe Benefits (rate used 25%) | | \$2,500.00 | | \$5,100.00 |
| 49 Total Guidance Services: | | \$12,500.00 | | \$25,500.00 |

Health Services:

| List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|-------------------------------------|-----------------------|-------------|-----------------------|-------------|
| 50 Nurse | 0.25 | \$40,000.00 | 0.25 | \$40,800.00 |
| 51 _____ | | | | |
| 52 _____ | | | | |
| 53 _____ | | | | |
| 54 _____ | | | | |
| 55 Subtotal: | | \$10,000.00 | | \$10,200.00 |
| 56 Fringe Benefits (rate used 25%) | | \$2,500.00 | | \$2,550.00 |
| 57 Total Health Services: | | \$12,500.00 | | \$12,750.00 |

Media Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 58 List Positions | | |
| 59 Waiver requested. | 0 | 0 |
| 60 | | |
| 61 | | |
| 62 | | |
| 63 Subtotal: | \$0.00 | \$0.00 |
| 64 Fringe Benefits (rate used _____) | \$0.00 | \$0.00 |
| 65 Total Media Services: | \$0.00 | \$0.00 |

Fiscal Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---|-----------------------|-----------------------|
| 66 List Positions | | |
| 67 Responsibility of Administrative Asst. | 0 | 0 |
| 68 | | |
| 69 | | |
| 70 | | |
| 71 Subtotal: | \$0.00 | \$0.00 |
| 72 Fringe Benefits (rate used _____) | \$0.00 | \$0.00 |
| 73 Total Fiscal Services: | \$0.00 | \$0.00 |

Maintenance and Operation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--|-----------------------|-----------------------|
| 74 List Positions | | |
| 75 Maintenance provided by Lessor. | 0 | 0 |
| 76 | | |
| 77 | | |
| 78 | | |
| 79 Subtotal: | \$0.00 | \$0.00 |
| 80 Fringe Benefits (rate used _____) | \$0.00 | \$0.00 |
| 81 Total Maintenance and Operation: | \$0.00 | \$0.00 |

Pupil Transportation:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---------------------------------------|-----------------------|-----------------------|
| 82 List Positions | | |
| 83 Bus drivers | 2 | 2 |
| 84 | | |
| 85 | | |
| 86 | | |
| 87 Subtotal: | \$21,000.00 | \$21,420.00 |
| 88 Fringe Benefits (rate used 25%) | \$5,250.00 | \$5,355.00 |
| 89 Total Pupil Transportation: | \$26,250.00 | \$26,775.00 |

Food Services:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 90 List Positions | | |
| 91 Contract with caterer. _____ | 0 | 0 |
| 92 _____ | | |
| 93 _____ | | |
| 94 _____ | | |
| 95 Subtotal: | \$0.00 | \$0.00 |
| 96 Fringe Benefits (rate used _____) | \$0.00 | \$0.00 |
| 97 Total Food Services: | \$0.00 | \$0.00 |

Data Processing:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---|-----------------------|-----------------------|
| 98 List Positions | | |
| 99 Responsibility of Administrative Asst. _____ | 0 | 0 |
| 100 _____ | | |
| 101 _____ | | |
| 102 _____ | | |
| 103 Subtotal: | \$0.00 | \$0.00 |
| 104 Fringe Benefits (rate used _____) | \$0.00 | \$0.00 |
| 105 Total Data Processing: | \$0.00 | \$0.00 |

Substitute Personnel:

| | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|---|-----------------------|-----------------------|
| 106 Number of Certified Substitutes <u>1</u> | 0.2 | 0.3 |
| 107 Number of Classified Substitutes <u>1</u> | 0.4 | 0.6 |
| 108 Subtotal: | \$9,776.00 | \$14,664.00 |
| 109 Certified Fringe Benefits (rate used <u>10%</u>) | \$413.60 | \$620.40 |
| 110 Classified Fringe Benefits (rate used _____) | \$0.00 | \$0.00 |
| 111 Total Substitute Personnel: | \$10,189.60 | \$15,284.40 |

| | | |
|---|--------------|--------------|
| 112 TOTAL EXPENDITURES FOR SALARIES: | \$629,252.10 | \$775,184.40 |
|---|--------------|--------------|

**Public Charter School Application
Estimated Budget Template**

REVENUES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---|--|------------------------------|------------------------------|
| State Public Charter School Aid: | | | |
| Line# | 2014-2015 | | |
| 1 | No. of Students <u>108</u> x <u>\$6,521.00</u> State Foundation Funding | <u>\$704,268.00</u> | |
| 2 | No. of Students <u>108</u> x <u>\$44.00</u> Professional Development | <u>\$4,752.00</u> | |
| 3 | No. of Students <u>58</u> x <u>\$1,033.00</u> eligible rate* NSL Funding | <u>\$59,914.00</u> | |
| 4 | No. of Students <u>40</u> x <u>\$317.00</u> Other: <i>Explain Below</i> | <u>\$12,680.00</u> | |
| 5 | <u>ELL</u> | | |
| | 2015-2016 | | |
| 6 | No. of Students <u>146</u> x <u>\$6,521.00</u> State Foundation Funding | | <u>\$952,066.00</u> |
| 7 | No. of Students <u>146</u> x <u>\$44.00</u> Professional Development | | <u>\$6,424.00</u> |
| 8 | No. of Students <u>79</u> x <u>\$1,033.00</u> eligible rate* NSL Funding | | <u>\$81,607.00</u> |
| 9 | No. of Students <u>54</u> x <u>\$317.00</u> Other: <i>Explain Below</i> | | <u>\$17,118.00</u> |
| 10 | <u>ELL</u> | | |
| 11 | Total State Charter School Aid: | <u><u>\$781,614.00</u></u> | <u><u>\$1,057,215.00</u></u> |
| Other Sources of Revenues: | | | |
| <i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i> | | | |
| 12 | Private Donations or Gifts | <u>\$220,000.00</u> | |
| 13 | Federal Grants (List the amount) | | |
| 14 | Special Grants (List the amount) | | |
| 15 | Other (<i>Specifically Describe</i>) | | |
| 16 | Total Other Sources of Revenues: | <u><u>\$220,000.00</u></u> | |
| 17 | TOTAL REVENUES: | <u><u>\$1,001,614.00</u></u> | <u><u>\$1,057,215.00</u></u> |

EXPENDITURES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------|---|----------------------------|----------------------------|
| Administration: | | | |
| 18 | Salaries and Benefits | <u>\$211,562.50</u> | <u>\$188,062.50</u> |
| | Purchased Services - List Vendors Below | | |
| 19 | V - AD 1 _____ | | |
| 20 | V - AD 2 _____ | | |
| 21 | V - AD 3 _____ | | |
| 22 | V - AD 4 _____ | | |
| 23 | V - AD 5 _____ | | |
| 24 | Supplies and Materials | <u>\$2,500.00</u> | <u>\$3,000.00</u> |
| 25 | Equipment | <u>\$5,000.00</u> | <u>\$3,000.00</u> |
| 26 | Other (List Below) | | |
| 27 | _____ | | |
| 28 | _____ | | |
| 29 | _____ | | |
| 30 | _____ | | |
| 31 | Total Administration: | <u><u>\$219,062.50</u></u> | <u><u>\$194,062.50</u></u> |

| Regular Classroom Instruction: | | 2014-2015 Amount: | 2015-2016 Amount: |
|---------------------------------------|--|----------------------------|----------------------------|
| 32 | Salaries and Benefits | <u>\$281,250.00</u> | <u>\$430,312.50</u> |
| | Purchased Services - List Vendors Below | | |
| 33 | V - CI 1 <u>Waive Minimum Salaries Ark. Code Ann.</u> | | |
| 34 | V - CI 2 <u>6-17-201(c)(2), 6-17-2203, and 6-17-2403</u> | | |
| 35 | V - CI 3 _____ | | |
| 36 | V - CI 4 <u>Lead teacher stipends</u> | <u>\$5,000.00</u> | <u>\$5,000.00</u> |
| 37 | V - CI 5 _____ | | |
| 38 | Supplies and Materials | <u>\$3,500.00</u> | <u>\$4,500.00</u> |
| 39 | Equipment | <u>\$25,140.00</u> | <u>\$12,000.00</u> |
| | Other (List Below) | | |
| 40 | <u>Core software licenses</u> | <u>\$27,000.00</u> | <u>\$36,250.00</u> |
| 41 | <u>books</u> | <u>\$3,000.00</u> | <u>\$4,500.00</u> |
| 42 | <u>learning.com software</u> | <u>\$1,614.00</u> | <u>\$1,606.00</u> |
| 43 | <u>STAR online assessments</u> | <u>\$1,080.00</u> | <u>\$1,606.00</u> |
| 44 | <u>Rosetta Stone and language books</u> | <u>\$5,000.00</u> | <u>\$6,000.00</u> |
| 45 | Total Regular Classroom Instruction: | <u><u>\$352,584.00</u></u> | <u><u>\$501,774.50</u></u> |
| | | | |
| Special Education: | | | |
| 46 | Salaries and Benefits | <u>\$25,000.00</u> | <u>\$25,500.00</u> |
| | Purchased Services - List Vendors Below | | |
| 47 | V - SE1 _____ | | |
| 48 | V - SE 2 <u>special services student testing</u> | <u>\$4,000.00</u> | <u>\$4,000.00</u> |
| 49 | V - SE 3 _____ | | |
| 50 | V - SE 4 _____ | | |
| 51 | V - SE 5 _____ | | |
| 52 | Supplies and Materials | <u>\$1,000.00</u> | <u>\$1,000.00</u> |
| 53 | Equipment | | |
| | Other (List Below) | | |
| 54 | _____ | | |
| 55 | _____ | | |
| 56 | _____ | | |
| 57 | _____ | | |
| 58 | _____ | | |
| 59 | Total Special Education: | <u><u>\$30,000.00</u></u> | <u><u>\$30,500.00</u></u> |
| | | | |
| Gifted and Talented Program: | | | |
| 60 | Salaries and Benefits | <u>\$0.00</u> | <u>\$0.00</u> |
| | Purchased Services - List Vendors Below | | |
| 61 | V - GT1 <u>Waiver Ark. Code Ann. 6-42-101 et.seq.</u> | | |
| 62 | V - GT2 <u>and 6-20-2208(c)(6)</u> | | |
| 63 | V - GT3 <u>Standards for Accreditation 18.0</u> | | |
| 64 | V - GT4 <u>ADE Rules Governing Gifted and Talented</u> | | |
| 65 | V - GT5 <u>Program Approval Standards</u> | | |
| 66 | Supplies and Materials | | |
| 67 | Equipment | | |
| | Other (List Below) | | |
| 68 | _____ | | |
| 69 | _____ | | |
| 70 | _____ | | |
| 71 | _____ | | |
| 72 | _____ | | |
| 73 | Total Gifted and Talented Program: | <u><u>\$0.00</u></u> | <u><u>\$0.00</u></u> |

Alternative Education Program/ Alternative Learning Environments:

| | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|----|--|--------------------------|
| 74 | Salaries and Benefits | \$0.00 |
| | Purchased Services - List Vendors Below | |
| 75 | V - ALE1 Waive Ark. Code Ann. 6-15-1005(b)(5), | |
| 76 | V - ALE2 6-18-503(a)(1)(C)(i), and 6-48-101 et seq. | |
| 77 | V - ALE3 Standard for Accreditation 19.03 | |
| 78 | V - ALE4 Section 4.00 of ADE Rules Governing the | |
| 79 | V - ALE5 Distribution of Student Special Needs Funds | |
| 80 | Supplies and Materials | |
| 81 | Equipment | |
| 82 | Other (List Below) | |
| 83 | | |
| 84 | | |
| 85 | | |
| 86 | | |
| 87 | Total Alternative Education Program/ Alternative Learning Environments: | \$0.00 |

English Language Learner Program:

| | | | |
|-----|--|--------------------|--------------------|
| 88 | Salaries and Benefits | \$50,000.00 | \$51,000.00 |
| | Purchased Services - List Vendors Below | | |
| 89 | V - ELL1 | | |
| 90 | V - ELL2 | | |
| 91 | V - ELL3 | | |
| 92 | V - ELL4 | | |
| 93 | V - ELL5 | | |
| 94 | Supplies and Materials | \$500.00 | \$500.00 |
| 95 | Equipment | | |
| 96 | Other (List Below) | | |
| 97 | | | |
| 98 | | | |
| 99 | | | |
| 100 | | | |
| 101 | Total English Language Learner Program: | \$50,500.00 | \$51,500.00 |

Guidance Services:

| | | | |
|-----|---|--------------------|--------------------|
| 102 | Salaries and Benefits | \$12,500.00 | \$25,500.00 |
| | Purchased Services - List Vendors Below | | |
| 103 | v - GS1 Waive Ark Code Ann. 6-18-1001 et seq. | | |
| 104 | v - GS2 Standards for Accreditation 16.01 | | |
| 105 | v - GS3 ADE Rules Governing Public School Student | | |
| 106 | v - GS4 Services | | |
| 107 | v - GS5 | | |
| 108 | Supplies and Materials | \$500.00 | \$500.00 |
| 109 | Equipment | | |
| 110 | Other (List Below) | | |
| 111 | | | |
| 112 | | | |
| 113 | | | |
| 114 | | | |
| 115 | Total Guidance Services: | \$13,000.00 | \$26,000.00 |

| Health Services: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|--|--------------------------|--------------------------|
| 116 | Salaries and Benefits | \$12,500.00 | \$12,750.00 |
| | Purchased Services - List Vendors Below | | |
| 117 | V - HS1 Waive Ark. Code Ann. -18-706 and 6-18-1001 | | |
| 118 | V - HS2 Standards for Accreditation 16.03 | | |
| 119 | V - HS3 ADE Rules Governing Public School Student | | |
| 120 | V - HS4 Services | | |
| 121 | V - HS5 | | |
| 122 | Supplies and Materials | \$2,500.00 | \$1,500.00 |
| 123 | Equipment | | |
| | Other (List Below) | | |
| 124 | | | |
| 125 | | | |
| 126 | | | |
| 127 | | | |
| 128 | | | |
| 129 | Total Health Services: | <u>\$15,000.00</u> | <u>\$14,250.00</u> |
| | | | |
| Media Services: | | | |
| 130 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 131 | V - MS1 Waive Ark. Code Ann. 6-25-103 & 104 | | |
| 132 | V - MS2 Standards for Accreditation 16.02.3 | | |
| 133 | V - MS3 | | |
| 134 | V - MS4 | | |
| 135 | V - MS5 | | |
| 136 | Supplies and Materials | | |
| 137 | Equipment | | |
| | Other (List Below) | | |
| 138 | | | |
| 139 | | | |
| 140 | | | |
| 141 | | | |
| 142 | | | |
| 143 | Total Media Services: | <u>\$0.00</u> | <u>\$0.00</u> |
| | | | |
| Fiscal Services: | | | |
| 144 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 145 | V - FS1 annual audit | \$8,000.00 | \$8,000.00 |
| 146 | V - FS2 | | |
| 147 | V - FS3 | | |
| 148 | V - FS4 | | |
| 149 | V - FS5 | | |
| 150 | Supplies and Materials | | |
| 151 | Equipment | | |
| | Other (List Below) | | |
| 152 | | | |
| 153 | | | |
| 154 | | | |
| 155 | | | |
| 156 | | | |
| 157 | Total Fiscal Services: | <u>\$8,000.00</u> | <u>\$8,000.00</u> |

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----|--|----------------------------|---------------------------|
| 158 | Maintenance and Operation: | | |
| | Salaries and Benefits | <u>\$0.00</u> | <u>\$0.00</u> |
| | Purchased Services - List Vendors Below | | |
| | INCLUDE UTILITIES | | |
| 159 | V - MO1 Main/cust./utilities included in lease | <u>\$0.00</u> | <u>\$0.00</u> |
| 160 | V - MO2 (see attached Jones Trust agreement) | | |
| 161 | V - MO3 Technology wiring and maintenance | <u>\$10,950.00</u> | <u>\$5,000.00</u> |
| 162 | V - MO4 (vendor- Telecom) | | |
| 163 | V - MO5 | | |
| 164 | Supplies and Materials | | |
| 165 | Equipment | | |
| 166 | Other (List Below) | | |
| 167 | | | |
| 168 | | | |
| 169 | | | |
| 170 | | | |
| 171 | Total Maintenance and Operation: | <u><u>\$10,950.00</u></u> | <u><u>\$5,000.00</u></u> |
| | | | |
| | Pupil Transportation: | | |
| 172 | Salaries and Benefits | <u>\$26,250.00</u> | <u>\$26,775.00</u> |
| | Purchased Services - List Vendors Below | | |
| 173 | V - PT1 | | |
| 174 | V - PT2 | | |
| 175 | V - PT3 | | |
| 176 | V - PT4 | | |
| 177 | V - PT5 | | |
| 178 | Supplies and Materials | | |
| 179 | Equipment | | |
| | Other (List Below) | | |
| 180 | Fuel @ \$5 per gal, 10 gal per day | <u>\$9,400.00</u> | <u>\$9,400.00</u> |
| 181 | Maintenance @ \$2500 per yr per bus | <u>\$5,000.00</u> | <u>\$5,000.00</u> |
| 182 | School buses @ 30000 each | <u>\$60,000.00</u> | <u>\$0.00</u> |
| 183 | Insurance | <u>\$2,000.00</u> | <u>\$2,000.00</u> |
| 184 | | | |
| 185 | Total Pupil Transportation: | <u><u>\$102,650.00</u></u> | <u><u>\$43,175.00</u></u> |
| | | | |
| | Food Services: | | |
| 186 | Salaries and Benefits | <u>\$0.00</u> | <u>\$0.00</u> |
| | Purchased Services - List Vendors Below | | |
| 187 | V - FD1 EasyDoesIt Catering, Springdale | <u>\$12,000.00</u> | <u>\$3,000.00</u> |
| 188 | V - FD2 free lunches for qualifying students | | |
| 189 | V - FD3 until reimbursement in mid-October | | |
| 190 | V - FD4 @ reimbursement rate of 2.93 | | |
| 191 | V - FD5 | | |
| 192 | Supplies and Materials | | |
| 193 | Equipment | <u>\$5,000.00</u> | <u>\$2,000.00</u> |
| | Other (List Below) | | |
| 194 | | | |
| 195 | | | |
| 196 | | | |
| 197 | | | |
| 198 | | | |
| 199 | Total Food Services: | <u><u>\$17,000.00</u></u> | <u><u>\$5,000.00</u></u> |

| Data Processing: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------------|--|--------------------------|--------------------------|
| 200 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 201 | V - DP1 Responsibility of Administrative Asst. | | |
| 202 | V - DP2 | | |
| 203 | V - DP3 | | |
| 204 | V - DP4 | | |
| 205 | V - DP5 | | |
| 206 | Supplies and Materials | | |
| 207 | Equipment | | |
| | Other (List Below) | | |
| 208 | | | |
| 209 | | | |
| 210 | | | |
| 211 | | | |
| 212 | | | |
| 213 | Total Data Processing: | <u>\$0.00</u> | <u>\$0.00</u> |
| | | | |
| Substitute Personnel: | | | |
| 214 | Salaries and Benefits | \$10,189.60 | \$15,284.40 |
| | Purchased Services - List Vendors Below | | |
| 215 | V - SB1 | | |
| 216 | V - SB2 | | |
| 217 | V - SB3 | | |
| 218 | V - SB4 | | |
| 219 | V - SB5 | | |
| 220 | Total Substitute Personnel: | <u>\$10,189.60</u> | <u>\$15,284.40</u> |
| | | | |
| Facilities: | | | |
| 221 | Lease/Purchase Contract for One Full Year | \$117,409.00 | \$117,409.00 |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | | | |
| 223 | liability insurance per year | \$2,000.00 | \$2,000.00 |
| 224 | | | |
| 225 | | | |
| 226 | | | |
| 227 | | | |
| 228 | | | |
| 229 | Property Insurance for One Full Year | | |
| 230 | Content Insurance for One Full Year | \$3,000.00 | \$3,000.00 |
| 231 | Total Facilities: | <u>\$122,409.00</u> | <u>\$122,409.00</u> |

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----|---------------------------------------|--------------------------|--------------------------|
| | Debt Expenditures: | | |
| | List Debts Below | | |
| 232 | _____ | _____ | _____ |
| 233 | _____ | _____ | _____ |
| 234 | _____ | _____ | _____ |
| | Total Debts: | <u>_____</u> | <u>_____</u> |
| | Other Expenditures: | | |
| | List Other Expenditures Below | | |
| 235 | Professional Development _____ | <u>\$20,000.00</u> | <u>\$10,000.00</u> |
| 236 | _____ | _____ | _____ |
| 237 | _____ | _____ | _____ |
| 238 | _____ | _____ | _____ |
| 239 | _____ | _____ | _____ |
| 240 | _____ | _____ | _____ |
| 241 | TOTAL EXPENDITURES: | <u>\$971,345.10</u> | <u>\$1,026,955.40</u> |
| 242 | Net Revenue over Expenditures: | <u>\$30,268.90</u> | <u>\$30,259.60</u> |

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

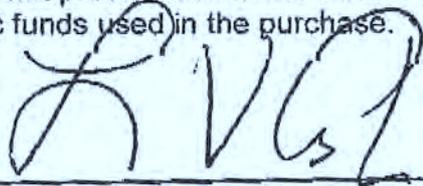
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

- 13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
- 14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Director

30 AUGUST 2013

Date

LAWRENCE Ash

Printed Name

THE JONES TRUST

A proposal for Administrative and classroom space for

Ozark College and Career Academy

August 1, 2013

The Jones Trust

The Jones Trust is a Charitable Operating Foundation, founded by the late Harvey and Bernice Jones of Springdale, Arkansas. The Jones Trust currently has over 550,000 SF of specialty space that include **The Jones Center For Families, Center for Nonprofits @ The JTL Shops and The Harvey Jones Education Building** all located in Springdale, AR and **The Center for Nonprofits @ St. Mary's** in Rogers.

The Jones Center:

The Jones Center was constructed in 1994, repurposing the old Jones Truck Lines Terminal Building. The facility has over 78,000 SF in the main concourse area and over 10,000 SF in the Food Court area. The north wing of the main concourse area is defined as the "conference center" and includes a main ballroom and four breakout rooms. The Center section of the upper concourse includes the library/computer center, Administration and Advancement offices for the Jones Trust and Jones Center staff. The south portion of the concourse will continue to provide Community programs including child care, parenting classes, senior programs, health and safety classes and general community programs and events.

The lower concourse or recreational area will continue to serve the community with the swimming pools, basketball courts, walking track, ice skating arena and fitness center.

Leasable Area:

The areas of the Jones Center offered in this proposal are shown in Exhibit #1 attached hereto. This proposal includes the following areas:

| | | |
|--|--------------|-----------|
| Administrative Office Space | 1,720 | SF |
| Classroom Space (Existing classrooms and furnishings included) | 6,850 | SF |
| Total gross leasable area | 8,570 | SF |

Shared space:

The Jones Center currently has a library/computer lab on campus. OCCA students will have access to the library during all hours of operation. The computer classroom may be scheduled by OCCA instructors on a first priority basis prior at the beginning of the semester in accordance with the published fee schedule. Conference rooms will be made available to OCCA faculty through our scheduling department based on availability at no additional cost.

The staff break room will be available to OCCA staff.

Parking will be available in common facility parking lots. No reserved spaces are available.

Improvements desired by OCCA:

OCCA will utilize the space as is. Internal network wiring may be required. Any network cabling necessary shall be completed at the expense of OCCA.

Telephone Systems, IT Systems and A/V Equipment:

The Jones Center will provide a location within the current library "server room" for telephone service to be installed by the telephone service provider for OCCA. OCCA shall be responsible for any necessary internal wiring associated with telephone service needed within the OCCA space. The Jones Center is currently wired for an internal network and may be suitable for the needs of OCCA. If it is deemed unsuitable for OCCA needs, OCCA shall bear the cost of network cabling to suit the need.

The Jones Center A/V equipment will be available to OCCA only if not in use by the Jones Center on the date needed. Customers of the Scheduling Department will have priority use of the Jones Center A/V Equipment.

Security and Public Safety:

The Jones Center currently has CC TV surveillance for security purposes. If OCCA should desire to expand this system, The Jones Center would allow such an expansion at OCCA's cost. The Jones Center will have full time armed police officers on campus during all hours of operation.

Classroom furnishings:

The Jones Center currently has white boards, desks and tables located within the classroom space. These furnishings shall remain in the classroom for use by OCCA.

Housekeeping:

Housekeeping (Vacuum cleaning of floors, general cleaning of desktops, windows, etc. and wastebasket removal only) shall be provided by the Jones Center housekeeping staff. OCCA will be responsible for all cleaning associated with moving, semester startup, etc.)

Access:

During the life of this agreement, The Jones Center for Families will be open to the public from 8:00 AM to 9:00PM Monday through Friday. All OCCA faculty, staff and student body will have access during these hours. OCCA Students will have access to the library/computer center during hours of operation of the library and computer center. Access outside of the published hours shall be granted upon request.

Financial Considerations:

The Jones Trust offers the space described herein above for a period of **two (2) years** beginning **August 1, 2014** and ending **June 30, 2016** for an annual amount of **\$117,409.00** payable in monthly in the amount of **\$9,784.08**.

We look forward to the opportunity to discuss in more detail the specifics of this proposal.

Respectfully Submitted,
THE JONES TRUST



Mike Gilbert
C.O.O.

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Jones Trust

Lessee(Tenant): Ozark College & Career Academy

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Conference rooms in a community center.

Address of Premises: 944 E. Emma Ave., Springdale, AR 72764

Square Footage: 8,570

Terms of Lease: 8/1/2014- 6/30/2016

Rental Amount: \$117,409

Contingency: The terms of this agreement are contingent upon

Ozark College & Career Academy

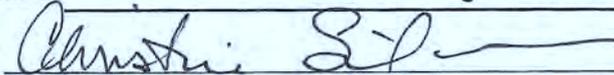
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2014

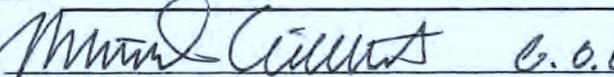
Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Ozark College & Career Academy

By:  Date 8/26/2013

Lessor: Jones Trust

By:  C. O. O. Date 8/26/2013

September 3, 2013

Dr. Tom Kimbrell
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start up grant program, at \$250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start up grant process.

The foundation has already made a planning grant in the amount of \$30,000, based on the initial concept of the proposed charter school for Springdale, submitted by Christine Silano. As such, I feel confident that should the Ozark College and Career Academy be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of a start up grant in the potential amount of \$220,000 (the \$250,000 potential minus the planning portion of \$30,000).

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith
Senior Program Officer
Arkansas Education

OTHER

SPRINGDALE SCHOOL DISTRICT

Administration Office: 804 West Johnson
P. O. Box 8
Springdale, Arkansas
72765-0008

District Accreditation by *AdvancED*



Jim D. Rollins, Ed.D.
Superintendent
Phone: (479) 750-8800
Fax: (479) 750-8812

October 17, 2013

Dr. Tom Kimbrell
Commissioner of Education
State of Arkansas
Four Capitol Mall, Room 304-A
Little Rock, Arkansas 72201

Dear Dr. Kimbrell:

This letter is in response to the recent charter school application for Ozark College & Career Academy submitted by Dr. Christine Silano. The intent of this letter is *not* to deny the options parents can/should have for their students. The intent of this letter is to clarify the claims made in Dr. Silano's application and explore whether or not her proposed charter school represents a justified investment - public or private - as compared to the existing public school option available in Springdale, Arkansas.

1. Key Programmatic Features:

Uniqueness of the Program Offerings: The specifics of the proposed academy model are highly aligned with the programs currently being offered in the Springdale School District. The Csikszentmihalyi "Flow" theory and the "Facilitator as Teacher" concept (Montessori) stated in the proposal are both well understood by the curriculum leadership in Springdale and, as theorists have been part of the shift into the project-based learning model found throughout classrooms in Springdale.

There does not appear to be concrete evidence that the academy's project model is sufficiently defined so as to invite a distinction from the engaging environment provided by Springdale School District classrooms. In fact, all of the models currently used in Springdale schools are designed in such a way as to have high levels of student engagement and they go far beyond the rudimentary curriculum design model and the unit experiences described in the application. Copies of the following are available for your review upon request: (1) Understanding by Design curriculum documents used in K-12, (2) Cognitively Guided Math Instruction problem posing models, (3) Thinking Mathematically math pedagogy, (4) Literacy and Math Design Collaborative (grades 9-12) Tasks, the International Baccalaureate unit planners used in three of our schools, (5) lesson plans from eMINTs-trained teachers (enhancing Missouri's Instructional Networked Teaching strategies), and (6) EAST lab program outcomes defining student projects.

RECEIVED
OCT 24 2013

CHARTER SCHOOL OFFICE ¹⁵⁷

To ensure the highest caliber of curriculum design, the Springdale district has been working with curriculum expert Dr. Marcia Imbeau, University of Arkansas, a protégé of Carol Ann Tomlinson, another nationally-known curriculum expert. The district is also working with authors/advisors to the PARCC assessment model, David Pook and Diane August, to ensure that our formative assessments are in complete alignment. Over the course of three years, the district has invested in the nationally-known leader in pedagogy (known as Gradual Release of Responsibility or GRR), Doug Fisher, to ensure that all teachers were well trained in the systems of delivery that were most effective for the second language learner. Dr. Silano's application provides no evidence that the curriculum or instructional program will equal or exceed that of the Springdale School District.

2. Baseline Assessments:

The charter school proposal suggests that all students will be given PARCC assessments within two weeks of enrollment. The absence of PARCC assessment calibrated tools will not allow for implementation of accurately aligned assessments until after the end of the first year of testing, which will occur in the spring of 2015. The Springdale School District will participate in field testing in the spring of 2014 in twenty-two (22) of the district's schools. This will give us a rich understanding of the PARCC assessment model in general; however, no one will have access to assessment models that can be calibrated until after a full testing period, which will not occur until 2015.

During the interim, the Springdale School District is using a well-established national testing company known as Northwest Educational Assessment (NWEA) in order to get a national level comparison. Because the database of NWEA is nationally normed, it is expected to be predictive toward the PARCC assessment and student performance levels. In addition, each student in the Springdale School District is expected to have a data profile that includes all state-required testing such as Qualls, Benchmark/EOC, as well as NWEA (where appropriate). These are used to design Personal Learning Plans based on the state's Academic Improvement Plan. The charter school proposal is establishing a measure that does not yet exist and the proposal does not account for an interim system that aligns with PARCC.

3. One-to-One Technology:

Dr. Silano's proposal indicates that the students will have access to a 1:1 student to computer ratio. Currently, the Springdale School District has a ratio of 3:2. Each year we invest \$700,000.00 toward reaching our goal of having 1:1 technology. We also have a "system of upgrade" to ensure that our technology is state of the art. Furthermore, the use of technology requires the expertise of many technicians so as to ensure that the technology works. As a district, we have invested heavily in the integration skills of our teachers so that they are equipped with a solid understanding of technology and how to integrate it into the curriculum. According to John Hattie's meta-analysis of research, technology purchased without professional development support results in an ineffective use of technology. The charter school proposal does not include evidence of a research-based professional development plan for technology. Conversely, the Springdale School District has an extensive professional development plan for integration of technology.

4. Advanced Placement or Other Accredited Courses:

The charter school proposal indicates that there will be AP (advanced placement) courses offered to students. The size of the school may limit the number of courses offered since the school's enrollment is limited in number. In comparison, the Springdale School District offers between 20-23 AP courses each year. Additionally, many Springdale AP faculty members have been recognized for their expertise and service as AP readers of exams. Furthermore, AP teachers in Springdale collectively have many years of training to prepare them to teach AP courses.

Students in Springdale have multiple opportunities to gain college credit. Additionally, we have 15 articulation agreements with Northwest Arkansas Community College and contracts with NTI (Northwest Technical Institute) that are accepted as credit or credentialing in area businesses, colleges and universities. These choices give high school students a broad array of post high school programs of study. The two high schools offer concurrent credit courses in college English and college algebra. In addition, Springdale has been involved in the AAIMS program (Arkansas Advanced Initiative for Math and Science) for the past 5 years. The enrollment of students in AP has continued to rise giving more students the opportunity to take these classes. There are no barriers to students who desire to be enrolled.

Springdale has a distinguished track record in CTE (Career Technical Education), AP and International Baccalaureate courses. Dr. Silano's proposal does not appear to offer advanced level courses that are different from the Springdale School District.

5. Extended Day, Extended Calendar:

There is no research offered to support the claim that ten (10) additional days of schooling will impact academic achievement significantly. The Springdale School District has a number of extended day programs in elementary, middle and secondary schools, including 21st Century Community Learning Center grants that serve over 300 students. Additionally, the district supports many extended calendar program options for at risk students, including the University of Arkansas Razorback Writers Program and the Lemke Writing Program. Additionally, several partnerships are available with the district for enriched summer activities such as Camp War Eagle and Youth Strategies, a summer mentoring/work program.

6. Student Services:

Dr. Silano's charter school proposal requests several waivers from essential student services that are well established within the Springdale School District. The proposal does not appear to provide a richer learning environment based on the following requested waivers:

- A. ***Waiver from the Guidance Program:*** The charter school proposal asks for a waiver from guidance services. Springdale students benefit greatly from the outstanding, well-recognized three-tiered model - class counseling, small group counseling and individual counseling - based on the National Counseling Standards. The charter application states that at-risk students would be the target enrollees in the program; however, the proposal's requested waiver diminishes the importance of a strong counseling program. Hattie's research indicates that social skills training has the greatest impact on at-risk students. Therefore, in the Springdale School District, we have both a strong school-based and clinical partnership with the Ozark Guidance Center in every school.

- B. ***Waiver from Media Center:*** Dr. Silano’s proposal also asks for a waiver from media services. A recent presentation by well-known author Stephen Krashen given October 10, 2013, in Rogers, Arkansas, included research that indicates the best way for schools to mitigate poverty is to provide a qualified librarian with an aide and offer students access to excellent books. The role of the LMS is not only to check out books – but to guide and advise students. This charter school proposal diminishes an important service, now supported by research, which is very effective in serving students in poverty.
- C. ***Waiver from Alternative Learning Environments:*** The proposed charter school does not have an alternative for students who do not “fit” into the system. The alternatives provided by the Springdale School District are extensive and range from elementary to post high school. Presumably, if students need alternatives, they would return to the Springdale School District.
- D. ***ELL Instruction:*** The ESL program in Dr. Silano’s proposal appears limited in scope, concerned only with compliance issues. The Springdale School District leads the state in the area of ESL programming. The program options for ELL students range from newcomer centers to sheltered classes to fully integrated programming. In fact, this proposal does not appear to provide any advantage to an ELL student. In comparison, the Springdale School District has a fully functioning office with assessors, translators and support services available to parents. The teachers in Springdale have been recognized for their work with ESL students and families. In addition, we have a Rockefeller Foundation program to support parent leadership development and there are thirteen (13) nationally recognized family literacy programs to engage parents authentically in the education of their children. Dr. Silano’s proposal is silent on authentic parent engagement, especially in the area of ELL instruction.

In summary, the opportunity to provide parents a choice that is distinctly “value added” and worth the investment of the state’s resources should be at the heart of the expansion of the charter application process. There is no evidence provided that Dr. Silano’s proposal meets this important criterion. Furthermore, the proposed academic programs, ESL program, curriculum and instruction design and lack of a professional development plan for technology integration, counseling and a library media program do not come close to matching what is currently available within the Springdale School District.

The nature of the charter movement is to allow new ideas to come forward that provide clear and distinct options for students. Based on the charter application, Dr. Silano’s proposal is very duplicative regarding the instructional programs offered in Springdale schools. On the other hand, it is lacking in many of the programs that, through research, are found to be of particular benefit to children of poverty. Furthermore, any effort to diminish the resource base of the Springdale School District diminishes our capacity to serve the children of Springdale.

Overall, this proposal appears to be limited in scope without making a valid case for the necessity of this type of choice option for parents in Springdale. Therefore, the Springdale School District stands in opposition to this charter application and respectfully submits this letter as evidence for our opposition to Dr. Christine Silano's proposal. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Jim D. Rollins". The signature is written in a cursive style with a large initial "J" and "R".

Jim D. Rollins, Ed.D.
Superintendent

References

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APA formatting by BibMe.org.

Request for the
State Board of Education
to Review the Decision Made by the
Charter Authorizing Panel

**Redfield Tri-County Charter School
Redfield, Arkansas**

19 November 2013

State Board of Education Members c/o Ms. Mary Perry
Charter and Home Schools Coordinator
Arch Ford Education Building
Four Capitol Mall
Little Rock, Arkansas

Dear State Board of Education Members:

Redfield Tri-County Charter School (RTCCS) Board of Directors respectfully requests the State Board of Education review the Charter Authorizing Panel's decision to deny the RTCCS charter application. This request is based on the following reasons:

FINANCIAL STABILITY

During the hearing for RTCCS held on 14 November 2013, multiple panel members were evaluating RTCCS utilizing the budget from another application. RTCCS believes the members were accidentally using the Quest budget. The members utilizing the Quest budget during the hearing not only affected their perception of the financial stability of RTCCS, but also biased the remaining members of the panel with their comments.

The use of another applicant's budget in the review of RTTCS also resulted in damaging the credibility of the speaker for RTCCS. The speaker was confused by the questions and comments related to the Quest budget and stated at least twice that she was confused and did not understand what the panel members were looking at. The panel did not make an effort to clear up the confusion identified by the speaker but instead continued with the next question. The event unsettled the speaker and adversely affected her ability to respond to the remaining questions during the hearing.

RTCCS also included a Letter of Intent (LOI) from Mr. Ken Shollmier for a donation of \$85,000 in their brief during the presentation portion of the hearing. Each panel member was given a copy of the LOI. RTCCS asserts none of the members considered this LOI while evaluating the financial stability of RTCCS. RTCCS believes had Mr. Shollmier's donation been considered in the evaluation, it would have alleviated the concerns of panel members on the amount of money budgeted for pupil transportation and textbooks.

Based on budgets submitted with their original applications, the two applications (Quest and Exalt) which were authorized by the panel had net revenue over expenditures ratios of approximately 4%. With the LOI from Mr. Shollmier included, RTCCS had net revenue over expenditures ratio of approximately 9%.

Panel members utilizing the Quest budget during the evaluation of the RTCCS application, while unintentional, is a significant issue. The LOI from Mr. Shollmier not being considered after it was presented to the panel had a major impact as well. RTCCS asserts these two reasons warrant the Charter Authorizing Panel's decision to be appealed.

DEVELOPMENT OF CURRICULUM

Concerns on the curriculum were not stated in the summary document. The summary document only listed one remaining unresolved issue. This issue dealt with the RTCCS ability to meet the needs of gifted and talented students. Gifted and talented services were addressed by RTCCS during the brief before the Charter Authorizing Panel.

RTCCS had submitted information on curriculum on Questions 5 and 7 in our application. The metrics for question C5 included "A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed". There were no questions related to the curricular in the ADE Evaluation and Applicant Responses. ADE questions on C5 focused on the enrollment cap, instructional strategies, and length of school day.

RTCCS had submitted an application to join the Arkansas Public School Resource Center (APSRC) in July 2013. RTCCS intent was to utilize APSRC for curriculum expertise. The RTCCS application to join APSRC was denied because we were not authorized for a charter. This information led RTCCS to believe specifics related to curriculum development could be accomplished after authorization.

In the charter application, Question 7 stated "Describe the process that **will be used to develop and align** the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education". The verb tense of this statement indicates the curriculum does not have to be developed at this time. This wording coupled with the denial of the RTCCS application to join APSRC, led RTCCS to understand the specifics of curriculum could be determined after receiving authorization. RTCCS provided a general description of

the curriculum in our application and responses, but also stated the curriculum would be fully aligned with and follow the Arkansas Common Core State Standards.

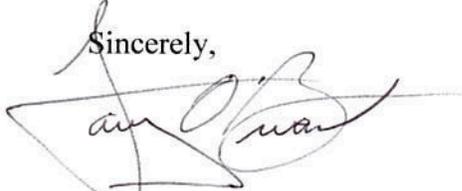
There was an ADE response to the RTCCS application answer on Question 7 and RTCCS provided more detail in our response document. When RTCCS received the ADE summary, there were no unresolved issues pertaining to the development and alignment of the curriculum. Based on no issues being identified, RTCCS believed their approach to develop and align the curriculum after receiving authorization was acceptable. Authorization would have allowed us to submit another application to APSRC and utilize their expertise. Had there been a statement in the summary indicating the ADE had unresolved issues with the development of the curriculum, RTCCS had funds available and would have paid a curriculum specialist to further define the curriculum in more detail than was included in our application and responses.

RTCCS asserts the ADE concerns pertaining to the development of curriculum should have been identified in the RTCCS Summary. This would have allowed RTCCS to hire a curriculum specialist and present more germane information pertaining to the development of curriculum during the hearing. RTCCS believes the oversight of not listing ADE concerns pertaining to curriculum development as an unresolved issue resulted in the applicant being caught off guard with the curriculum development questions. RTCCS has invested hundreds of hours of manpower researching, preparing the 501(c)(3) application, preparing the charter application, developing a budget, preparing responses to ADE questions, and developing the presentation which equates into tens of thousands of dollars. The cost of a curriculum specialist would have been a small price to pay in comparison.

RTCCS maintains the families living in the communities in the Pulaski, Grant, and Jefferson tri-county area have voiced their desire to have a charter school. Almost 800 signatures were collected in support of an open-enrollment charter school. There was no opposition to the RTCCS charter application. The middle schools near the Pulaski, Grant, and Jefferson tri-county area are in a Needs Improvement status. The RTCCS budget has net revenue to expenditure ratio of 9% with the inclusion of Mr. Shollmier's donation upon receiving authorization. There are no other charter schools in the area. The RTCCS application is the result of hundreds of hours of volunteer time. The families and communities of the Pulaski, Grant, and Jefferson tri-county area are passionate in their desire to have an open-enrollment charter school and hopeful their efforts to develop and sustain an open-enrollment charter school in the area are rewarded with an authorization.

The two areas, curriculum development and budget, were the only areas identified by the panel in making a motion to deny the RTCCS application. All members of the Charter Authorizing Panel cited finances and curriculum for their agreement with the motion to deny the RTCCS application. RTCCS asserts the Charter Authorizing Panel's decision to deny the RTCCS application should be reviewed by the State Board of Education.

Sincerely,

A handwritten signature in cursive script, appearing to read "Larry O'Briant", enclosed within a hand-drawn, irregular rectangular box.

Larry O'Briant
Redfield Tri-County Charter School

Notification of Charter Authorizing Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

November 14, 2013

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Larry O'Briant
Redfield Tri-County Charter School
712 Schoolwood Cove
Redfield, Arkansas 72132

RE: Notification of Charter Authorizing Panel Decision
Redfield Tri-County Charter School

Dear Mr. O'Briant:

On November 14, 2013, the Charter Authorizing Panel met and denied the application for the Redfield Tri-County Charter School. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

C: Dr. Larry Smith, Superintendent, White Hall School District
Ms. Brenda Haynes, Superintendent, Sheridan School District
Dr. Jerry Guess, Superintendent, Pulaski County Special School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

An Equal Opportunity
Employer

**Materials Distributed
by the Applicant at
the Hearing**

2013-2014 Application Cycle

**Redfield Tri-County Charter School
Important Updates**

14 November 2013

Redfield Tri-County Charter School

Gifted and Talented

14 November 2013

A non-discriminatory comprehensive identification plan will be used to identify students from all cultural and economic backgrounds. Nominations will be on-going and can come from community members, parents, staff and faculty, and self-nomination. Multi-criteria, both objective and subjective, will be used with no single criterion or cut-off score. ADE approved standardized achievement and mental ability tests, creative rating scales, and parent and teacher rating scales may be used as evaluation tools. An identification committee of at least 5 members, made up from faculty and/or community members and chaired by a trained gifted educator, will be named to assist with placement.

All content area and regular classroom teachers in grades 5 and 6 will serve the needs of the gifted student through a consultant teacher model. Working in tandem with these teachers, services will be delivered by developing management plans, demonstration lessons and monitoring student progress.

In grades 7 and 8, a trained teacher or consultant will work with content area teachers to design differentiated curriculum to meet the needs of the identified gifted student. Project based content and acceleration in content are just two examples of differentiation.

Field trips, guest speakers, Quiz Bowl, the Stock Market Game and Chess are examples of activities that may be offered to gifted and talented students. A chess club will be initiated where gifted students can teach chess to other students not in the gifted program.

A Gifted and Talented consultant will conduct on-going teacher training in addition to the training teachers receive during faculty in-service on the needs of the gifted. Teachers will be trained to differentiate the curriculum and to maintain records for the program.

The Gifted and Talented consultant will utilize a Pull-out program to deliver instructional services to the identified gifted students. The services will be delivered in an instructional space proportionately sized based on the number of identified gifted students served at any one time. The social and emotional needs of the gifted child will be met through peer interaction on projects, and other planned activities as well as through content satisfying to the intellectual needs of the student. Additionally, the Gifted and Talented consultant will be available to guide and assist teachers on meeting the social and emotional needs of the gifted students.

Redfield Tri-County Charter School

Waiver Updates

14 November 2013

Based on information received from the Arkansas Department of Education (ADE) legal staff in the Redfield Tri-County Charter School Summary, RTCCS would like to make the following changes to our request for waivers:

- **Ark. Code Ann. § 6-15-1005 Safe and Equitable Schools**

RTCCS should have only requested a waiver of Ark. Code Ann. § 6-15-1005(b)(5) because it pertains to ALE. Please amend the RTCCS request to only include Ark. Code Ann. § 6-15-1005(b)(5) instead of Ark. Code Ann. § 6-15-1005 in its entirety.

- **Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Section 10.01.4 and 14.0**

RTCCS should not have requested a waiver of Ark. Code Ann. § 6-16-102. The amount of instructional time RTCCS is planning during the school day negates the need for this waiver request. Please disregard the RTCCS waiver request for Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Section 10.01.4 and 14.03.

- **Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**

RTCCS should have requested a waiver request for Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites. Please amend the RTCCS waiver requests to include a waiver request for Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 30 2013**

REDFIELD TRI-COUNTY CHARTER SCHOOL
C/O ELIZABETH A TUCK-ROWAN
PO BOX 351
REDFIELD, AR 72132-0351

Employer Identification Number:
46-2965353
DLN:
17053219373013
Contact Person: SALLY B DAVENPORT ID# 31050
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 04, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

REDFIELD TRI-COUNTY CHARTER SCHOOL

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script, appearing to read "Samuel C. Cook".

Director, Exempt Organizations

Enclosure: Publication 4221-PC

October 31, 2013

Ken Shollmier
Shollmier Family Limited Partnership
13925 Beau Vue Dr.
Little Rock, AR 72223

Subject: Contribution towards the establishment of Redfield Tri-County Charter School

Respected Ladies and Gentlemen:

I recently purchased property in Redfield, Arkansas and had the opportunity to meet with some of the community's leaders and board members of the proposed Redfield Tri-County Charter School. This is a group of citizens who have worked diligently to keep an achieving middle school thriving in their community.

This community believes that a child's education is most beneficial with parental involvement. With the establishment of Redfield Tri-County Charter School, parents and students from the tri-county area will be given a choice of not only where they attend school, but they will also have the opportunity to learn through a non-traditional educational environment.

Upon approval to operate as a charter school, I will donate \$85,000.00 to Redfield Tri-County Charter School.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ken Shollmier', written in a cursive style.

Ken Shollmier

October 31, 2013

Ken Shollmier
Shollmier Family Limited Partnership
13925 Beau Vue Dr.
Little Rock, AR 72223

Subject: Contribution towards the establishment of Redfield Tri-County Charter School

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This community believes that a child's education is most beneficial with parental involvement. With the establishment of Redfield Tri-County Charter School, parents and students from the tri-county area will be given a choice of not only where they attend school, but they will also have the opportunity to learn through a non-traditional educational environment.

Upon approval to operate as a charter school, I will make arrangements for The University of Arkansas at Fayetteville to donate the books which will be needed for the student's media center at Redfield Tri-County Charter School.

Sincerely,



Ken Shollmier

2013-2014 Application Cycle

Redfield Tri-County Charter School

Summary

**Redfield Tri-County Charter School
Redfield, Arkansas**

Redfield Tri-County Charter School

Grade Level(s): 5-12 (5-8 in Year 1 adding a grade per year)
Student Enrollment Cap: 375 (175 in Year 1)
Name of the Sponsoring Entity: Redfield Tri-County Charter School
IRS Status Applied for 501(c)(3) Non-Profit Status
Address: 116 River Road
Redfield, AR 72132

Mission Statement

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change themselves and their community.

Information on the School District in Which the Charter Would Be Located

White Hall School District

41.63% free and reduced-price lunch (2012-2013)

Needs Improvement District (ESEA 2012) - Mathematics

Issue that Remains Unresolved as Determined by the Charter Internal Review Committee

- The ability to meet the needs of gifted and talented students

Documentation Provided in Support of the Charter

Documents Included in the Application

Petition with 23 signatures

Letters

Representative Andy Mayberry

Mayor Tony Lawhon

Gary L. Case

Regina Pickering (Generic Letter)

Arkansas House of Representatives

City of Redfield

McDaniel & Company Realtors

Parent

Other Documents (available for review)

Petitions with 796 signatures

Letters

Tiffany Tuck Spivey

Scott Lockhart

Redfield Chamber of Commerce

Terri Foods, Inc., Redfield

Generic Letters

Jean Berry

Joseph L. Berry

Parent/Guardian

Parent/Guardian

| | |
|------------------------------|-----------------|
| Connie Clark | Parent/Guardian |
| Herman D. Crabb | Parent/Guardian |
| Judy Crabb | Parent/Guardian |
| Mlynda L. Crabb | Parent/Guardian |
| D. Cruz | Parent/Guardian |
| Nila Ferill | Parent/Guardian |
| Jamie Gibson | Parent/Guardian |
| C. Haley | Parent/Guardian |
| Judy Haley | Parent/Guardian |
| Alisa Jackson | Parent/Guardian |
| Alton Jackson | Parent/Guardian |
| D’Lane Kight | Parent/Guardian |
| James Kight | Parent/Guardian |
| Arlis McCullah | Parent/Guardian |
| Mildred Moyer | Parent/Guardian |
| Barbara L. Nichol | Parent/Guardian |
| William T. Nichol | Parent/Guardian |
| Brenda Oliver | Parent/Guardian |
| Christy Packham | Parent/Guardian |
| Carolyn Reynolds | Parent/Guardian |
| Jennifer Rych | Parent/Guardian |
| Leon Smith | Parent/Guardian |
| Scott Stewart | Parent/Guardian |
| 14 with illegible signatures | Parent/Guardian |

Requested Waivers

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Ark. Code Ann. § 6-15-1005 Safe and Equitable Schools**
 - The Applicant requested at waiver of this statute as it pertains to ALE. A waiver specific to ALE should only include Ark. Code Ann. § 6-15-1005(b)(5).
- **Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Sections 10.01.4 and 14.03**
 - The Applicant has indicated its program may necessitate a “school day” shorter or longer than six hours. However, the proposed daily schedule (Application, Attachment 5) shows 400 minutes of instructional time each day. This waiver is not necessary for an instructional day longer than six hours.
 - The Panel lacks the authority to grant a waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas Frameworks.
- **Sections 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**
 - Based on the statutory waivers requested, a waiver of these rules is necessary but was not requested.

From Ark. Code Ann.

| | |
|-------------------|---|
| 6-13-109 | School superintendent |
| 6-13-601 et seq. | District Boards of Directors Generally |
| 6-13-1303 | Implementation policies |
| 6-13-1401 et seq. | District Formation, Consolidation, and Annexation |
| 6-14-101 et seq. | School Elections |
| 6-15-1004 | Qualified teachers in every public school classroom |
| 6-16-102 | School day hours |
| 6-16-105 | United States flag |
| 6-16-106 | Arkansas state flag |
| 6-17-111 | Duty-free lunch periods |
| 6-17-114 | Daily planning period |
| 6-17-117 | Noninstructional duties |
| 6-17-201(c)(2) | Pertaining to teacher compensation |
| 6-17-203 | Committees on personnel policies—Members |
| 6-17-301 | Employment of certified personnel |
| 6-17-302 | Principals—Responsibilities |
| 6-17-309 | Certification to teach grade or subject matter—Exceptions—Waivers |
| 6-17-401 | Teacher licensure requirement |
| 6-17-427 | Superintendent license—Superintendent mentoring program required |
| 6-17-902 | Definition (definition of a teacher as licensed) |
| 6-17-908 | Teachers' salary fund—Authorized disbursements |
| 6-17-919 | Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher) |
| 6-17-1301 et seq. | School Employees' Minimum Sick Leave Law |
| 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| 6-17-2201 et seq. | Classified School Employee Minimum Salary Act |
| 6-17-2203 | Minimum salary |
| 6-17-2301 et seq. | Classified School Employee Personnel Policy Law |
| 6-17-2401 et seq. | Teacher Compensation Program of 2003 |
| 6-17-2403 | Minimum teacher compensation schedule |
| 6-18-1001 et seq. | Public School Student Services Act |
| Chapter 19 | Transportation |
| 6-20-2208(c)(6) | Monitoring of expenditures (gifted and talented) |
| 6-21-117 | Leased academic facilities (requiring leased facilities to confirm to the school facility standards) |
| 6-42-101 et seq. | General Provisions (gifted and talented) |
| 6-48-101 et seq. | Alternative Learning Environments |

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|---------|---|
| 10.01.4 | Planned instructional time |
| 14.03 | Unit of credit and clock hours for a unit of credit |
| 15.01 | School District Superintendent |
| 15.02 | Principals |
| 15.03 | Licensure and Renewal |
| 16.01 | Guidance and Counseling |
| 18 | Gifted and Talented Education |

From Other Rules

- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- Sections 5 and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

2013-2014 Application Cycle

ADE

Evaluation and

Applicant

Responses

Redfield Tri-County Charter School
Redfield, Arkansas

REDFIELD TRI-COUNTY CHARTER SCHOOL

Sponsoring Entity: Redfield Tri-County Charter School

IRS Status: Applied for 501(c)(3) non-profit status

Grade Levels: 5-12 (5-8 in Year 1, adding a grade a year)

Student Enrollment Cap: 375 (175 in Year 1)

Address of Proposed Charter: 116 River Road, Redfield, Arkansas 72132

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information.

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
 - Published on a weekly basis for at least three consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located
 - The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - The last publication date of the notice was no less than seven days prior to the public meeting.
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that

are contiguous to the district in which the charter school would be located
o Within seven calendar days following the first publication.

Partially Meets the Standard

Concerns and Additional Questions:

- Provide the email showing that district superintendents received the notice of public hearing. The next page contains a copy of the email sent to the three superintendents (Dr. Smith – White Hall, lesmith@whitehallsd.org, Dr. Haynes, brendahaynes@sheridanschools.org, and Dr. Guess – PCSSD, jguess@pcssd.org, Mary Perry, mary.perry@arkansas.gov, and Keisha.mattox@arkansas.gov on Thursday, 20 June 2013 at 9:52 AM.

The second page contains a copy of the document (SuperintendentNotificationOfPublicHearingsigned.pdf) sent to the superintendents, Mary Perry, and Keisha Mattox on Thursday, 20 Jun 2013 at 9:52 AM.

The content of the document from the email being sent and the document sent to them cannot be formatted to be in red text.



Ann Rowan <redfieldtricitycharterschool@gmail.com>

Notice Of Public Hearings

1 message

Ann Rowan <redfieldtricitycharterschool@gmail.com>

Thu, Jun 20, 2013 at 9:52 AM

To: lesmith@whitehallad.org, brendahaynes@shericanschools.org, jguess@pcssd.org,
mary.perry@arkansas.gov, keisha.mattox@arkansas.gov

 **SuperintendentNotificationOfPublicHearingsigned.pdf**
257K

<https://mail.google.com/mail/?ui=2&ik=429570c785&view=pt&search=sent&th=13f6212...> 6/20/2013

June 19, 2013

To Whom It May Concern:

It is the intention of Redfield Tri-County Charter School (RTCCS) to submit an application for an open-enrollment charter school in the White Hall School District. The school will be located at 1811 HWY 365 North, Redfield, Arkansas and will be named Redfield Tri-County Charter Middle School (RTCCMS). RTCCS has been authorized by the Arkansas Secretary of State to transact business in the State of Arkansas as a Non-Profit Corporation. Furthermore, RTCCS is in the process of seeking recognition of exemption under Section 501(c)(3) of the Internal Revenue Code.

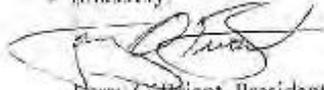
The contact for RTCCS is:

Larry O'Brian, 501-766-0082. Email: redfieldtricitycharterschool@gmail.com

The proposed campus anticipates serving grades 6–8 with a maximum enrollment of 150 students in year one. RTCCMS intends to add one grade a year for a maximum enrollment in grades 6–12 of 350 students. Public hearings have been scheduled and published in the *Arkansas Democrat-Gazette* on Sunday, 16 June 2013, Sunday, 23 June 2013, and Sunday, 30 June 2013. The public hearings are also being published in the *Sheridan Headlight* on Wednesday, 03 July 2013, Wednesday, 10 July 2013, and Wednesday, 17 July 2013. The Dates and times for public hearings are as indicated below:

| DATE | TIME | LOCATION |
|---------------------|--------------|---|
| Monday, 08-JUL-2013 | 7:00-8:00 PM | Redfield American Legion 800 Mark Twain, Redfield, AR 72132 |
| Monday, 15-JUL-2013 | 7:00-8:00 PM | Lone Pine Missionary Baptist Church 27508 HWY 365, Hensley, AR 72065 |
| Monday, 22-JUL-2013 | 7:00-8:00 PM | Orion Missionary Baptist Church Family Life Building 3826 Stagecoach Rd, Redfield, AR 72132 |

Sincerely,



Larry O'Brian, President

Redfield Tri-County Charter School

Cc: Dr. Jerry Guess – Pulaski County Special School District
Ms. Brenda Haynes – Sheridan School District
Dr. Larry Smith – White Hall School District

C-2 GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the discrepancy between the statement that there are no term limits, consecutive or otherwise, and the statement about the regular rotation of members off the board.

The board members do not have term limits, consecutive or otherwise. The regular rotation of members mentioned in our application will be for the original members of the Redfield Tri-County Charter School Board. The original members have made a commitment to remain on the board for the first five years of the charter school. This commitment by the members ensures consistent, knowledgeable administration as the school is established. The rotation described in our application was to provide a means of stability while transitioning from the original members to new members and prevent the situation of having all new, inexperienced board members at one time.

C-3 MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-4 EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Meets the Standard

C-5 EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- Specific reasons that the school would be viable; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard

Concerns and Additional Questions:

- Specify the enrollment cap requested for Year 5 when the charter will serve students in Grades 5-12.

By the fifth year of operation, the Redfield Tri-County Charter School will serve a maximum of 375 students in grades 5 – 8 as follows:

| | |
|-------------------------------------|--------------|
| 2014-2015 Grades 5,6,7,8 | 175 Students |
| 2015-2016 Grades 5,6,7,8,9 | 225 Students |
| 2016-2017 Grades 5,6,7,8,9,10 | 275 Students |
| 2017-2018 Grades 5,6,7,8,9,10,11 | 325 Students |
| 2018-2019 Grades 5,6,7,8,9,10,11,12 | 375 Students |

- Provide details about the instructional strategies to be employed at the charter.

In conjunction with the project-based learning, our teachers would be able to use a variety of instructional strategies. They could use brainstorming to theorize about potential outcomes, journal writing to document the process and observations during the performance of projects, or cooperative learning assignments to reinforce understanding of concepts.

Our goal is for our staff to use a variety of instructional strategies. Each student is unique and is capable of learning but may achieve understanding easier if more than traditional instructional strategies (i.e. lecture and drill and practice). Our teachers' professional development training will include information on a broad range of instructional strategies. Students that have access to teachers with the knowledge and ability to teach by using a variety of instructional strategies are more likely to improve academically.

- Describe the length of the school day and year.

The RTCCS school day will begin at 7:45 AM. Teachers will be available to assist students from 7:45 AM to 8:05 AM during a mentoring/tutoring period. This time is not mandatory but will be available to any student desiring additional assistance. First period will begin at 8:10 AM. The first seven periods will be 50 minutes each. The last period of the day (eighth period) will be 30 minutes. Lunch period will last 35 minutes. There will be a potential total of 400 minutes of teacher/student instructional time per day if a student participates in the optional time between 7:45 AM and 8:05 AM. There will be 380 minutes of teacher/student instructional time for those students not participating in the optional instructional time at the beginning of the school day.

The school year will consist of four quarters totally together for 178 days of instruction.

- Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The board members and administrators of the Redfield Tri-County Charter School will comply with the requirements for every digital course to be offered from a provider approved by the Arkansas Department of Education and to meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

C-6: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
- Reading;
- Reading Comprehension;
- Mathematics; and
- Mathematics Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard

Concerns and Additional Questions:

- Provide the testing instrument and levels of test scores expected for students annually in reading, reading comprehension, mathematics, and mathematic reasoning as AYP is no longer calculated.

RTCCS will utilize the Iowa Basic Skills Test (IBST) to measure the reading, reading comprehension, mathematics, and mathematic reasoning of our students. The first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs. In following years, the charter's AMOs will be based upon the academic performance of the students who attend our charter. Our goal is for our students to meet or exceed the state's average scores and for the gap between students scoring below basic and basic to decrease as fast as the state's gap decreases for those students scoring below basic and basic.

RTCCS is aware of an upcoming change to Partnership for Assessment of Readiness for College and Careers (PARCC). Information on the ADE website indicates it may be implemented as early as 2014-2015. RTCCS will utilize whatever standardized test the state mandates to measure our students in reading, reading comprehension, mathematics, and mathematic reasoning. Our goal will be for our students will meet or exceed the state's average scores.

As grades are added to our charter, we will be utilizing End of Course exams as mandated by the

ADE and administered according to the state testing schedule. Our students will meet or exceed the state's average scores.

Based on data from APSCN, our graduation rate will meet or exceed the state's graduation rate. Our first graduating class will be in May of 2019.

- Provide specific information that will be used to demonstrate academic improvement when it is stated, "Individual student scores will demonstrate increased improvement and students scoring below basic and basic will decrease annually while increasing proficient and advanced student scores within the school's initial five (5) year period." This should include the evaluation instrument, the expected improvement in proficient and advanced scores, the expected decrease in below basic and basic scores, and when the assessment will be conducted.

RTCCS will utilize the Iowa Basic Skills Test (IBST) to measure the reading, reading comprehension, mathematics, and mathematic reasoning of our students. The first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs. In following years, the charter's AMOs will be based upon the academic performance of the students who attend our charter. Our goal is for our students to meet or exceed the state's average scores and for the gap between students scoring below basic and basic to decrease as fast as the state's gap decreases for those students scoring below basic and basic. The standardized test(s) will be administered according to the state testing schedule.

RTCCS is aware of an upcoming change to Partnership for Assessment of Readiness for College and Careers (PARCC). Information on the ADE website indicates it may be implemented as early as 2014-2015. RTCCS will utilize whatever standardized test the state mandates to measure our students in reading, reading comprehension, mathematics, and mathematic reasoning. Our goal for our students will be to meet or exceed the state's average scores.

As grades are added to our charter, we will be utilizing End of Course exams as mandated by the ADE. Our students will meet or exceed the state's average scores. The standardized test(s) will be administered according to the state testing schedule.

Based on data from APSCN, our graduation rate will meet or exceed the state's graduation rate. Our first graduating class will be in May of 2019.

- Confirm the understanding, that during the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter's AMOs will be based upon the academic performance of the students who attend the charter.

The board members and administrators of the Redfield Tri-County Charter School understand that during the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter's AMOs will be based upon the academic performance of the students who attend the charter.

C-7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Does Not Meet the Standard**Concerns and Additional Questions:**

- Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Upon receiving authorization for a charter school, the RTCCS Board of Directors will begin the process of hiring a Director for the Redfield Tri-County Charter School. The Director will also be serving as the principal during the first year of operation for the Redfield Tri-County Charter School. The Director/Principal will be responsible for the process of aligning the curriculum to be utilized by the charter school with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education. RTCCS plans on taking full advantage of any and all assistance available from the Arkansas Department of Education in this endeavor. Monies have been budgeted for submitting an application to become a member of the Arkansas Public School Resource Center (APSRC). APSRC could also be a valuable source of assistance aligning the charter's curriculum. RTCCS budgeted to be able to hire the services of a Curriculum Specialist to assist in this task as well. Aligning the curriculum will be the top priority for the newly hired Director/Principal. The Director/Principal will utilize the ADE, the APRSC, and the services of a curriculum specialist if necessary along with research and their experience to successfully complete this task as expeditiously as possible.

- Provide the timeline for aligning curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards.

It is difficult to develop a specific timeline for the completion of the alignment of the curriculum to the Arkansas Curriculum Frameworks and the Common Core State Standards. We are estimating it will take approximately four (4) to six (6) weeks for the Principal to complete the alignment but the process will continue after the initial alignment. RTCCS will require the Principal to complete the alignment of the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards before 01 July 2014. As teachers are hired, the principal will work with them to ensure the development of lesson content is consistent with the Arkansas Curriculum Frameworks and the Common Core State Standards.

- Confirm that the principal will take the lead on aligning the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards as the teacher job description on Page 22 indicates that the teacher will "develop framework based curriculum based on the Common Core State Standards."

The Principal will take the lead on aligning the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards. The teacher job description on Page 22 indicates they will develop framework based on the Common Core State Standards. The teacher job description on Page 22 should have stated the teachers will develop lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum

Frameworks and the Common Core State Standards.

C-8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A response that meets the standard will describe the ways in which the following services will be provided to students even in those areas for which a waiver is requested:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all eligible students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard

Concerns and Additional Questions:

Guidance Services

- Explain the “traditional aspects of a contemporary guidance program” that will be included in the charter’s guidance program.

The charter will provide guidance to students on course selection, career counseling, and personal/social developing counseling. The teachers will provide guidance program services such as advising students on course selection. This will be done as-needed due to the counselor position being a part-time position during the first year of operation. The part-time counselor will be focused on career counseling and providing opportunities for the students to be exposed to information on a variety of jobs and career fields.

- Explain the counselor responsibilities that will be assigned to each staff position. Include the responsibilities that will be assigned to a part-time counselor in 2014-2015 and a full-time counselor in 2015-2016 as these are budgeted positions.

The teachers will be advising students on course selection. This will be done as-needed due to the counselor position being a part-time position during the first year of operations. The part-time counselor will be focused on career counseling and personal/social development.

Health Services

- Provide the names of the companies and/or individuals with whom the charter may contract for health services.

Potential names of companies and/or individuals with whom the charter may contract with for health services include Rhonda Ply or Jefferson Comprehensive Care Clinic who currently operates the clinic in Redfield.

- Specify the health services for which the charter will contract.

The charter will contract the screening, referral, and follow-up procedures for all students. The contractor will also be responsible for providing and maintaining current health appraisals records

for all students according with guidelines developed by the Arkansas Department of Education. IAW Act 1565 of 1999, the contractor will also provide students with special care needs, including chronically ill, medically fragile, and technology dependent, and students with other health impairments will have an Individualized Health Care Plan. The contractor will also perform invasive medical procedures required by students and provided at school because they must be performed by trained, licensed personnel who are licensed to perform the task. The contractor will also provide custodial health care services required by students under an Individualized Health Care Plan.

- Confirm that the charter will contract for a nurse as the expenses for a part-time nurse are budgeted in a health services vendor line.

The charter will contract for a part-time nurse and has this budgeted in our first and second year of operation.

- Explain the ways in which daily responsibilities for student health issues will be handled and by whom when the nurse is not on campus.

Daily responsibilities for student health issues not requiring a licensed person perform them will be performed by the administrative assistant. Daily responsibilities requiring a licensed person to perform them will be scheduled while the part-time nurse is on campus.

Media Center Services

- Explain where the students will access technology to use “in conjunction with projects and assignments” as was stated in the educational plan since it is stated that there may be only one computer in the media center during the school’s first year of operation.

The charter will also have a computer lab on campus. The lab will have a minimum of eight (8) computers. The students will be able to access the lab during the twenty minute tutoring time from 7:45 AM to 8:05 AM, during their lunch period, and during study hall in addition to any time spent using the computers during their classes. RTCCS will be pursuing grants that would allow additional computers/tablets to be included in the lab, the media center, and the classroom.

Special Education Services

- Confirm the understanding that the staff will provide special education students with all accommodations and services outlined in the IEP.

RTCCS understands the staff will provide special education students with all accommodations and services outlined in their IEP.

Transportation Services

- Provide details about transportation that will be provided for students.

Once RTCCS receives authorization for a charter, two used school buses will be purchased. The buses will pass inspection and be maintained as mandated by the State of Arkansas.

The drivers will meet all training requirements as specified by the State of Arkansas and hold a Commercial Driver's License. Bus drivers will also pass a physical examination given by a licensed physician or an advanced practice nurse at least every two (2) years.

The Director/Principal will map out bus routes for the area in an eight (8) to ten (10) mile radius of the charter school. RTCCS will provide a satellite pick-up for the students. Sites and times for pick up and drop off will be identified and published so parents and students are aware of the site(s) closest to them.

English Language Learner Services

- Explain the types of English language instruction, other than immersion, that will be considered and explain how the appropriate type of instruction for each student will be determined.

In addition to immersion, the charter will also offer small-group interventions and high-quality vocabulary instruction during the day. Supplemental assignments and utilizing instructional activities that would present an opportunity for students with different English language proficiencies to work together in pairs in a structured environment may also be used to augment the charter's approach to English Language Learner Services.

RTCCS did budget a \$550 stipend for the staff member responsible for ensuring the charter complies with federal and state ELL regulations, recordkeeping and confidentiality regulations, and knowledge of diagnostic testing. This staff member will be responsible for working with the teachers of students with ELL needs to ensure the instructional strategies that best fits the students are being used and for administering the annual ELDA testing requirements.

RTCCS will work with the ADE to ensure all of the requirements for ELL are addressed and satisfied. If additional funding needs to be budgeted to cover travel or training expenses for the staff member responsible for ELL, RTCCS will work with the ADE to determine an appropriate amount to include in the budget.

Gifted and Talented Services

- Explain how gifted and talented students will be identified.

Gifted and talented students could be nominated by teachers, staff, parents, community members, or by self-nomination. Students could also be identified for consideration as gifted and talented based on academic performance on standardized tests.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in meeting the needs of gifted and talented students.

Each of the gifted and talented student's teachers would be available to serve their needs. It would depend on which areas of study the student is gifted. All of the teachers will be receiving gifted and talented training. The Principal will be responsible for ensuring the teachers receive this training as part of their professional development training.

- Explain how the social and emotional needs of gifted and talented students will be met.

The social and emotional needs of the gifted child will be met through peer interaction on projects and other planned activities (e.g. field trips, guest speakers) as well as through content satisfying to the intellectual needs of the student.

C-9: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

Partially Meets the Standard

Concerns and Additional Questions:

Confirm that enrollment will be open to any Arkansas student who wants to attend.

Enrollment in the Redfield Tri-County Charter School will be open to any Arkansas student who wants to attend.

C-10: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community and the Charter Authorizing Panel that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Meets the Standard

C-11: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Partially Meets the Standard

Concerns and Additional Questions:

- Confirm the understanding that transcripts from prior schools cannot be required for students to enroll and attend the charter.

RTCCS administration and board members confirm their understanding that transcripts from prior schools cannot be required for students to enroll and attend the charter.

- Clarify whether parents with students on waiting lists will have to apply the following year.

It is our understanding the waiting lists are only valid for the year the application was submitted. Parents with students on waiting lists will have to apply the following year to be eligible for any openings. If there are more applications than openings the following year, another lottery will be announced and held. All applications submitted for the current school year will be in the lottery. The number of openings in the grade will determine how many will be accepted to enroll and how many will be on the waiting list. The waiting list will be valid for the school year for which the application was submitted.

- Explain what is meant by, "The waiting list is valid until the next time RTCCS is required to conduct a random, anonymous student selection."

The waiting list will be valid for the school year in which it was created. Once that school year is over, it is no longer valid. During the next application cycle, if there are more applications than there are openings, another lottery will be held and a new waiting list created. If the number of

applications are less than or equal to the number of openings, there will be no need for a lottery and no waiting list.

C-12: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain when the teachers will be employed if they are to “develop framework based curriculum based on the Common Core State Standards.”

The reference to "develop framework based curriculum based on the Common Core State Standards" was erroneous. Teachers will develop lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards by the Principal. Hiring teachers will be the responsibility of the Principal and will begin after the Director/Principal is hired. The job description has been updated to reflect this change and is included below.

TEACHERS

The responsibilities of the teachers will include but not be limited to the delivery of the components of the instructional program, developing lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards, design and implement daily planning to facilitate instruction of the curriculum using project-based, traditional and other applicable instructional strategies, monitor and evaluate student progress, prepare and participate in parent conferences, develop lines of communication with parents and participate in meetings as necessary with community outside educational entities.

Desired requirements: Must have a Bachelor's Degree in or education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

- Revise the qualifications for the special education teacher to require a special education license.

RTCCS has revised the qualifications for the special education teacher to include a requirement for a special education license.

SPECIAL EDUCATION TEACHER

The responsibilities of the special education teacher will include but not be limited to all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program.

Desired requirements: Must have a special education license and a Bachelor's Degree in special education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

- Confirm that instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualified as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

RTCCS confirms that instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualify as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

C-13: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

Partially Meets the Standard

Concerns and Additional Questions:

- Provide the timeline and process by which the governing body will review and adopt an annual budget.

The budget will be developed before 20 June and approved by the RTCCS Board of Directors by 30 June. Once approved, the budget will be submitted to the Arkansas Department of Education by 01 September.

The Director will present a financial report at each of the monthly RTCCS Board of Directors meeting. The financial report will compare budget to actual expenditures and used as a tool to ensure the fiscal stability of the charter.

- Provide information on the vendors being considered to provide substitute personnel. RTCCS has researched Teachers On Call, SubTeach, and Aesop Substitute Management as possible vendors to be used to provide substitute personnel.

SubTeach is a company that strives to provide better trained substitute teachers to improve the quality of education in the classroom when the substitute is on campus. They provide training in classroom management, following lesson plans, innovative instructional techniques, and tips on becoming a prepared and professional substitute teacher. The charter will only have to call one number to get a substitute and they handle all substitute personnel files and handle all payroll issues.

Teachers On Call and Aesop Substitute Management are both similar in functionality to SubTeach and should provide the same service.

At this time, RTCCS does not anticipate utilizing any of the vendors to provide substitutes. We will select and employ our own substitutes at this time. Vendors may be considered at a later date as the charter grows.

C-14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.

If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

Meets the Standard

C-15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system.

Meets the Standard

C-16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

A response that meets the standard will present:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is

appropriate and adequate for the school's program, the school's targeted population, and the public;

- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school.

Meets the Standard

C-17: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and explain how conflicts, if any, will be addressed.

Meets the Standard

C18: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Meets the Standard

C19: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs; and

- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Meets the Standard

C-20: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

A response that meets the standard will present:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

Partially Meets the Standard

Concerns and Additional Questions:

See and respond to comments from Arkansas Department of Education legal staff.

LEGAL COMMENTS

Waivers Requested:

Ark. Code Ann. § 6-10-106 Uniform Dates for Beginning and End of School Year

The applicant should explain why this waiver is necessary if it will follow the calendar of the White Hall School District.

This was an error. RTCCS discussed following Sheridan School District's calendar but decided to follow White Hall School District's calendar. This request should have been removed from our application before we submitted it.

Arkansas Code Title VI, Chapter 17, Subchapter 4

The applicant should specify which statutes within Subchapter 4 it seeks waivers from.

RTCCS is wishing to obtain waivers Teacher and Administrator Licensure requires. We believe this would be in Arkansas Code 6-17-401. We would also seek a waiver for Superintendent Licensure as stated in Arkansas Code 6-17-427.

Ark. Code Ann. § 6-17-1302

The applicant should clarify this waiver. The application appears to attempt to add licensed teachers to this statute to make the school employees minimum sick leave applicable to licensed educators. The Charter Authorizing Panel has authority to waive statutes, but not rewrite statutes.

This waiver request was an error. Please disregard.

Waivers Not Requested:

RTCCS would like to include the following requests for waivers that were not included in our original application.

RTCCS would like to request a waiver of from Arkansas Code Ann. § 6-16-105 (United States Flag) General Provisions and from Arkansas Code Ann. § 6-16-106 (Arkansas State Flag) General Provisions. We will be leasing the location for our charter and may not be able to place flags on the grounds. We will attempt to include this in our lease agreement, but that agreement cannot be finalized until charter authorization and approval from the Commissioner of Education has approved the lease agreement. If we are unable to place the flags on the grounds of the charter school, we will prominently display the United States Flag and the Arkansas State Flag in

an indoor area and will display the flags at school events. Our students will be taught respect for the flags and will pledge allegiance the United States Flag at appropriate times.

School Superintendent

The applicant requested a waiver Ark. Code Ann. § 6-13-109. In order to effectuate this waiver, the applicant should also request a waiver of Section 15.01 of the Standard for Accreditation. RTCCS would like to request a waiver of Section 15.01 of the Standard for Accreditation. This request along with our existing request for waiver from Arkansas Code Ann. § 6-13-109 would allow us the ability to meet the unique demands of hiring a superintendent of an open enrollment charter school.

Ark. Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Ark. Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees

In order to effectuate this waiver, the applicant should request a waiver of Sections 5 and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

RTCCS would like to request a waiver of Sections 5 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites to effectuate the request for waivers to Arkansas Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Arkansas Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees.

It does not appear that the applicant requested a waiver of minimum compensation and personnel policies for licensed employees. The applicant should confirm its intention to abide by all statutes and rules regarding compensation and personnel policies of licensed employees.

RTCCS would like to request a waiver from Arkansas Code Ann. §§ 6-17-201(c)(2), 6-17-2203, and 6-17-2403. RTCCS intends to pay certified and classified staff salaries and hourly rates based on their experience which are similar to and competitive with the salaries and rates of schools of similar size.

English Language Learners

The applicant did not budget any expenditures for English Language Learners “because of waiver.” No waiver was requested, and it is unclear what provisions of the English Language Learner requirements that the applicant would request to waive.

The entry of “No fund because of waiver” for ELL was an error by RTCCS. Please disregard. RTCCS will comply with the regulations and needs for any student with ELL requirements.

In addition to English immersion, the charter will also offer small-group interventions and high-quality vocabulary instruction during the day. Supplemental assignments and utilizing instructional activities that would present an opportunity for students with different English language proficiencies to work together in pairs in a structured environment may also be used to augment the charter's approach to English Language Learner Services.

RTCCS did budget a \$550 stipend for the staff member responsible for ensuring the charter complies with federal and state ELL regulations, recordkeeping and confidentiality regulations, and knowledge of diagnostic testing. This staff member will be responsible for working with the teachers of students with ELL needs to ensure the instructional strategies that best fits the students are being used and for administering the annual ELDA testing requirements.

RTCCS will work with the ADE to ensure all of the requirements for ELL are addressed and

satisfied. If additional funding needs to be budgeted to cover travel or training expenses for the staff member responsible for ELL, RTCCS will work with the ADE to determine an appropriate amount to include in the budget.

Health Services

The applicant did not budget any expenditures for Health Services, but no waivers were requested.

RTCCS did budget \$20,000 for a part-time nurse to be contracted on line 117 of the Budget under V-HS1 along with \$250 for supplies and \$1000 for equipment in 2014-2015. We also budgeted \$20,400 for a part-time nurse to be contracted in 2015-2016 along with \$350 for supplies and \$500 for equipment.

C-21: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Partially Meets the Standard

Concerns and Additional Questions:

See and respond to comments from Arkansas Department of Education legal staff.

LEGAL COMMENTS

The applicant should describe the potential impact of the proposed charter school on the efforts of the affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The applicant should describe any desegregation obligations of the affected public school district(s) and how the applicant determined it will not impact any court order or statutory obligations.

RTCCS will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Based on information from other open-enrollment charter applications for open-enrollment charter schools affecting the Pulaski County Special School District (PCSSD), the federal District Court has determined the PCSSD is unitary in all respects concerning inter-district student assignment. PCSSD would therefore have no existing obligations to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

A motion was filed by the Little Rock School District in 2010 to enforce the 1989 Settlement Agreement in the PCSSD Desegregation case. The motion contended that an open-enrollment charter school within Pulaski County would interfere with M-M Stipulation and the Magnet Stipulation. US District Judge D.P. Marshall, Jr. denied the motion and stated "The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation." *Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas*

Virtual Academy, et al., Case No. 4:82-cv-00866-DPM, US District Court-Eastern Division of Arkansas Western Division, Document 4809.

Based on this information, the 1989 Settlement Agreement does not contain any restrictions nor does there appear to be any existing federal District Court desegregation order that would prohibit the authorization of an open-enrollment charter school in Redfield due to it potentially enrolling students from the Pulaski County Special School District.

C-22: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

Evaluation Criteria:

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application;
and
- The plan to ensure the sustainability of the charter in the future.

Meets the Standard

2013-2014 Application Cycle

Application

**Redfield Tri-County Charter School
Redfield, Arkansas**

RECEIVED
Arkansas Department of Education
Charter and Home School Office
August 30, 2013



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Redfield Tri-County Charter School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall Little Rock,
AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Redfield Tri-County Charter School

Grade Level(s) for the School: 5th - 8th Student Enrollment Cap: 175

Name of Sponsoring Entity: Redfield Tri-County Charter School

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Larry O'Briant

Address: 712 Schoolwood Cove City: Redfield

ZIP: 72132 Daytime Phone Number: (501) 766-0082 FAX: ()

Email: redfieldtricitycharterschool@gmail.com

Charter Site

Address: 116 River Road City: Redfield

ZIP: 72132 Date of Proposed Opening: 18 August 2014

Chief Operating Officer
of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: () _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change themselves and their community.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Key programmatic features RTCCS will implement in order to accomplish our mission are as follows:

- * Focus on college and career readiness for all students.
- * Implementation of inquiry-based teaching methods (problem-based learning and project-based learning) as primary teaching method complimented with classical teaching method.
- * Initiate communication with entities with the goal of developing partnerships. These organizations would have expertise in areas such as engineering, science, math, and arts. These partnerships will be utilized to bring in individuals from the community and surrounding areas to enrich our curriculum.
- * Introduce students to the concept of core character values such as civic duty, honesty, respect, and kindness.
- * Strict discipline policy for behavior that detracts from the learning environment.
- * Introduction to computer technology as permitted by budgetary constraints.
- * Involvement in community service projects as permitted by budgetary constraints.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Applicant Response:

RTCCS held three public hearings in July 2013. The locations for the public hearings were in the Redfield American Legion Building, the Lone Pine Missionary Baptist Church in Hensley, and the Orion Missionary Baptist Church which has a Redfield address but is in close proximity to the eastern portion of Grant County that RTCCS is targeting. The meetings were published in the Arkansas Section of the *Arkansas Democrat/Gazette* on the three Sundays immediately preceding the meeting held on Monday, July 8. The last publication of the notice was no less than seven days prior to the public meeting held on Monday, 8 July 2013. The meetings were also published in the *Sheridan Headlight* on three consecutive Wednesdays beginning July 3rd. Emails with the information for the public meetings were sent to the superintendents of each school district (White Hall, Sheridan, Pulaski County Special) within seven calendar days following the first publication of the notice of the public hearing. Documentation for the first public hearing dates of publication, location of advertisement, and confirmation of payment are included in this application. RTCCS was only required to have one public meeting and all documentation required for the charter application is included for the meeting held on 8 July 2013. The documentation for the other meetings' advertisements in the *Sheridan Headlight* is not included as part of the

application.

All of the meetings were held on Monday nights from 7:00 pm to 8:00 pm. The meetings took place on July 8, July 15, and July 22. RTCCS Board of Directors developed a tri-fold that was distributed to attendees of the meeting and developed a PowerPoint presentation that was presented at the meeting. After the presentation, the floor was opened up so that those in attendance could ask questions of the RTCCS Board of Directors. Three representatives from Sheridan School District attended the last meeting at Orion Missionary Baptist Church. They said if Redfield received charter authorization, they would support our efforts in whatever way they could.

Questions were on-topic and brought about meaningful discussion during the meetings. Attendees were supportive of our efforts to get a charter school authorized in Redfield. Attendees were informed about the RTCCS web site and email address in case they thought of questions they wanted answered after the meeting ended. After the meeting was concluded, members of the RTCCS Board of Directors were available to talk with individuals one-on-one. No one present spoke in opposition to the charter school.

Almost eight hundred (800) signatures on petitions, over forty (40) letters from parents, letters from local businesses, a letter from the Redfield mayor, Mayor Tony Lawhon, and a letter from State Representative Andy Mayberry have been collected in support of Redfield pursuing a charter school. These documents are available for review.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

The original board membership of Redfield Tri-County Charter School (RTCCS) was appointed by our parent organization, Keep Redfield Middle School. The members of the RTCCS Board of Directors then voted on officers for the group. The original members will retain their positions for up to five years to allow for stability while the school is established and grows to a school system servicing grades 5th through 12th.

- A. The RTCCS Board of Directors will have final decision-making authority for the RTCCS in areas of finance and purchasing, hiring and firing of staff, and hiring and firing of the school director. It will also have final decision-making authority on student discipline issues that have been appealed.
- B. Once the school is established, the treasurer position will become a regular member and the Chief Financial Officer of the charter school will provide financial information to the board when necessary. The members (e.g. Member 1 (M1) through Member 7 (M7)) will be representative of the following groups:

- M1 - nominations accepted for Jefferson County representative
- M2 - nominations accepted for a teacher or staff member of the charter school
- M3 - nominations from Parent Teacher Organization of parents who are members
- M4 - nominations accepted for a Redfield community representative
- M5 - nominations accepted for a Pulaski County representative
- M6 - nominations accepted for a Grant County or Saline County representative
- M7 - will be an at large position

The current board members and the position they hold are as follows:

- M1 - Mr. Larry O'Briant, President, 40+ years of experience in education
- M2 - Mrs. Ann Tuck-Rowan, Treasurer, 15+ years in education
- M3 - Ms. Amanda Kight, Secretary
- M4 - Mr. Todd Dobbins, Member
- M5 - Mr. Ronnie Meredith, Member
- M6 - Mr. James Kight, Vice-President, 45+ years of experience in education
- M7 - Mrs. Linda Banks, Member, 32+ years of experience in education

Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Board of Directors shall present a slate of potential directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

The Board of Directors shall be self-perpetuating. Each Director's term shall be for a term of one(1) year beginning on the date designated by the Board of Directors upon electing such Director and shall continue until such term ends and such director's successor has been elected and qualified, or until the director's death, resignation, or removal. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a director.

Any director may resign at any time by giving written notice to the President or the Secretary. Such resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

The Board of Directors may remove any director or officer from his/her position by two thirds (2/3) vote of the entire Board of Directors at any regular or special meeting, provided that a written statement of the reason or reasons shall have been delivered to such Director or Officer at least thirty (30) days before any final action is taken by the Board of Directors. Such statement shall be accompanied by a notice of the time when, and the place where, the Board it so take action on the removal. The officer or director shall be given an opportunity to be heard by the Board of Directors at the time and place mentioned in the notice.

The Board of Directors may fill vacancies on the Board of Directors that occur for any reason after the Annual Meeting of the Board of Directors.

The original Board of Directors will remain in their positions until the charter has grown to a 5th through 12th grade campus (which should be five years from the opening of the charter). The members will start to be replaced gradually.

An annual meeting of the Board of Directors for the election of directors and officers and such other business as may come before the meeting shall be held once a year, at such time and at such place, as may be fixed by the Board of Directors.

During the annual board meeting the initial members of the Board of Directors who are ending their fifth year of service shall begin the process of rotating off the board. Members M2, M3, M6, and M7 will rotate off the board after their fifth year of service. The following year, members M1, M4, and M5 will rotate off the board.

- C. The RTCCS Board of Directors will have at least one member representing the parents of RTCCS students once the school has grown to a 5th through 12th campus. The parents will also be able to address the board during monthly meetings. The school's leadership will take into consideration all suggestions brought to them from parents. The school will also be responsible for providing all annual reports mandated by the state. These reports will be accessible on the school's website or in hard-copy format if a parent requests it. Teachers will also work with parents while educating their students. There are also two scheduled parent-teach conferences during the school year where the teachers and staff will be available to parents. Parents will have the opportunity to join a campus based parent/teacher organization which will afford them the opportunity to interact with teachers and staff.

3. Give the mission statement for the proposed charter school.

Applicant Response:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change themselves and their community.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

RTCCS will provide a quality option for those students that prefer a small school setting and/or shorter commutes to school. A small school setting will afford the teachers and staff the opportunity to get to know each student and allow for the forging of relationships with the students and the ability to determine each student's strengths, weaknesses, and learning style. It would also be beneficial for students that need to be able to participate in extracurricular activities for motivation to stay in school instead of dropping out. Inquiry-based teaching methods might be more successful in educating those students that do not do well in a lecture-based setting.

Middle school students in and around the Redfield area are spending between one and two hours riding the bus each day. The majority (approximately 60%) of these students qualifies for free or reduced meal program. These students are at risk to have truancy issues, lower grades and/or test scores, and to experience exclusion from extracurricular activities due to the length of their bus ride. The students are dependent on the school bus to get to and from school. Many of their families do not have the income to transport them to/from school or cannot due to the demands of their jobs. The majority of parents work north of Redfield. The location of our school would provide an opportunity to dramatically reduce the length of our students' bus ride and increase the chance of their parents being present for and involved in school activities after work. Parental involvement in their child's education is extremely important.

The families with children in and around Redfield are middle to low income families. They choose to live in rural areas and would prefer to send their children to smaller schools if given that option. There are students which are at risk for dropping out of high school if they attend a larger school. These students need a smaller school to allow them to build relationships with teachers and fellow students. Smaller schools provide a greater opportunity to participate in all activities and provide them a feeling of belonging in the student body.

In the past four (4) years, there have been three (3) students from the Redfield area that started as sophomores

at the White Hall High School and dropped out of school within the first few weeks. It is impossible to determine the exact reason the students dropped out, but it may have been related to the size of the school and those students' inability to thrive in a school environment of over nine hundred (900) students and forge relationships with their teachers and peers.

Our school will provide students the opportunity to attend school in a community that strongly supports education. Based on information from the last census, Redfield was one of only two cities in Jefferson County to have growth. Jefferson County is struggling with population and economic decline. Schools play an important part of families' decision to move to a community. Redfield has a long history (over one hundred years) of providing education for our children. Our residents have bonded together to pursue getting a charter. We have a group of people that have voluntarily devoted countless hours in this effort. Close to eight-hundred (800) signatures were collected in support of a charter school in Redfield. Our community is committed to providing a quality education and is determined to get the authorization for a charter school.

The innovations that will distinguish our charter school from other schools are our focus on college and career readiness, inquiry-based teaching, our efforts to form partnerships with local entities to enrich students' experiences on projects and in exposure to different career opportunities, community involvement through community service projects, and the infusion of technology into the curricula. Our students will become members of our school family and will leave our school with a love for learning.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

The educational program of the RTCCS shall consist of grades five (5) through grade eight (8) during year one (2014-2015). RTCCS plans to have twenty-five (25) students in 5th grade and fifty (50) students in each of the 6th, 7th, and 8th grades the first year of operation. We will add at least one grade annually until the campus is a 5th through 12th campus.

The educational program will focus on college and career readiness for all students. The educational program will be designed to specifically target career preparation. As students mature, they see themselves in a particular career in their future. The study of career pathways will be incorporated into the curriculum and students throughout all grade levels will be exposed to future possible career pathways. At the beginning of the 2014-2015 school year, all students in all grades will participate in a career interest inventory. The career inventory will be grade level specific and be "user friendly" for the targeted ages. The results of these inventories will assist teachers with curriculum planning for the school year. At the end of the 2014-2015 school year, the students will be assessed again to allow teachers to prepare for the upcoming year. The assessments will be done at the end of each year for years following the 2014-2015 school year. New students will be assessed when enrolled. Standardized career inventory assessments such as Explore, Plan and Kuder will be used at the appropriate times with the appropriate grade levels. The school will use all resources available throughout the community as well as area wide to provide students the accurate knowledge base concerning the requirements of specific careers and the knowledge base needed to adequately pursue and be successful in a specific career area. Students will also participate in interview scenarios that will be incorporated into both the Language Arts and Career and Technical curricula.

As students progress through the educational program, they will become more exposed to various career interests. As the charter school grows, more in depth educational opportunities such as concurrent credit programs or apprenticeship programs will be added. As these happen, the students will not only be allowed, but encouraged to participate in post-secondary courses (both college and vocational). These may be taken through either distance learning opportunities provided at the charter school or at a post-secondary institution that the charter school has contracted with to provide such courses. The leadership and faculty will work closely with Career and Technical Education as well as colleges and vocational schools to establish programs of study that address the interests of the students.

Students may be exposed to various learning and instructional strategies but the foundational base of instruction throughout all curricular areas in all grades will focus on Project-Based learning strategies. The educational program will incorporate the use of technology into as many aspects of the curriculum as possible in order to prepare student for future college and career opportunities. The use of technology in conjunction with the projects and assignments will be implemented as budgetary constraints allow. Our school will foster an atmosphere where education is valued and students will be encouraged to build relationships with their fellow students and teachers. The use of groups during the project-based learning activities will encourage the development of these relationships along with providing opportunities to strengthen communication and interpersonal skills. Cross-curricular instruction will allow teacher flexibility with instruction and allow multiple presentation opportunities of specific frameworks to ensure student mastery.

The continuation or renewal of the RTCCS open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board and on compliance with any accountability provision specified by the open-enrollment public charter. RTCCS will strive to improve student performance on assessment instruments adopted by the State Board.

Our intent is for all students to become part of our school community. It will also be a priority for us to involve community members. Volunteers will be a part of our school community as well. We will work with local community service organizations to involve our students and staff in projects to help individuals, families, and organizations in our community. As a charter school, we will also be working closely with our parents to raise

funds as needed, to tackle projects around the school, and to be actively involved in their child's education and extracurricular activities.

Our immediate goal will be to improve the students' interest and involvement in their education. This will help reduce truancy and behavior issues for our students if they have a history of these issues. Our long-term goal is to instill the love of learning in each and every student. We realize that not every student will continue on to college. Their path may lead them to a technical school, a vocational school, or directly into the job market. Whatever their path, they will enjoy success if they are life-long learners.

Teachers and staff will utilize professional development networks. These networks will allow our personnel to take-part in free on-line professional development courses in project-based learning. It will also provide a means for our personnel to collaborate with other teachers instructing their students using the inquiry-based methods. One example of such a resource is Buck Institute for Education (www.bie.org).

RTCCS will also apply to become members of the Arkansas Public School Resource Center (APSRC). This organization will provide consulting and guidance in areas such as law, finance, technology, teaching and learning and will be a valuable asset and resource as we navigate establishing our charter school.

Core character values will be taught. It is our intent to work with Charter Education Partnership (CEP) and to pursue becoming a National School of Character. CEP works to combine all facets - educators, students, parents, and community - to create safe, caring, and respectful schools where students flourish academically and do the right thing. Until we can go through the application process for CEP, we will focus on character values and select a "Student of the Month" from each grade that exhibits the character value being emphasized. Service of others will also be emphasized. Experience with community service will allow the students to realize the joy that comes from helping others and helping their community. It will allow them to realize the power they have as an individual to bring positive change to themselves and others.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

Applicant Response:

The school will use several different methods of assessment to measure the academic achievement and educational progression of the students. The data derived from the students performance on the various assessments will directly impact the development and of curriculum, delivery of instruction, impact revisions of student education plans as well as the evaluation of the educational goals of the school.

The school will use the Iowa Test of Basic Skills (ITBS) and the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) for all applicable grades. The school will also work with The Learning Institute to develop specific assessments to better evaluate student needs and performance. As the school adds grades to which these do not apply, other assessments will be applied. Career inventory assessments such as Explore, Plan and Kuder will also be used. As grades are added other assessments such as End of Course, Qualls and other assessments will be used.

The Redfield Tri-County Charter School's scores in Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will meet or exceed AYP in all content areas annually within the school's initial five (5) year period.

Individual student scores will demonstrate increased improvement and students scoring below basic and basic will decrease annually while increasing proficient and advanced student scores within the school's initial five (5) year period.

Students will be required to pass school developed assessments at the end of each semester to determine the student's mastery of the Student Learner Expectations (SLE) specific to the course. Students will be required to pass at a rate of 70% in each course taken.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

RTCCS will offer a curriculum consisting of instruction in Language Arts, Math, Science, Social Studies, Fine Arts, Physical Education and Health. Instruction in each of these content areas will be fully aligned with and follow the Arkansas Common Core State Standards. The curriculum will be driven by an emphasis in college and career preparation. It is the desire of the school to educate students as to the opportunities that are available to them, the requirements of the specific career path they may choose and give them the comprehensive educational foundation to be successful in their career choice. It is paramount that students receive an educational foundation on which to build future career skills. Utilizing career prep lessons infused into the frameworks will give students a greater appreciation and understanding of why they may “need to know” specific information contained throughout the curriculum.

The principal will take the lead on aligning the RTCCS curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education. Time will be spent researching and becoming familiar with the Common Core Standards and developing approaches to align the RTCCS curriculum with them. RTCCS has also allocated money to procure the services of a Curriculum Alignment Specialist as a consultant, if necessary. The Curriculum Alignment Specialist will have a substantial working knowledge of the Arkansas education standards and be able to offer multiple solutions on how to align the RTCCS to the frameworks and standards.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

RTCCS is requesting a waiver for the Education Code requiring a guidance program and an on-campus certified counselor. The principal and teachers will be equipped to give students advice. The staff will be informed that their job duties will include the counselor responsibilities. The school will have a guidance program that encompasses many of the traditional aspects of a contemporary guidance program but with a specific components (individual career plans, administer alternative career centered assessments, etc.) added that will allow for more accurate development of the students educational program. RTCCS plans on adding a full time guidance counselor in the second year of operation.

B) Health services;

Applicant Response:

A waiver will be requested for the requirements of Health Services. RTCCS will be contracting out the health services. These services will include keeping medical records in accordance with privacy statutes, attending to students with minor illnesses, providing aid until emergency responders arrive on site for serious injuries, and the responsibility of creating and maintaining the campus health and safety policies.

C) Media center;

Applicant Response:

A waiver will be requested for the requirements of a Media Center. RTCCS will have a media center with a minimum of 3000 books. There will also be at least one computer in the media center for students to use the first year of our school's operation. Computers will be added to the media center as budgetary constraints allow. There will be a part-time media specialist available to instruct the students on the use of the computer and the development of research skills.

D) Special education;

Applicant Response:

RTCCS will not request a waiver from the requirements of a special education program. The school will provide all necessary services for students identified with special needs. A special education teacher will be responsible for all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program. RTCCS will provide an Individual Education Program for each student with a disability. Our staff will diligently work to provide students with disability the accommodations and services they need to be successful in school. Parents, teachers, and school administrators will work together as a team to provide an optimum learning opportunity for the students with disabilities.

E) Transportation;

Applicant Response:

RTCCS bus routes will not be a traditional route. We plan on providing "satellite pick-up" for students using fully certified bus drivers. Satellite pick-up location will be identified where the students will be picked up and dropped off. The district will either provide maintenance or secure a routine maintenance agreement with a qualified mechanic to ensure safe maintenance and operation of the buses. Over time and as budgetary constraints allow, our transportation methodology could transform into a more traditional bus route.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

RTCCS has asked for a waiver for the exclusion of Alternate Learning Environments at this time. We will be using a variety of teaching methods and the small school setting will allow teachers and staff to know each student. The RTCCS educational approach will allow the teachers to identify each student's strengths and weaknesses and convey information accordingly. Our approach will provide additional instructional time each day to address any educational weaknesses. We will also have a strict disciplinary policy to control any behavior that might distract students.

G) English Language Learner (ELL) instruction

Applicant Response:

RTCCS will administer the English Language Development Assessment (ELDA) as required by the ADE. The test administrator will complete all necessary training before administering the ELDA and meet any other requirement specified by the ADE. The school will utilize the results of the ELDA to determine what type of English Language instruction is appropriate for the ELL student. The majority of the students will be assisted through English immersion.

H) Gifted and Talented Program.

Applicant Response:

RTCCS has asked for a waiver for the exclusion of a gifted and talented program at this time. RTCCS intends to identify students who will benefit from an accelerated educational program and incorporate learning strategies into the student's individual instructional program to enhance the educational process for the students. RTCCS plans on implementing a gifted and talented program at a later time when budgetary constraints allow and as the student population qualifying for gifted and talented program grows.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

RTCCS will service the city of Redfield and its surrounding areas within a 8-10 mile radius. This will include the eastern portion of Grant County and a small area in Saline County which falls under the Sheridan School District. We will also serve areas in Jefferson County which are located in the White Hall School District. These areas include Redfield and Jefferson. To the north, we will serve the Hensley and Woodson Lateral areas in Pulaski County Special School District. We expect that approximately 100 of the students will be from the White Hall School District with the other students coming equally from the Sheridan School District and the Pulaski County Special School District.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

RTCCS will comply with annual progress report requirements as stated in the Arkansas Department of Education Rules of Governing Public Charter Schools, Section 6.03.1.4 and in the Standards for Accreditation, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, if it applies to charters.

Feedback from parents and the community will be used to annually develop a comprehensive progress report. This report will include updated data regarding student performance, program objectives, and accreditation standards. RTCCS will also create a School Improvement Plan annually to project campus needs and to identify any deficiencies so they can be corrected. All reports will be based on Arkansas Department of Education regulations and guidelines.

Annual reports will be published in a newspaper with general circulation in the district where the charter school is located. The reports will also be published on the RTCCS web site. Current guidance mandates these reports will be published no later than November 15. Printed copies of the reports will be available for review at RTCCS.

RTCCS will host an annual public gathering in order to provide information regarding the educational program and campus policies and goals. This public gathering will be publicized using flyers sent home with students and posted in the local area and on the RTCCS web site. This public gathering will allow for parents, students, and any interested parties to exchange ideas and suggestions regarding the educational program, the school campus, and the content of the annual report.

The school will be in compliance with rules and regulations concerning annual reports to the parents through public meetings, board meetings and website requirements. As performance data becomes available for the school, the school will provide that information as required by state code and rules and regulations that apply.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

All students are welcome at RTCCS. Students must be able to provide a transcript from the school they are moving from to attend RTCCS. RTCCS will not discriminate in our admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. RTCCS may exclude a student who has been expelled from another public school district in accordance with Title 6 of the Arkansas Code.

Students will be recruited from the city of Redfield and other surround communities like Jefferson and Hensley as well as students in the eastern portion of Grant County and the portion of Saline County that are part of the Sheridan School District that are within a 8-10 mile radius of Redfield. RTCCS will use methods such as our internet presence (www.redfieldtricitycharterschool.org), direct mailings, flyers, and newspaper advertisements to inform the public about our school.

If more applications are submitted than RTCCS has openings, an admission lottery will be held. Each application will be assigned a number. A random, anonymous lottery will take place in order to allow all eligible, interested students an equal opportunity to enroll at the campus. The lottery will take place at the RTCCS campus. It will be governed by the director, as well as being overseen by a community leader, the RTCCS principal, and any available campus staff. The need for a lottery will be posted on the campus website and the Arkansas Department of Education Public Charter School Program Coordinator will be notified in advance of the lottery. Siblings of existing students will be given preference and would not have to participate in the admission lottery. The numbers assigned to the existing applications will be put in a container and drawn and recorded in the order they were drawn. The number of students selected would depend on the number of openings and whether there were any siblings of existing students in the application pool. The record of the order the applications were drawn would be kept in case those that were selected were unable to attend. The next application on the list would then be notified of their selection. The waiting list is valid until the next time RTCCS is required to conduct a random, anonymous student selection.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

It is not believed that a weighted lottery will be required by a federal court or administrative order.

12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

RTCCS will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys. Waivers for licensure will be requested for all positions requiring an Arkansas Teaching License. However, the school will make every effort to employ certified personnel in all positions that would typically require a teaching license in a typical public school.

DIRECTOR

The director will be the chief officer of the school and responsibilities will include but not be limited to development and application of board policy, long term planning for fiscal and facility needs, directing and informing the school board regarding the operations of the school, direct and oversee all aspects of maintenance and operations of the school, preparation and implementation of budgets, recommendation of staff to the board for employment and other employment matters (to include development of and issuing of employment contracts), the day to day operations of the school, develop community relations and work with the community and outside instructional entities to facilitate the educational program and direction of the school.

Desired requirements: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of five years of experience in public education in Arkansas.

PRINCIPAL

The principal will be the instructional leader of the school. The responsibilities of the principal will include but not be limited to the development and implementation of all curriculum, course scheduling, assignment of personnel, supervision of auxiliary programs (counseling, special education, etc.) associated with the school, educational planning for all students, design of professional development for staff, supervision and evaluation of faculty and staff of the school, develop and participate in partnerships with the community and parents, management of the school facilities, student supervision and discipline and day to day planning and operations of the school.

Desired requirements: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of three years of experience in public education in Arkansas.

FINANCIAL OFFICER/BOOKEEPER

This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contacts, etc.

Desired requirements: Must have two years of college, vocational or equivalent training in business or finance and/or two years of experience, preferably in an educational setting.

TEACHERS

The responsibilities of the teachers will include but not be limited to the delivery of the components of the instructional program, develop framework based curriculum based on the Common Core State Standards, design and implement daily planning to facilitate instruction of the curriculum using project-based, traditional and other applicable instructional strategies, monitor and evaluate student progress, prepare and participate in parent conferences, develop lines of communication with parents and participate in meetings as necessary with community outside educational entities.

Desired requirements: Must have a Bachelor's Degree in or education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

SPECIAL EDUCATION TEACHER

The responsibilities of the special education teacher will include but not be limited to all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program.

Desired requirements: Must have a Bachelor's Degree in special education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

INSTRUCTIONAL AIDE

Instructional aide assists the teacher with facilitating student learning progress. Aides will assist teachers in all areas of work and assist students with academics.

Desired requirements: Must have an Associate's degree or equivalent from an accredited college or university. Six months to one year related experience or training is preferred.

ADMINISTRATIVE ASSISTANT

The responsibilities of the administrative staff will include but not be limited to support of daily operations of the district office and school. These duties include managing the day to day office operations, clerical duties and maintaining student database.

Desired requirements: Must have two years of college, vocational or equivalent training and/or two years of experience managing an office environment, preferably in an educational setting.

NURSE

The nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse evaluates the physical conditions of students and refers students to appropriate resources. This position will be satisfied by contracting out the service.

Desired requirements: Completion of training necessary for licensing as a registered nurse in the State of

Arkansas and must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

MEDIA SPECIALIST

The Media Specialist provides students and faculty with resources to supplement curriculum and is responsible for supervising and maintaining all media resources, including the use and checking out of these resources, the Library Media Center (LMC) and all Library Media Program (LMP) activities.

Desired Requirements: Must have a Bachelor's degree and state certification as a school Library Media Specialist. A Master's Degree in Educational Technology, Master of Library Science or comparable degree is preferred.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

The district will practice accounting and business procedures that are considered generally accepted and will participate in the financial portion of the Arkansas Public School Computer Network (APSCN). The financial records will also be subject to audit annually through the State Division of Legislative Audit.

The business office will be responsible for the financial operations of the district and will be under the direct supervision of the Director. The district will employ a financial officer/bookkeeper who will be responsible for the overall day to day financial operations of the district. This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contracts, etc. Multiple approvals and signatures will be required on all transactions. Monthly reconciliations, periodic checks of procedural guidelines as well as other measures will be in place to insure the integrity of the schools financial system.

A purchase order system will be used for all purchases required for the district. A minimum of three (3) bids will be obtained for all purchases over five hundred dollars. Purchases less than or equal to five hundred dollars will require the signature and approval of the principal and the bookkeeper. Purchases greater than five hundred dollars but less than or equal to five thousand dollars will require the signature of the director and bookkeeper. Purchases in excess of five thousand will require board approval and the signature of the director and board president. A list of all purchases made since the last board meeting will be presented to the RTCCS Board of Directors at each of the monthly meetings.

All legal and contractual agreements concerning loans and bonds, facilities (purchase or lease of land, buildings, equipment, etc.), investments, etc. will be approved by the board and signed by the director and board president no matter the cost.

No lease will be entered into unless it is approved by the Commissioner of Education as long as the Commissioner of Education's approval is required by the Arkansas Department of Education. All lease agreements shall be evidenced by a lease or sublease agreement and be approved by the Board of Directors and signed by the Director after the lease has been approved by the Commissioner of Education. The lease agreement shall identify all the terms and conditions of the lease.

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

RTCCS shall prepare an annual certified audit of the financial condition and transactions of our school on or before 30 June each year in accordance with auditing standards generally accepted in the United State and Government Auditing Standards issued by the Comptroller General of the United States. The audit will also contain any other data as determined by the State Board for all public schools.

RTCCS will work with the Division of Legislative Auditor to prepare the required annual financial audit for our school. The RTCCS Board of Directors will review the scope and results of the audit. Any identified consequential irregularities and any identified weaknesses will be reported to the Board of Directors. The Board of Directors will be responsible for developing a corrective action plan to address items noted by the auditor.

RTCCS will adhere to the practices below to ensure programmatic quality:

1. Continuous in-house academic program assessment
2. Ensure appropriate action is taken as issues related to school programs arise
3. Annual creation of a School Improvement Plan to identify and address areas that may be lacking
4. Review of curriculum to ensure its alignment with Common Core state standards

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

- Yes
- No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

RTCCS will be leasing land from the Redfield United Methodist Church (RUMC). Modular buildings will be leased to provide necessary space for classrooms, dining facility/PE area, and office space. RUMC also has a home on their property that may be leased in addition to the land. If an acceptable agreement can be reached, the home could be used for administrative office space. There are no known establishments within a half mile of the land that participate in the sale of alcohol. RTCCS will not allow students into the buildings until the school has obtained a certificate of occupancy issued by the local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of the facility will be determined by the local code official or state fire marshal.

RTCCS has done extensive research on the cost of the modular buildings. This research is being utilized to complete the budget portion of the charter application with accurate cost information. RTCCS will ensure the buildings meet all federal, state, and local codes. Once the charter has been authorized, RTCCS will follow the applicable procedures for obtaining bids from contractors for leasing the modular buildings (along with the delivery and set-up fees). The RTCCS Board of Directors has members with extensive experience in the continued operations, maintenance, and repairs of facilities.

This location is different than the location submitted on the RTCCS letter of intent. Issues arose pertaining to the requirement to have a sewer treatment facility based on the number of students at our original location. The cost to correct the issues was prohibitive based on budgetary constraints. RTCCS found an alternate location to be the home for the charter school.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The Redfield United Methodist Church owns the land that will be leased for the portable buildings.

- (1) Currently there is no known relationships between the owners of the land and the members of the local board of the public school district where the proposed open-enrollment public charter school will be located.
- (2) Currently there are at least three members of the Redfield United Methodist Church that are employees of the public school district where the proposed open-enrollment public charter school will be located.
- (3) Currently there is one member of the Redfield United Methodist Church that is a member of the Redfield Tri-County Charter School Board of Directors.
- (4) Currently there are no known relationships between the owners of land and the employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
 No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

At this time, RTCCS is only leasing land from the Redfield United Methodist Church. The leased modular buildings that RTCCS plans on using will be compliant with ADA, IDEA, and all other state and federal laws and local zoning ordinances. There are no known establishments within a half mile of the land that participate in the sale of alcohol.

The local zoning authority provided RTCCS with the following information pertaining to the RUMC land:

It is my understanding that the above referenced school is to sit modular buildings behind the Methodist Church building on River Road. This location is permitted for this use. The subject property is located in Zone R-2.

Permitted use in Zone R-2 includes public schools, parks, churches, and educational buildings. It will still be necessary for the any new buildings to meet minimum set-back and spacing dimensions.

If you have any additional questions, please contact me.

Jim Ferguson, P.E.

Chairman, Redfield Planning and Zoning Commission

jim.ferguson@carkw.com

17. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this standard, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

James Kight, Vice-President of RTCCS Board of Directors is the father of member, Amanda Kight. Mr. Kight has no other family or financial relationships with any other RTCCS Board of Directors members, any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school, or the owner(s) of the facilities (land) to be used.

Amanda Kight, member of the RTCCS Board of Directors is the daughter of Vice-President, James Kight. Ms. Kight is also a member of the Redfield United Methodist Church (RUMC). RUMC will be leasing land to RTCCS for the charter school. Ms. Kight has no other family or financial relationships with any other RTCCS Board of Directors members, any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school, or the owner(s) of the facilities (land) to be used.

Mr. Larry O'Briant attends RUMC but is not currently a member of RUMC.

Larry O'Briant, Ann Tuck-Rowan, Linda Banks, and Ronnie Meredith have no known family or financial relationships with any other RTCCS Board of Directors members, any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school, or the owner(s) of the facilities (land) to be used.

Todd Dobbins, member of the RTCCS Board of Directors is the husband of Stacy Dobbins, owner of Dobbins

Contracting. Dobbins Contracting may be a bidder on projects that RTCCS contracts out. Mr. Todd Dobbins is also the owner of Dobbins Trucking. Dobbins Trucking may be a bidder on projects that RTCCS contracts out if Arkansas code **§6-24-105** allows. If either of the Dobbins' companies are capable of performing the specified work, meet Arkansas code **§6-24-105** requirements, and are the lowest bid, they would be awarded the contract. Procedures will be put in place to get competitive bids on all projects and to ensure bids are confidential until being reviewed by the RTCCS Board of Directors.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of the committees with governing board delegated powers considering the proposed transaction or arrangement.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Procedures To Address The Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

RTCCS will be participating in the Child Nutrition Program which includes the School Breakfast Program and the National School Lunch Program (NSLP). RTCCS plans on contracting out the preparation of the school meals. Measure will be taken to ensure meals meet the NSLP standards, guidance from the United States Department of Agriculture (USDA), and any state requirements. RTCCS plans on contracting two part-time cafeteria workers to serve the meals, clean up, and work with the RTCCS administrative assistant to maintain all required records for food service.

19. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents, guardians, and members of the community will have ample opportunities to be involved in RTCCS. Over time, parents, guardians and members of the community will become members of the RTCCS Board of Directors and actively participate in the governance of the school. There will also be a parent/teacher organization that parents and guardians can join to be more involved in the education of their children. RTCCS also plans on recruiting volunteers from the community to work with the students on projects and speak to them about different careers. When RTCCS is able to apply to CEP, parents will be involved in the application process and in the implementation if RTCCS becomes a member.

20. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

RTCCS seeks exemption from the following portions of Title 6 of the Arkansas Code Annotated (“Education Code”) and related State Board of Education Rules and Standards for Accreditation of Arkansas Public Schools and School Districts:

- A. Subtitle 2, Chapter 10, Section 6-10-106: Uniform Dates for Beginning and End of School Year:** RTCCS seeks exemption from this portion of the Education Code. RTCCS will follow the school calendar for White Hall School District for the 2014-2015 school year.
- B. Subtitle 2, Chapter 13, Section 6-13-109: School Superintendent:** RTCCS seeks exemption from this portion of the Education Code due to it limiting our ability to meet the unique demands of hiring a superintendent of an open-enrollment charter school.
- C. Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School District Boards of Directors Generally:** RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in RTCCS by-laws.
- D. Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303: Adoption of Policy:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning “certified employees” under Section “G” on the following page. Instead, RTCCS will require a vote by “classified employees” (as defined in Section 6-13-1302).
- E. Subtitle 2, Chapter 13, Subchapter 14, Section 6-13-1401 et seq.: Consolidation, Annexation, and Formation:** RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
- F. Subtitle 2, Chapter 14, Section 6-14-101 et seq.: School Elections:** RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
- G. Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1004: Qualified Teachers in Every Public School Classroom and Section 15.02 and 15.03 of the Standards for Accreditation and the ADE Rules Governing Educator Licensure:** RTCCS seeks exemption from these portions of the Education Code to the extent that it requires teachers to be certified. Instead, in addition to certified teachers, RTCCS will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).
- H. Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1005: Safe, Equitable, and Accountable Public Schools:** RTCCS seeks exemption from this portion of the Education Code to the extent that

it requires alternate learning programs. RTCCS will be utilizing a variety of teaching methods and these methods will allow teachers to get to know each student's strengths and weaknesses and teach them accordingly.

- I. **Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-102 and Section 10.01.4 and 14.03 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts: School Day:** RTCCS seeks exemption from this portion of the Education Code because the school's education program requires flexibility in addressing the unique needs of its student population.
- J. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114: Daily Planning Period, and 6-17-111 "Duty-free_lunch":** RTCCS seeks exemption from this portion of the Education Code. The waiver from the duty-free lunch statute will give RTCCS added flexibility in the utilization of its teacher staff.
- K. **Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Non-instructional Duties:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, RTCCS requests that the time be increased to two hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school.
- L. **Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203: Committee for Each School District:** RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.
- M. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Certified Personnel:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will employ all employees on an "at-will" basis. This means that employment with RTCCS is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, RTCCS may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.
- N. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302: Public school Principals - Qualifications and Responsibilities:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS principal will be employed on an "at-will" basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, RTCCS will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.
- O. **Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-309: Certification - Waiver:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).
- P. **Subtitle 2, Chapter 17, Subchapter 4: Certification Generally:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the

No Child Left Behind Act of 2001).

- Q. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902: Definitions:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).
- R. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-908: Teachers' Salary Fund:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors.
- S. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919: Warrants Void Without Valid Certificate and Contract:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001) on an "at-will" basis.
- T. Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.: Teachers' Minimum Sick Leave Law:** RTCCS seeks exemption from this portion of the Education Code. RTCCS is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for RTCCS teachers will be addressed in Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302.
- U. Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302: Definitions:** RTCCS seeks exemption from this portion of the Education Code to the extent that it excludes teachers from its definition of "school employee."
- V. Subtitle 2, Chapter 17, Subchapter 15, Section 6-17-1501 et seq.: Teacher Fair Dismissal Act:** RTCCS is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an "at-will" basis. As such, RTCCS will be free to hire teachers skilled in the implementation of the education program while maintaining the flexibility to dismiss those teachers when it becomes apparent they are not performing to the high standards required for the successful implementation of the program. Employees will have the right to appeal their dismissal in accordance with the grievance policy adopted by the Board of Directors.
- W. Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.: Public School Employee Fair Hearing Act:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS employees will be employed on an "at-will" basis. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of Directors.
- X. Subtitle 2, Chapter 17, Subchapter 22, Section 6-17-2201 et seq.: Classified School Employee Minimum Salary Act:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS employees will be employed on an "at-will" basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver "X" immediately below.
- Y. Subtitle 2, Chapter 17, Subchapter 23, Section 6-17-2301 et seq.: Personnel Policy Law for Classified Employees:** RTCCS seeks exemption from this portion of the Education Code. Instead, the Board of Directors for RTCCS will adopt personnel policies, including, but are not limited to, the

following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Z. Subtitle 2, Chapter 17, Subchapter 24, Section 6-17-2401 et seq.: Teacher Compensation

Program of 2003: RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will provide compensation that is competitive with local public school districts. RTCCS reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.

AA. Subtitle 2, Chapter 18, Subchapter 10, Section 6-18-1001 et seq.: Section 16.01 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, and ADE Rules Governing Public School Student Services: Public School Student

Services Act: RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly RTCCS staff will be informed they will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.

BB. Subtitle 2, Chapter 19: Transportation: RTCCS seeks exemption from this portion of the Education Code to the extent that it requires RTCCS to implement a transportation program. RTCCS will be implementing a satellite pick-up transportation service.

CC. Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities: RTCCS seeks exemption from this portion of the Education Code to the extent that it requires facilities leased by RTCCS to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

DD. Subtitle 2, Chapter 42, Subchapter 1, Section 6-42-101; Subtitle 2, Chapter 20, Subchapter 21, Section 6-20-2208 (c)(6) ("Monitoring of expenditures"); Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and ADE Rules Governing Gifted and Talented Program Approval Standards: Gifted and Talented Children: RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at RTCCS. While there will be students who would qualify and benefit from such a program, the general student population at RTCCS will be attending classes to master the curriculum and attain proficiency or higher on standardized tests. RTCCS will monitor the student population and assess their need for such a program. If the need for a gifted and talented program is determined, then RTCCS will attempt to align with a public or private school to offer students the opportunity to participate in a gifted and talented program.

EE. Subtitle 2, Chapter 48, Subchapter 10, Section 6-48-101 et seq.: An Act to Improve the Effectiveness of Public School Alternative Learning Environment and Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding: RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of an Alternative Learning Environment. RTCCS will be utilizing a variety of teaching methods and settings as well as having a strict disciplinary policy to minimize any disruptive behavior that affects a student's ability to learn. We believe the need for alternative learning environments will be handled with our educational

approach. RTCCS will monitor student progress and will implement alternative learning environments at a later date if needed.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

RTCCS plans to locate its open-enrollment public charter school within the boundaries of the White Hall School District. As an open-enrollment public charter school, we also expect to pull students from the eastern portion of Grant county and the area of Saline county that attend Sheridan School District and the Hensley and Woodson Lateral areas in the Pulaski County Special School District. Pulaski County Special School District continues to work with the Office of Desegregation Monitoring to implement the policies and procedures to comply with the provisions of Plan 2000. Sheridan School District and White Hall School District are not under any court orders or statutory obligations to create and maintain a unitary system of desegregated public school. RTCCS plans on having a small school limiting enrollment to 50 students per grade and therefore does not believe our charter will negatively affect the desegregation efforts of any public school district within the state. The anticipated effect of granting a charter to RTCCS on Pulaski County Special School District is minimal.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Mr. Larry O'Briant has over forty (40) years of experience in education. He has a Bachelor of Science in General Science and a Masters in Educational Administration. He is certified by the State Department of Education as a District Administrator, Secondary Principal, General Science Instructor, Physical Science Instructor, and Adult Education Instructor. He has classroom experience as a General Science Instructor, Biology Instructor, Physical Education Instructor, and Adult Education Instructor. He has administration experience as a Middle School Principal, High School Principal, Assistant Superintendent/Chief Financial Officer and Superintendent. He is currently the Director/Financial Supervisor for the Adult Education Department under the School of Education Division at the University of Arkansas at Pine Bluff.

Mr. James Kight has over forty-five (45) years of experience in education. He has a Bachelor of Science in Education, a Masters in Counseling, and has an Administrator's Certificate. Mr. Kight has been a principal in a junior-high/middle school for over forty (40) years. He has had classroom experience teaching science, social studies, math, and physical education during his career. He is currently working for the White Hall School District and spends half his work day at the White Hall Middle School as an assistant principal and the rest of his work day at the White Hall High School as an assistant principal.

Ms. Linda Johnson Banks has over thirty (30) years of experience in education. She has a Bachelor of Arts in Elementary Education, a Master of Education in Early Childhood Growth and Development, A Master of Education in Gifted and Talented Education, and a Principal Certificate in Elementary Education. Ms. Banks was instrumental in establishing a K-12 Gifted and Talented Program for the White Hall School District and worked with the Gifted and Talented students in the White Hall School District for over twenty-six (26) years.

To ensure the success of the charter school, the original Board of Directors will remain in their positions until the charter has grown to a 5th through 12th grade campus (which should be five years from the opening of the charter if one grade is added each year). The members of the Board of Directors are committed to establishing a fiscally and educationally sound charter school. The members will start to be replaced gradually once the campus has become a 5th through 12th campus. New community leaders and invested parents will emerge and become a part of the Board of Directors and carry on Redfield's and its surrounding communities' vision for the charter school. The founding members of the Board of Directors have strong ties to Redfield and its surrounding communities and will be available to serve and support the charter after their time of service has ended on the Board of Directors.

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

- Employer Identification Number (EIN)

- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.

- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

| | | | |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) **Page 4, Article 5, P1**
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **Page 6, Article 6, P1**
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Redfield Tri-County Charter School
P.O. Box 351
Redfield, AR 72132

1000

DATE 8/5/13

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PAY TO THE
ORDER OF

Internal Revenue Service

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DOLLARS  Security Features
Included
Details on Back



P.O. Box 7878
Pine Bluff, Arkansas 71611
www.pbnb.net
870-535-7222

Elizabeth Ann Jeff Rawan
Ammanda Right 71 MP

FOR application fee 501(XX) FEIN# NG-29 65353

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⑈50021819⑈

August 5, 2013

Redfield Tri-County Charter School
PO Box 351
Redfield, AR 72132
(501) 681-6697 Cell

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

RE: 1023 Application for Recognition for Exemption – Redfield Tri-County Charter School
FEIN# 46-2965353

TO WHOM IT MAY CONCERN:

Redfield Tri-County Charter School will be submitting their application to the Arkansas Department of Education to meet the September 3rd deadline for an Open-Enrollment Public Charter School Application consideration for the school term 2014-2015 year. The Arkansas Department of Education requires applicants to have their federal exemption status before an approval would be granted.

It is our sincere hope that Redfield Tri-County Charter School's expedite request for non-profit filing exemption will be accepted due to the above stated requirement. We made an extraordinary effort to be precise and thorough in our completion of the application to help expedite the review process.

Please contact me at your convenience if you have any questions or if I can assist.

Best Regards,



Elizabeth A. Tuck-Rowan
Director/Treasurer

**Application for Recognition of Exemption
 Under Section 501(c)(3) of the Internal Revenue Code**

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

| | | | |
|---|------------|--|--|
| 1 Full name of organization (exactly as it appears in your organizing document) | | 2 c/o Name (if applicable) | |
| Redfield Tri-County Charter School | | Elizabeth A. Tuck-Rowan | |
| 3 Mailing address (Number and street) (see instructions) | Room/Suite | 4 Employer Identification Number (EIN) | |
| PO Box 351 | | 46-2965353 | |
| City or town, state or country, and ZIP + 4 | | 5 Month the annual accounting period ends (01 - 12) | |
| Redfield, AR 72132-0351 | | 07 | |
| 6 Primary contact (officer, director, trustee, or authorized representative) | | b Phone: 501-681-6697 | |
| a Name: Elizabeth A. Tuck-Rowan | | c Fax: (optional) | |
| 7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. | | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. | | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 9a Organization's website: www.redfieldtricitycharterschool.org | | | |
| b Organization's email: (optional) redfieldtricitycharterschool@gmail.com | | | |
| 10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. | | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) | | 06 / 04 / 2013 | |
| 12 Were you formed under the laws of a foreign country ? If "Yes," state the country. | | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1** Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2** Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3** Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b** Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5** Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your **officers, directors, or trustees** are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1** Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 4, Article 5, Paragraph 1**
- 2a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b** If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 6, Article 6, Paragraph 1**
- 2c** See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a** List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|--------------------------------|--------------------------------|---|--|
| Larry O'Briant | President/Director | 712 Schoolwood Cove Redfield, AR 72132 | None |
| James Kight | Vice President/Director | 1628 Grant 77 Sheridan, AR 72150 | None |
| Amanda Kight | Secretary/Director | 714 Osage Drive Redfield, AR 72132 | None |
| Elizabeth A. Tuck-Rowan | Treasurer/Director | PO Box 77 Redfield, AR 72132 | None |
| Ronnie Meredith | Director | 1208 Kimmel Road Redfield, AR 72132 | None |

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|--------------------------|------------------------------|-----------------|--|
| Not hired to date | Director of Education | | \$70,000.00 |
| Not hired to date | CFO | | \$65,000.00 |
| | | | |
| | | | |
| | | | |

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

| Name | Title | Mailing address | Compensation amount (annual actual or estimated) |
|-------------|-------|-----------------|--|
| None | | | |
| | | | |
| | | | |
| | | | |
| | | | |

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. **Yes** **No**
 - b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. **Yes** **No**
 - c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. **Yes** **No**
-
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
 - b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. **Yes** **No**
-
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
 - a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? **Yes** **No**
 - b** Do you or will you approve compensation arrangements in advance of paying compensation? **Yes** **No**
 - c** Do you or will you document in writing the date and terms of approved compensation arrangements? **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? **Yes** **No**
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? **Yes** **No**
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. **Yes** **No**
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**

- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. **Yes** **No**
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. **Yes** **No**

- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. **Yes** **No**
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** Describe any written or oral arrangements you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f** Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a** In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. **Yes** **No**
- b** In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. **Yes** **No**
- 2** Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. **Yes** **No**
- 3** Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. **Yes** **No**

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1** Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. **Yes** **No**
- 2** Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. **Yes** **No**

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1** Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. **Yes** **No**
- 2a** Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. **Yes** **No**
- b** Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. **Yes** **No**
- 3a** Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. **Yes** **No**
- b** Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. **Yes** **No**
- c** List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**
- | | |
|---|--|
| <input type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input type="checkbox"/> email solicitations | <input checked="" type="checkbox"/> accept donations on your website |
| <input type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input checked="" type="checkbox"/> Other |
- Attach a description of each fundraising program.
- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**
-
- 5** Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**
- 6a** Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**
- b** Describe in full who benefits from your economic development activities and how the activities promote **exempt purposes**.
-
- 7a** Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**
- b** Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**
- c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.
-
- 8** Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**
-
- 9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**
- b** Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**
- c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**
- d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**
-
- 10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **Yes** **No**
-
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. **Yes** **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. **Yes** **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. **Yes** **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. **Yes** **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. **Yes** **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. **Yes** **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. **Yes** **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. **Yes** **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. **Yes** **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|--|---|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

| Type of revenue or expense | Current tax year | 3 prior tax years or 2 succeeding tax years | | | (e) Provide Total for (a) through (d) | |
|----------------------------|--|--|--|--|---------------------------------------|--------------|
| | (a) From <u>01/01/13</u> To <u>06/30/13</u> | (b) From <u>07/01/13</u> To <u>06/30/14</u> | (c) From <u>07/01/14</u> To <u>06/30/15</u> | (d) From <u>07/01/15</u> To <u>06/30/16</u> | | |
| Revenues | 1 Gifts, grants, and contributions received (do not include unusual grants) | 3,863.00 | 20,000.00 | 1,031,280.00 | 1,375,040.00 | 2,430,183.00 |
| | 2 Membership fees received | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 3 Gross investment income | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 4 Net unrelated business income | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 5 Taxes levied for your benefit | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 8 Total of lines 1 through 7 | 3,863.00 | 20,000.00 | 1,031,280.00 | 1,375,040.00 | 2,430,183.00 |
| | 9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 10 Total of lines 8 and 9 | 3,863.00 | 20,000.00 | 1,031,280.00 | 1,375,040.00 | 2,430,183.00 |
| | 11 Net gain or loss on sale of capital assets (attach schedule and see instructions) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 12 Unusual grants | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | 13 Total Revenue Add lines 10 through 12 | 3,863.00 | 20,000.00 | 1,031,280.00 | 1,375,040.00 | 2,430,183.00 |
| Expenses | 14 Fundraising expenses | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list) | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 16 Disbursements to or for the benefit of members (attach an itemized list) | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 17 Compensation of officers, directors, and trustees | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 18 Other salaries and wages | 0.00 | 0.00 | 618,739.00 | 735,411.00 | |
| | 19 Interest expense | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 20 Occupancy (rent, utilities, etc.) | 0.00 | 6,000.00 | 55,500.00 | 80,500.00 | |
| | 21 Depreciation and depletion | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 22 Professional fees | 0.00 | 0.00 | 0.00 | 0.00 | |
| | 23 Any expense not otherwise classified, such as program services (attach itemized list) | 45.00 | 0.00 | 299,859.00 | 323,271.00 | |
| | 24 Total Expenses Add lines 14 through 23 | 45.00 | 6,000.00 | 974,098.00 | 1,139,182.00 | |

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End: *

| Assets | | (Whole dollars) |
|-----------------------------|---|---|
| 1 | Cash | 3818.00 |
| 2 | Accounts receivable, net | 0.00 |
| 3 | Inventories | 0.00 |
| 4 | Bonds and notes receivable (attach an itemized list) | 0.00 |
| 5 | Corporate stocks (attach an itemized list) | 0.00 |
| 6 | Loans receivable (attach an itemized list) | 0.00 |
| 7 | Other investments (attach an itemized list) | 0.00 |
| 8 | Depreciable and depletable assets (attach an itemized list) | 0.00 |
| 9 | Land | 0.00 |
| 10 | Other assets (attach an itemized list) | 0.00 |
| 11 | Total Assets (add lines 1 through 10) | 3818.00 |
| Liabilities | | |
| 12 | Accounts payable | 0.00 |
| 13 | Contributions, gifts, grants, etc. payable | 0.00 |
| 14 | Mortgages and notes payable (attach an itemized list) | 0.00 |
| 15 | Other liabilities (attach an itemized list) | 0.00 |
| 16 | Total Liabilities (add lines 12 through 15) | 0.00 |
| Fund Balances or Net Assets | | |
| 17 | Total fund balances or net assets | 3818.00 |
| 18 | Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) | 3818.00 |
| 19 | Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
 (Signature of Officer, Director, Trustee, or other authorized official)

.....
 (Type or print name of signer)

.....
 (Date)

.....
 (Type or print title or authority of signer)

For IRS Use Only

.....
 IRS Director, Exempt Organizations

.....
 (Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. _____
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

- 7** Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. **Yes** **No**

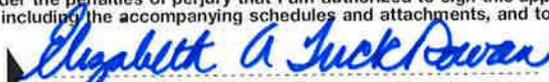
Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? **Yes** **No**
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here


(Signature of Officer, Director, Trustee, or other authorized official)

Elizabeth A. Tuck-Rowan

(Type or print name of signer)

08/05/13

(Date)

Treasurer

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form **1023** (Rev. 6-2006)

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**
- 3** In what public school district, county, and state are you located?
Whitehall School District, Jefferson County, Arkansas
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? **Yes** **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. **Yes** **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. **Yes** **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**
- Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.
- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory PolicyInformation required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. **Yes** **No**
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? **Yes** **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. **Yes** **No**
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. **Yes** **No**

Schedule B. Schools, Colleges, and Universities (Continued)

- 5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

| Racial Category | (a) Student Body | | (b) Faculty | | (c) Administrative Staff | |
|-----------------|------------------|------------|--------------|-----------|--------------------------|-----------|
| | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year |
| Black | 0 | 27 | 0 | 1 | 0 | 1 |
| Hispanic | 0 | 10 | 0 | 0 | 0 | 0 |
| White | 0 | 111 | 0 | 9 | 0 | 4 |
| Other | 0 | 2 | 0 | | 0 | 0 |
| Total | 0 | 150 | 0 | 10 | 0 | 5 |

- 6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

| Racial Category | Number of Loans | | Amount of Loans | | Number of Scholarships | | Amount of Scholarships | |
|-----------------|-----------------|-----------|-----------------|-----------|------------------------|-----------|------------------------|-----------|
| | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year | Current Year | Next Year |
| Black | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

- 7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Part II Organizational Structure

- 1.**
Attached: State of Arkansas Articles of Incorporation of Redfield Tri-County Charter School

STATE OF ARKANSAS



Mark Martin

ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

REDFIELD TRI-COUNTY CHARTER SCHOOL

filed in this office June 4, 2013 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.



In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 4th day of June, 2013.

Mark Martin

Arkansas Secretary of State



We, the undersigned, acting as incorporators of a corporation under the Arkansas Non profit Act (Act 1147 of 1993), adopt the following Articles of Incorporation of such corporation.

1: The name of the corporation is:
REDFIELD TRI-COUNTY CHARTER SCHOOL

2: The corporation is: PUBLIC - BENEFIT CORPORATION

3: Will this corporation have members: NO

4: Power of the corporation:
B. ARTICLE IV GENERAL PROHIBITIONS AND RESTRICTIONS. NO PART OF THE NET EARNINGS OF THE CORPORATION WILL INURE TO THE BENEFIT OF ANY DIRECTOR OR OFFICER OF THE CORPORATION OR TO THE BENEFIT OF ANY OTHER PRIVATE INDIVIDUAL OTHER THAN PUBLIC SCHOOL STUDENTS WHO ATTEND CHARTER SCHOOLS THAT ARE OPERATED AND/OR ORGANIZED BY THE CORPORATION OR WHO RECEIVE EDUCATIONAL SERVICES FROM THE CORPORATION. HOWEVER, THE CORPORATION MAY PAY REASONABLE COMPENSATION FOR SERVICES RENDERED TO THE CORPORATION AND MAY MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF ONE OR MORE OF THE CORPORATION'S EXEMPT PURPOSES STATED IN THIS ARTICLE V. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES OF INCORPORATION OR STATE LAW, THE CORPORATION SHALL BE SUBJECT TO THE FOLLOWING PROVISIONS: (A) THE CORPORATION SHALL NOT ENGAGE IN OR CARRY ON ANY ACTIVITIES THAT ARE NOT PERMITTED BY: (I) A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE CODE; OR (II) A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE CODE; OR (III) A PUBLIC

CHARTER SCHOOL ORGANIZED UNDER ARKANSAS LAW. (B) THE CORPORATION SHALL NOT ENGAGE IN ACTIVITIES OR USE ITS ASSETS IN MANNERS THAT ARE NOT IN FURTHERANCE OF ONE OR MORE EXEMPT PURPOSES, AS SET FORTH ABOVE AND DEFINED BY THE CODE AND RELATED REGULATIONS RULINGS, AND PROCEDURES EXCEPT TO AN INSUBSTANTIAL DEGREE. (C) THE CORPORATION SHALL NOT SERVICE A PRIVATE INTEREST OTHER THAN ONE THAT IS CLEARLY INCIDENTAL TO AN OVERRIDING INTEREST. (D) THE CORPORATION SHALL NOT ATTEMPT TO INFLUENCE LEGISLATION BY PROPAGANDA OR OTHERWISE, EXCEPT AS PROVIDED BY THE CODE AND RELATED REGULATIONS, RULING AND PROCEDURES. (E) THE CORPORATION SHALL NOT PARTICIPATE IN OR INTERVENE IN ANY POLITICAL CAMPAIGN ON BEHALF OF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE. ~~THE PROHIBITED~~ ACTIVITIES INCLUDE THE PUBLISHING OR DISTRIBUTING OF STATEMENTS AND ANY OTHER DIRECT OR INDIRECT CAMPAIGN ACTIVITIES. (F) THE CORPORATION SHALL NOT PERMIT ANY PART OF THE NET EARNINGS OF THE CORPORATION TO INURE TO THE BENEFIT OF ANY PRIVATE INDIVIDUAL. (G) THE CORPORATION SHALL NOT CARRY ON AN UNRELATED TRADE OR BUSINESS, EXCEPT AS A SECONDARY PURPOSE RELATED TO THE CORPORATION'S PRIMARY, EXEMPT PURPOSE. (H) THE CORPORATION SHALL MAKE QUALIFYING DISTRIBUTIONS EACH TAXABLE YEAR AT SUCH TIME AND IN SUCH MANNER AS NOT TO SUBJECT THE CORPORATION TO TAX UNDER SECTION 4942 OF THE CODE. (I) THE CORPORATION SHALL NOT ENGAGE IN ANY ACT OF SELF-DEALING, AS DEFINED IN SECTION 4941(D) OF THE CODE. (J) THE CORPORATION

SHALL NOT RETAIN ANY EXCESS BUSINESS HOLDINGS AS DEFINED IN SECTION 4943(C) OF THE CODE. (K) THE CORPORATION SHALL NOT MAKE ANY INVESTMENTS IN A MANNER THAT WOULD SUBJECT IT TO TAX UNDER SECTION 4944 OF THE CODE. (L) THE CORPORATION SHALL NOT MAKE ANY TAXABLE EXPENDITURE AS DEFINED IN SECTION 4945(D) OF THE CODE.

5: The purpose for which this corporation is organized:

B. ARTICLE V GENERAL PURPOSES. THE CORPORATION IS ORGANIZED AND SHALL BE OPERATED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS AMENDED OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE ("CODE"), BY ENTERING INTO CHARTERS FOR THE ESTABLISHMENT OF ONE OR MORE CHARTER SCHOOLS (AS DEFINED IN ARK. CODE ANN. TITLE 6 CHAPTER 23) WITHIN THE STATE OF ARKANSAS, BY PROVIDING EDUCATIONAL SERVICES TO PRIMARY OR SECONDARY SCHOOL STUDENTS, AND BY ARRANGING FOR OR PROVIDING MANAGEMENT SERVICES TO CHARTER SCHOOLS, AS MORE PARTICULARLY STATED BELOW. THE SCHOOLS SHALL BE ESTABLISHED IN ACCORDANCE WITH THE ARKANSAS ACT KNOWN BY THE TITLE "THE ARKANSAS CHARTER SCHOOLS OF 1999". SPECIFIC PURPOSES AND POWERS. IN ADDITION TO AND IN FURTHERANCE OF THE GENERAL PURPOSES STATED, THE CORPORATION SHALL OPERATE FOR THE FOLLOWING SPECIFIC PURPOSES AND SHALL HAVE THE FOLLOWING POWERS: (A) TO ENTER INTO ONE OR MORE CHARTER FOR THE ESTABLISHMENT OF CHARTER SCHOOLS; (B) TO FORM, MANAGE, OVERSEE, SUPPORT AND OTHERWISE ENCOURAGE THE

CONTINUATION OF PUBLIC CHARTER SCHOOLS WITHIN ARKANSAS: (C) TO PROVIDE EDUCATIONAL SERVICES TO PRIMARY AND SECONDARY SCHOOL STUDENTS OF ARKANSAS; (D) TO SOLICIT AND ACCEPT CONTRIBUTIONS AND GRANTS FROM THE GENERAL PUBLIC, FROM GOVERNMENTAL UNITS, AND FROM VARIOUS CHARITABLE FUNDING SOURCES, EXCLUSIVELY FOR THE CHARITABLE AND EDUCATIONAL PURPOSES SET FOR IN OR PERMITTED IN THIS ARTICLE V; (E) TO RECEIVE, INVEST, REINVEST, MAINTAIN, AND SELL OR OTHERWISE DISPOSE OF FUNDS OF MONEY OR OTHER PROPERTY AND TO USE AND APPLY OR ANY PART OF SUCH MONEY AND PROPERTY EXCLUSIVELY FOR CHARITABLE AND EDUCATIONAL PURPOSES DESCRIBED IN SECTION 501(C)(3) OF THE CODE, INCLUDING BUT NOT LIMITED TO: (I) DIRECT EXPENDITURES IN CARRYING OUT THE ACTIVITIES OR SERVING THE PURPOSES SET FORTH IN THIS SECTION; OR (II) CONTRIBUTIONS OR DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE; AND (F) TO PERFORM ANY OTHER LAWFUL ACTS IN FURTHERANCE OF ANY EXCLUSIVELY CHARITABLE OR EDUCATIONAL PURPOSE FOR WHICH A NONPROFIT CHARITABLE CORPORATION AND A CHARTER SCHOOL ORGANIZER MAY BE OPERATED UNDER APPLICABLE ARKANSAS LAW AND SECTION 501(C)(3) OF THE CODE. NOTHING IN THESE ARTICLES OF INCORPORATION, EXCEPT THAT WHICH IS STATED IN POWER OF THE CORPORATION SECTION ABOVE AND IN THE DISTRIBUTION OF ASSETS ON DISSOLUTION SECTION BELOW LIMITS THE AUTHORIZED PURPOSES OR ACTIVITIES OF THE CORPORATION UNDER THE ACT OR LIMITS THE DURATION AND POWERS OF THE CORPORATION AS PROVIDED IN THE

ACT.

6: Distribution of assets on dissolution:

B. ARTICLE VI DISSOLUTION. NO DIRECTOR, OFFICER, OR OTHER PRIVATE INDIVIDUAL IS ENTITLED TO SHARE IN ANY DISTRIBUTION OF THE CORPORATION'S ASSETS UPON IT DISSOLUTION. UPON THE DISSOLUTION OF THE CORPORATION, AND AFTER WINDING UP ITS AFFAIRS AND PAYING OR PROVIDING FOR ALL THE OTHER LAWFUL LIABILITIES OF THE CORPORATION UNDER APPLICABLE LAW: (A) THE CORPORATION SHALL FIRST RETURN TO THE ARKANSAS DEPARTMENT OF EDUCATION (THE "DEPARTMENT") ALL FUNDS REMAINING THAT THE CORPORATION RECEIVED FROM THE DEPARTMENT; AND (B) THE CORPORATION SHALL DISTRIBUTE ALL OF ITS REMAINING ASSETS EXCLUSIVELY FOR NON-PROFIT CHARITABLE OR EDUCATIONAL PURPOSES TO ONE OR MORE ORGANIZATIONS THAT ARE ORGANIZED AND OPERATED FOR SUCH PURPOSES AND WHICH ARE, AT THE TIME OF SUCH DISTRIBUTION, A QUALIFIED 501 (C)(3) ORGANIZATION DESCRIBED IN SECTIONS 170(C)(1) OR 170(C)(2) OF THE CODE.

7: Corporation's initial registered agent:

Name ELIZABETH A. TUCK-ROWAN
Street Address 4179 GRANT 58
City: REDFIELD
State: AR
ZIP: 72132-

8: The name and address of each incorporator is as follows:

Name 1 LARRY O'BRIANT
Address 712 SCHOOLWOOD

1 COVE, REDFIELD,
AR 72132

Name 2 JAMES KIGHT
Address 1628 GRANT 77,
2 SHERIDAN, AR
72150

Name 3 AMANDA KIGHT
Address 714 OSAGE DRIVE,
3 REDFIELD, AR
72132

Name 4 ELIZABETH A.
TUCK-ROWAN
Address 4179 GRANT 58,
4 REDFIELD, AR
72132

Name 5 RONNIE
MEREDITH
Address 1208 KIMMEL
5 ROAD, REDFIELD,
AR 72132

Name 6
Address
6

Name 7
Address
7

Name 8
Address
8

Name 9
Address
9

Name 10
Address
10

**THIS FILING HAS A
DELAYED
EFFECTIVE DATE
OF JUNE 4TH,
2013.
**

**Optional Info:
ARTICLE IX THE INITIAL BOARD OF DIRECTORS
OF THE CORPORATION (THE "BOARD") SHALL**

BE COMPOSED OF SEVEN (7) MEMBERS. THE NAMES AND ADDRESSES OF THE PERSONS WHO ARE TO SERVE AS THE INITIAL BOARD OF DIRECTORS ARE: LARRY O'BRIANT, PRESIDENT/BOARD DIRECTOR, 712 SCHOOLWOOD COVE, REDFIELD, AR 72132 JAMES KIGHT, VP/BOARD DIRECTOR, 1628 GRANT 77, SHERIDAN, AR 72150 AMANDA KIGHT, SECRETARY/BOARD DIRECTOR, 714 OSAGE DRIVE, REDFIELD, AR 72132 ELIZABETH ANN TUCK-ROWAN, TREASURER/BOARD DIRECTOR, 4179 GRANT 58, REDFIELD, AR 72132 LINDA R. JOHNSON BANKS, BOARD DIRECTOR, 4 S. CASLAS LANE, HOT SPRINGS VILLAGE, AR 71909 TODD DOBBINS, BOARD DIRECTOR, 1804 RIVER ROAD, REDFIELD, AR 72132 RONNIE MEREDITH, BOARD DIRECTOR, 1208 KIMMEL ROAD, REDFIELD, AR 72132 ALL THE CORPORATION'S ACTIVITIES AND OPERATIONS SHALL BE MANAGED BY THE BOARD. THE BOARD MAY FROM TIME TO TIME FIX THE NUMBER OF DIRECTORS AS SET FORTH IN THE BYLAWS, BUT THE NUMBER OF THE DIRECTORS SHALL NOT BE LESS THAN THREE (3).

**Signature of an
Incorporator:**

**ELIZABETH
TUCK-ROWAN**

Part II. Organizational Structure

5 Bylaws

REDFIELD TRI-COUNTY CHARTER SCHOOL
BYLAWS

The Bylaws (the "Bylaws") govern the affairs of Redfield Tri-County Charter School, a non-profit corporation (the "Corporation"), organized under the Arkansas Nonprofit Corporation Act (the "Act"). The Corporation is organized to enter into charters for one or more open-enrollment public charter schools in the State of Arkansas and to provide educational services to students and teachers throughout Arkansas.

ARTICLE I

Name and Incorporation; Purposes

Section 1. Name. The name of the corporation is Redfield Tri-County Charter School.

Section 2. Location. The principal location of the corporation shall be determined by the Board of Directors. The Board of Directors may change the location of any office of the Corporation at any time.

Section 3. Registered Office. The Corporation shall have and continuously maintain in the State of Arkansas a registered office and a registered agent whose office is identical with such registered office, as required by the Act. The registered agent and the address of the registered office may be changed from time to time by the Board of Directors as provided in the Act.

Section 4. Purpose. The purposes for which the Corporation is formed is exclusively for charitable and educational purposes as allowed by Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and applicable regulations there under, and as further set forth in the Articles of Incorporation. Any activity not permitted to be carried on by an organization exempt under Section 501(c)(3) of the Code is hereby expressly prohibited. The Corporation pledges all of its assets for use in performing the charitable and educational purposes described herein and in the Articles of Incorporation.

The Corporation shall have all the powers given by the Act and any subsequent amendment thereof; provided, however, that the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated in the Articles of Incorporation and above or the laws of the State of Arkansas.

The Corporation is organized for nonprofit purposes. No part of the net earnings of the Corporation shall inure to the benefit of any director or officer of the Corporation, or any private individual, except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes (and no director, officer of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets).

Section 5. Non-discrimination. The Corporation shall admit students of any race, color, national origin or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The Corporation shall not discriminate on the basis of race, color, national origin or ethnic origin in administration

of its educational policies, admissions policies and athletic and other school-administered programs. The Corporation shall not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of public charter schools in the State of Arkansas.

ARTICLE II Members

The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III Board of Directors

Section 1. Powers. The Board of Directors shall have all powers and authority for the management of the educational services, business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 2. Number. The Board of Directors shall consist of not less than five and not more than eleven persons. The President and/or Chair of the Corporation shall be a non-voting member of the Board of Directors.

Section 3. Qualifications and Nominations. Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Corporation nominating committee, or if no committee shall have been appointed the full Board of Directors, shall present a slate of potential Directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

Section 4. Term. The Board of Directors shall be self-perpetuating. Each Director's term shall be for a term of one (1) year beginning on the date designated by the Board of Directors upon electing such Director and shall continue until such term ends and such director's successor has been elected and qualified, or until the director's death, resignation, or removal. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a Director.

Section 5. Resignation. Any director may resign at any time by giving written notice to the President or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 6. Removal. The Board of Directors may remove any Director or Officer from his/her position by two thirds (2/3) vote of the entire Board of Directors at any regular or special meeting, provided that a written statement of the reason or reasons shall have been delivered to such Director or Officer at least thirty (30) days before any final action is taken by the Board of Directors. Such statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard by the Board of Directors at the time and place mentioned in the notice.

Section 7. Vacancies. The Board of Directors may fill vacancies on the Board of Directors that occur for any reason after the Annual Meeting of the Board of Directors.

Section 8. Annual Meeting. An annual meeting of the Board of Directors for the election of Directors and Officers and such other business as may come before the meeting shall be held once a year, at such time and at such place, as may be fixed by the Board of Directors.

Section 9. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be held once a month from September through June, except in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine.

Section 10. Special Meetings. Special meetings of the Board of Directors may be held at any time upon the call of the President or three (3) directors for the transaction of such business as may properly be brought before the Board of Directors.

Section 11. Notice. Written notice to each Director shall be given not less than thirty (30) days before the date of the Annual Meeting, ten (10) days before any Regular meeting and not less than twenty-four (24) hours before a special meeting and shall include the time, place and purpose of such meeting. A waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Any and all meetings of the Board of Directors, or any committee thereof, shall be held in compliance with the Arkansas Freedom of Information Act, the Arkansas Charter Schools Act of 1999 and any other state law applicable to such meetings, including any notices required thereby.

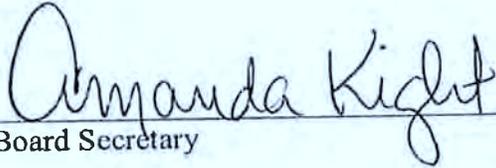
Section 12. Quorum and Voting. A majority of the full number of directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Articles of Incorporation, or by these Bylaws. Each Director shall have one (1) vote, except that the President shall only vote if there is an equal number of votes for and against a matter in order to break the tie and allow the matter to be decided. Every act of a majority of the directors entitled to vote and present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

ARTICLE X
Amendments

The Board of Directors shall have the power to make, amend, or repeal these Bylaws, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Directors and, if required, posted in all places required by the Arkansas Freedom of Information Act. Any change shall require the approval by a two-thirds (2/3) vote of the full membership of the Board of Directors, except that Article I, Section 4 and Article IX may be amended only by the affirmative vote of all of the members of the Board of Directors and no amendment shall authorize the Board of Directors to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Code, or any successor provision.

The Board of Directors shall have the power to amend the Articles of Incorporation, either in whole or in part, by the approval of two-thirds (2/3) of the full membership of the Board of Directors, except that Article V may be amended only by the affirmative vote of all of the members of the Board of Directors and no amendment shall authorize the Board of Directors to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Code, or any successor provision.

These By-laws were adopted by the Board of Directors at its meeting held on 03 June 2013 by a vote of unanimous vote



Board Secretary

Schedule B. Schools, Universities, Colleges, and Universities

Section II Establishment of Racially Nondiscriminatory Policy

1. Yes, See Bylaws, Article I, Section 5 which is attached behind this document for ease of review.

3. Notice of nondiscriminatory policy of RTCCS has yet been published because the application of RTCCS to operate a charter school has not yet been ruled upon by the Arkansas State Board of Education. Therefore, RTCCS is neither operating a school nor soliciting students to attend the school as of the filing of this application. Upon approval of the application to operate a charter school by the Arkansas State Board of Education, the corporation will publish notice if it's nondiscriminatory policy.

REDFIELD TRI-COUNTY CHARTER SCHOOL
BYLAWS

The Bylaws (the "Bylaws") govern the affairs of Redfield Tri-County Charter School, a non-profit corporation (the "Corporation"), organized under the Arkansas Nonprofit Corporation Act (the "Act"). The Corporation is organized to enter into charters for one or more open-enrollment public charter schools in the State of Arkansas and to provide educational services to students and teachers throughout Arkansas.

ARTICLE I

Name and Incorporation; Purposes

Section 1. Name. The name of the corporation is Redfield Tri-County Charter School.

Section 2. Location. The principal location of the corporation shall be determined by the Board of Directors. The Board of Directors may change the location of any office of the Corporation at any time.

Section 3. Registered Office. The Corporation shall have and continuously maintain in the State of Arkansas a registered office and a registered agent whose office is identical with such registered office, as required by the Act. The registered agent and the address of the registered office may be changed from time to time by the Board of Directors as provided in the Act.

Section 4. Purpose. The purposes for which the Corporation is formed is exclusively for charitable and educational purposes as allowed by Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and applicable regulations there under, and as further set forth in the Articles of Incorporation. Any activity not permitted to be carried on by an organization exempt under Section 501(c)(3) of the Code is hereby expressly prohibited. The Corporation pledges all of its assets for use in performing the charitable and educational purposes described herein and in the Articles of Incorporation.

The Corporation shall have all the powers given by the Act and any subsequent amendment thereof; provided, however, that the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated in the Articles of Incorporation and above or the laws of the State of Arkansas.

The Corporation is organized for nonprofit purposes. No part of the net earnings of the Corporation shall inure to the benefit of any director or officer of the Corporation, or any private individual, except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes (and no director, officer of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets).

Section 5. Non-discrimination. The Corporation shall admit students of any race, color, national origin or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The Corporation shall not discriminate on the basis of race, color, national origin or ethnic origin in administration

of its educational policies, admissions policies and athletic and other school-administered programs. The Corporation shall not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of public charter schools in the State of Arkansas.

ARTICLE II Members

The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III Board of Directors

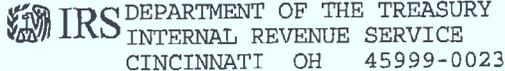
Section 1. Powers. The Board of Directors shall have all powers and authority for the management of the educational services, business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 2. Number. The Board of Directors shall consist of not less than five and not more than eleven persons. The President and/or Chair of the Corporation shall be a non-voting member of the Board of Directors.

Section 3. Qualifications and Nominations. Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Corporation nominating committee, or if no committee shall have been appointed the full Board of Directors, shall present a slate of potential Directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

Section 4. Term. The Board of Directors shall be self-perpetuating. Each Director's term shall be for a term of one (1) year beginning on the date designated by the Board of Directors upon electing such Director and shall continue until such term ends and such director's successor has been elected and qualified, or until the director's death, resignation, or removal. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a Director.

Section 5. Resignation. Any director may resign at any time by giving written notice to the President or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.



Date of this notice: 06-13-2013

Employer Identification Number:
46-2965353

Form: SS-4

Number of this notice: CP 575 E

REDFIELD TRI-COUNTY CHARTER SCHOOL
PO BOX 351
REDFIELD, AR 72132

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-2965353. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it's very important that you use your EIN along with your complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information shown above isn't correct, please send us the correction using the attached tear-off stub.

Annual filing requirements

Most organizations with an EIN have an annual filing requirement, even if they engage in minimal or no activity.

A. If you are tax exempt, you may be required to file one of the following returns or notices:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990-EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-PF, Return of Private Foundation
- Form 990-N, e-Postcard (available online only)

Additionally, you may be required to file your annual return electronically.

If an organization required to file a Form 990, Form 990-PF, Form 990-EZ, or Form 990-N does not do so for three consecutive years, its tax-exempt status is automatically revoked as of the due date of the third return or notice.

Please refer to www.irs.gov/990filing for the most current information on your filing requirements.

B. If you are not tax-exempt, you may be required to file one of the following returns:

- Form 1120, U.S. Corporation Income Tax Return
- Form 1041, U.S. Income Tax Return for Estates and Trusts
- Form 1065, U.S. Return of Partnership Income

Please refer to Publication 1635, Understanding Your EIN, for more information about which forms you may be required to file.

Redfield Tri-County Charter School

46-2965353

(IRS USE ONLY)

575E

06-13-2013 REDF O 9999999999 SS-4

Applying for Tax-Exempt Status

Receiving an EIN from the IRS is not the same thing as receiving IRS recognition of tax-exempt status. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

Publication 557, *Tax Exempt Status for Your Organization*, has details on the application, process as well as information on returns you may need to file.

Additional information

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you don't have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

If you have questions about your EIN, you can contact us using the phone number or address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you don't need to write us, please don't complete and return this stub.

Your name control associated with this EIN is REDF. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Part III Required Provisions In Your Organizing Document

1 Page 4, Article 5, Paragraph 1 per reference and as follows

2 Page 6, Article 6, Paragraph 1 per reference and as follows

SHALL NOT RETAIN ANY EXCESS BUSINESS HOLDINGS AS DEFINED IN SECTION 4943(C) OF THE CODE. (K) THE CORPORATION SHALL NOT MAKE ANY INVESTMENTS IN A MANNER THAT WOULD SUBJECT IT TO TAX UNDER SECTION 4944 OF THE CODE. (L) THE CORPORATION SHALL NOT MAKE ANY TAXABLE EXPENDITURE AS DEFINED IN SECTION 4945(D) OF THE CODE.

5: The purpose for which this corporation is organized:

B. ARTICLE V GENERAL PURPOSES. THE CORPORATION IS ORGANIZED AND SHALL BE OPERATED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS AMENDED OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE ("CODE"), BY ENTERING INTO CHARTERS FOR THE ESTABLISHMENT OF ONE OR MORE CHARTER SCHOOLS (AS DEFINED IN ARK. CODE ANN. TITLE 6 CHAPTER 23) WITHIN THE STATE OF ARKANSAS, BY PROVIDING EDUCATIONAL SERVICES TO PRIMARY OR SECONDARY SCHOOL STUDENTS, AND BY ARRANGING FOR OR PROVIDING MANAGEMENT SERVICES TO CHARTER SCHOOLS, AS MORE PARTICULARLY STATED BELOW. THE SCHOOLS SHALL BE ESTABLISHED IN ACCORDANCE WITH THE ARKANSAS ACT KNOWN BY THE TITLE "THE ARKANSAS CHARTER SCHOOLS OF 1999". SPECIFIC PURPOSES AND POWERS. IN ADDITION TO AND IN FURTHERANCE OF THE GENERAL PURPOSES STATED, THE CORPORATION SHALL OPERATE FOR THE FOLLOWING SPECIFIC PURPOSES AND SHALL HAVE THE FOLLOWING POWERS: (A) TO ENTER INTO ONE OR MORE CHARTER FOR THE ESTABLISHMENT OF CHARTER SCHOOLS; (B) TO FORM, MANAGE, OVERSEE, SUPPORT AND OTHERWISE ENCOURAGE THE

CONTINUATION OF PUBLIC CHARTER SCHOOLS WITHIN ARKANSAS: (C) TO PROVIDE EDUCATIONAL SERVICES TO PRIMARY AND SECONDARY SCHOOL STUDENTS OF ARKANSAS; (D) TO SOLICIT AND ACCEPT CONTRIBUTIONS AND GRANTS FROM THE GENERAL PUBLIC, FROM GOVERNMENTAL UNITS, AND FROM VARIOUS CHARITABLE FUNDING SOURCES, EXCLUSIVELY FOR THE CHARITABLE AND EDUCATIONAL PURPOSES SET FOR IN OR PERMITTED IN THIS ARTICLE V; (E) TO RECEIVE, INVEST, REINVEST, MAINTAIN, AND SELL OR OTHERWISE DISPOSE OF FUNDS OF MONEY OR OTHER PROPERTY AND TO USE AND APPLY OR ANY PART OF SUCH MONEY AND PROPERTY EXCLUSIVELY FOR CHARITABLE AND EDUCATIONAL PURPOSES DESCRIBED IN SECTION 501(C)(3) OF THE CODE, INCLUDING BUT NOT LIMITED TO: (I) DIRECT EXPENDITURES IN CARRYING OUT THE ACTIVITIES OR SERVING THE PURPOSES SET FORTH IN THIS SECTION; OR (II) CONTRIBUTIONS OR DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE; AND (F) TO PERFORM ANY OTHER LAWFUL ACTS IN FURTHERANCE OF ANY EXCLUSIVELY CHARITABLE OR EDUCATIONAL PURPOSE FOR WHICH A NONPROFIT CHARITABLE CORPORATION AND A CHARTER SCHOOL ORGANIZER MAY BE OPERATED UNDER APPLICABLE ARKANSAS LAW AND SECTION 501(C)(3) OF THE CODE. NOTHING IN THESE ARTICLES OF INCORPORATION, EXCEPT THAT WHICH IS STATED IN POWER OF THE CORPORATION SECTION ABOVE AND IN THE DISTRIBUTION OF ASSETS ON DISSOLUTION SECTION BELOW LIMITS THE AUTHORIZED PURPOSES OR ACTIVITIES OF THE CORPORATION UNDER THE ACT OR LIMITS THE DURATION AND POWERS OF THE CORPORATION AS PROVIDED IN THE

ACT.

2.

6: Distribution of assets on dissolution:

B. ARTICLE VI DISSOLUTION. NO DIRECTOR, OFFICER, OR OTHER PRIVATE INDIVIDUAL IS ENTITLED TO SHARE IN ANY DISTRIBUTION OF THE CORPORATION'S ASSETS UPON IT DISSOLUTION. UPON THE DISSOLUTION OF THE CORPORATION, AND AFTER WINDING UP ITS AFFAIRS AND PAYING OR PROVIDING FOR ALL THE OTHER LAWFUL LIABILITIES OF THE CORPORATION UNDER APPLICABLE LAW: (A) THE CORPORATION SHALL FIRST RETURN TO THE ARKANSAS DEPARTMENT OF EDUCATION (THE "DEPARTMENT") ALL FUNDS REMAINING THAT THE CORPORATION RECEIVED FROM THE DEPARTMENT; AND (B) THE CORPORATION SHALL DISTRIBUTE ALL OF ITS REMAINING ASSETS EXCLUSIVELY FOR NON-PROFIT CHARITABLE OR EDUCATIONAL PURPOSES TO ONE OR MORE ORGANIZATIONS THAT ARE ORGANIZED AND OPERATED FOR SUCH PURPOSES AND WHICH ARE, AT THE TIME OF SUCH DISTRIBUTION, A QUALIFIED 501 (C)(3) ORGANIZATION DESCRIBED IN SECTIONS 170(C)(1) OR 170(C)(2) OF THE CODE.

7: Corporation's initial registered agent:

Name ELIZABETH A. TUCK-ROWAN
Street Address 4179 GRANT 58
City: REDFIELD
State: AR
ZIP: 72132-

8: The name and address of each Incorporator is as follows:

Name 1 LARRY O'BRIANT
Address 712 SCHOOLWOOD

Part IV.**Narrative Description of Your Activities*****Past***

An organization was formed in October 2012 "Keep Redfield Middle School" to work with the White Hall School Board and Arkansas Dept. of Education in an effort to find ways to keep the middle school open for the students of Redfield. Keep Redfield Middle School has applied for tax exempt status under 501(c)(3) of the Internal Revenue code and received its verbal approval on July 17th, 2013 pending formal documentation to follow in the next couple weeks. This organization held fundraising events and accepted donations by the public to raise the funds needed to establish an open-enrollment charter school in Redfield. The Redfield Middle School was closed this May, 2013 and this began the need for an alternative educational opportunity for the children of Redfield.

Present

A task force was developed to seek out the best educational opportunities that would be available to the children of Redfield with the closing of the Middle School. The task force felt a need to extend this to the surrounding area. The task force applied and received their non-profit status thru the State of Arkansas effective June 4, 2013 as reflected in Part I, Item 11 of 1023 application.

Redfield Tri-County Charter School (RTCCS) elected a board of directors which are made up of individuals with ties to the Redfield Community that believe a growing, thriving community like Redfield needs local schools. Each member wants the families in and around Redfield to have a quality choice when deciding where their children will attend school. We strongly believe the successful education of children depends on the school, teachers, the parents and the community.

RTCCS has signed a four (4) year lease which does have a very usable structure that can be used for classrooms, admission, library, etc. RTCCS has also received a letter of intent of land donation based on the charter school formation which is attached. RTCCS has setup committees to research all aspects of school needs, portable buildings, buses, curriculum, staff, i.e. to assure our success.

RTCCS has developed a website: www.redfieldcharterschool.org and email for any questions that may arise and to update the public.

RTCCS has setup three (3) public hearings to include the development of flyers and brochures to inform the parents/grandparents of the purpose of a charter school and target areas. Several task force members have met with the Arkansas Department of Education for guidance and have sign up for instructional classes to streamline the charter application with the Department of Education. The last of the three (3) scheduled public hearing was held on July 15, 2013.

Redfield Tri-County Charter School (RTCCS) sole purpose is to provide educational opportunities in the surrounding tri-county area of Redfield (Jefferson, Grant, Pulaski counties). RTCCS will strive to instill core values such as civic duty, honesty, diligence, perseverance, respect, kindness, and independent thinking, all while following a coherent and cumulative curriculum of language, mathematics, civics, science, the arts, humanities, and athletics.

The sole purpose of the 501(c)(3) exempt statuses is for educational purposes only for the operation of the charter school. All funds will be utilized for that purpose.

The current board and committees spend an average of 12 hours a week on this endeavor. Once the charter school is approved standard work hours for employees and volunteer will be encouraged to participate as frequently as possible. The board will continue to hold monthly meetings and be a working partner with the staff of Redfield Tri-County Charter School.

Planned Activities

RTCCS plans to submit the charter school application in August of 2013. Our goal is to open RTCCS in August of 2014 as a middle school with grades 6th through 8th If permission is granted by the Arkansas Department of Education. Each grade will consist of fifty (50) students. If the total number of applicants exceeds the number of open enrollment slots, an admissions lottery will be conducted.

Fundraising events will be conducted and public donations will be received by Keep Redfield Middle School to continue raising the necessary funds that will be needed for the establishment of RTCCS. This funding is needed prior to the opening of the school to purchase items such as library books, janitorial supplies, sports equipment, school supplies, and cafeteria equipment.

Our vision for the future is to add a grade each year until RTCCS educates grades 6 through 12. Our long term vision is to grow into a kindergarten through 12th campus.

If RTCCS charter application is approved, funding will come through state general tuition support, federal and local grants, and contributions.

Currently everyone involved with this undertaking is a volunteer. Once our 501(c)(3) is approved as well as the charter application, the board of directors will hire a Director of Education. Then the Director of Education with board input will hire a CFO. From this point, those individuals will handle the staffing of the charter school.

Part V.**1a. Continuance****Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees,
Part V Employees, and Independent Contractors**

| Name | Title | Mailing Address | Compensation Amount |
|---------------------------|--------------|---|----------------------------|
| Linda R. Johnson Banks | Director | 4 S. Caslas Lane Hot Springs Village, AR 71909 | None |
| Todd Dobbins | Director | 1804 River Road Redfield, AR 72132 | None |

Part V. Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors *(Continued)*

5a Conflict of Interest Policy

Redfield Tri-County Charter School Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect Redfield Tri-County Charter School's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Redfield Tri-County Charter School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest
A person has a financial interest if the person has, *directly or indirectly, through business, investment or family*:
 - a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
 - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the

opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists**
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. **Procedures for Addressing the Conflict of Interest**
 - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. **Violations of the Conflicts of Interest Policy**
 - a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V
Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's Organization.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Redfield Tri-County Charter School Addendum to Conflict of Interest Policy

This addendum will serve as a supplementation to the Conflict of Interest Policy. This addendum applies only to the potential conflict of interest that may be perceived when a board member of Keep Redfield Middle School (KMRS) also serves as a board member of Redfield Tri-County Charter School (RTCCS).

Background: KMRS was organized in 2012 and filed for non-profit status as a 501(c)(3) private foundation. This organization was formed for the cause of saving the middle school in Redfield, AR from being closed by the White Hall School District. Its main function is to hold fundraiser events and receive monetary donations in an effort to keep the school open. The organization also holds organized community events in an effort to inform the public of the importance of establishing an open-enrollment charter school in Redfield, AR. Additionally, the organization (as a non-profit) will accept a donation of real property that would be the location of a future open-enrollment charter school in Redfield, AR.

On 23 May 2013, the board members of KMRS met to organize and elect a board for RTCCS. Some of the board members of KMRS were nominated and elected as board members of RTCCS.

It is agreed by both boards that board members may serve on both organizational boards without a conflict of interest. There is no conflict of interest between the organizations at this time, and serving on both boards does not pose an interest to any single board member.

However, both boards agree that each organizational board should elect different officers (President, Vice President, Secretary, and Treasurer) because this could be viewed by the public as a conflict of interest. Therefore; to avoid the appearance of a conflict of interest, individual officers will hold a position on one board only.

The current officers of KRMS are as follows: Todd Dobbins (P), Ronnie Meredith (VP), Mandy Kight (SP), Allison Beasley (Sec), and Stacy Dobbins (T)

The following is a guideline that was used in the election of officers for RTCCS.

- It is agreed that the President of RTCCS should be either a past or present educator with authoritative experience such as principal or superintendent.
- It is agreed that the Vice President of RTCCS should either have the educational background or at least the higher education indicating that this individual has the knowledge to fulfill the duties in the absence of the President.
- It is agreed that the Secretary of RTCCS should have the administrative experience to qualify that individual to perform the basic duties of note-taking (either digitally or manually) and have access to a computer to electronically generate and distribute minutes and reports to the Board of Directors.
- It is agreed that the Treasurer of RTCCS should have basic knowledge of record-keeping and experience in annual financial budgeting.

Part V.**Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

8a. Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? **YES**

b. Describe any written or oral arrangements that you made or intend to make. **Redfield Tri-County Charter School has a four (4) year lease agreement with Mr. James Kight for housing the charter school.**

c. Identify with whom you have or will have such arrangements. **Arrangements have been made with Mr. James Kight.**

d. Explain how the terms are or will be negotiated at arm's length. **Mr. Kight is Vice President/Director has graciously offer property and use of a building for the charter school. Mr. Kight is a key supporter in the development of Redfield Tri-County Charter school. The arm's length negotiation would be classified more in the lines of a donation.**

e. Explain how you determine you pay no more than fair market value or you are paid at least fair market value. **The building and property are being leased for \$10.00 a month for a period of four (4) years. Redfield Tri-County Charter School will be responsible for the upkeep of the facilities and utilities.**

f. Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements. **Building and Property Lease attached.**

9a. Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officer, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If yes, provide the information requested in lines 9b through 9f. **YES**

b. Describe any written or oral arrangements you made or intend to make. **A lease agreement may be made with an organization in which an officer and three directors of Redfield Tri-County Charter School are also either an officer or director of the organization in which the lease will be arranged.**

c. Identify with whom you have or will have such arrangements. **The organization "Keep Redfield Middle School", parent organization to Redfield Tri-County Charter School.**

d. Explain how the terms are or will be negotiated at arm's length. **The organization "Keep Redfield Middle School" has solicited the donation of a building that can be used for a charter school. If this organization receives this property, it will be repaired, renovated, and maintained by Keep Redfield Middle School until Redfield Tri-County Charter School receives its state charter aid funding in July 2014. At that time, Keep Redfield Middle School will lease the property to Redfield Tri-County Charter School as a means to recover expenses associated with the acquisition, repair, renovation, and maintenance costs.**

e. Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value. **A local real estate agency that specializes in property leasing will conduct a market analysis as a measure of determination of fair market value.**

f. Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements. ***No. lease arrangement has been determined since the donating entity has not yet made any final decisions on the disposition of the property.***

Part VI. Your Members and Other Individuals and Organizations That Receive Benefits From You

1a. RTCCS will provide services to individuals; namely RTCCS will provide educational services to students as the sole purpose of the operation of Redfield Tri-County Charter School.

Part VIII. Your Specific Activities

4a Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.)

Foundation grant solicitations: RTCCS will solicit foundation grant funding that is available for charter schools through the assistance of the Arkansas Public School Resource Center.

Accept donations on your website: RTCCS accepts public donations via our website, www.redfieldtricitycharterschool.com.

Government grant solicitations: RTCCS will solicit government grant funding that is available for charter schools to with the assistance of a grant writer.

Other typical fundraising activities include candy sales and other school-related fundraisers in which students would participate in.

4d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization or another organization fundraises for you.

Fundraising will be conducted in the state of Arkansas in a four (4) county area – Jefferson, Grant, Pulaski and Saline. Fundraising will only be done for Redfield Tri-County Charter School.

4e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.

If Redfield Tri-County Charter School accepts any donations from a contributor that stipulates the intended use of their donation, RTCCS will maintain a separate account. At this time there are no programs in place or donations of this nature.

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **A donation of five (5) acres of land is pending and contingent upon the tax exemption approval of this organization and the subsequent approval to operate a charter school by the Arkansas Dept. of Education. The donation of this land will be used to build additional school campus facilities as each grade is added to the school.**

Part VIII, Your Specific Activities (Continued)

15 Do you have a close connection with any organizations? If "Yes," explain. **Keep Redfield Middle School, as the parent organization of Redfield Tri-County Charter School has also applied for their 501(c)(3) Public Charity status to which they will support RTCCS in charitable donation in the form of volunteer's time, gifts and contributions as it relates to the key areas of student need and facilities.**

The parent organization to Redfield Tri-County Charter School is "Keep Redfield Middle School", Federal EIN: 46-1231877. Keep Redfield Middle School was organized in October 2012 by community members

of Redfield, AR. Form 1023 was submitted in November 2012, and the tax exempt status for Keep Redfield Middle School is in the final stages of process (Group #7826, ID#1004826). This organization worked with the White Hall School District and the Arkansas Dept. of Education to suggest ways to keep the middle school open in Redfield. The organization held public meetings during this time to inform the community of the changes and decisions that were taking place with the White Hall School District. Public donations were received to help pay for the expenses involved in the research such as document printing, FOIA fees, and attorney fees. This organization presented ideas and suggestions to the school board and the state board of education, but the school board voted to close Redfield Middle School in January 2013 with May 2013 being the last month of operation.

Once the board closed the school, Keep Redfield Middle School began looking into establishing an open-enrollment public charter school in Redfield, AR. After several public meetings, it was clear that there is an overwhelming community desire to establish an open-enrollment public charter school. Keep Redfield Middle School accepts public donations and raises money through fundraising activities to start an operating fund for the charter school.

The Board of Directors for Redfield Tri-County Charter School was voted in by the Board for Keep Redfield Middle School. Directors were chosen based on educational background and business knowledge. Officers of Redfield Tri-County Charter School were voted in by their Board of Directors.

The organization, Redfield Tri-County Charter School adopted an addendum to the Conflict of Interest Policy which indicates that some members of the board of directors may also serve on the board of directors for Keep Redfield Middle School. The following is a list of the current members that serve on both boards and are also voting members of each organization:

- Amanda Kight serves as Spokesperson for Keep Redfield Middle School and also serves as a board member and holds the officer position of Secretary for Redfield Tri-County Charter School.
- Todd Dobbins serves as President of Keep Redfield Middle School and also serves as a board member for Redfield Tri-County Charter School. He holds no officer position.
- Ronnie Meredith serves as Vice President of Keep Redfield Middle School and also serves as a board member for Redfield Tri-County Charter School. He holds no officer position.
- Linda Banks serves as a board member of Keep Redfield Middle School and also serves as a board member for Redfield Tri-County Charter School.

No officer of either organization serves in the same position for either board.

Keep Redfield Middle School will continue accepting public donations and having fundraisers on behalf of Redfield Tri-County Charter School so the operating money will be available to obtain and set up portable class room buildings, turn on the utilities, and purchase the start-up supplies that will be needed prior to the opening of the school.

Keep Redfield Middle School has also solicited property donations of two buildings, one of which may be leased to Redfield Tri-County Charter School at or below fair market value. As the school enrollment grows each year, additional campus space will be needed to eventually have an elementary, middle, and high school operated by Redfield Tri-County Charter School.

The long-term goal for Keep Redfield Middle School is to develop a children's program for afterschool activities and a summer learning program that will involve grades 4 through 8 in Redfield and the surrounding tri-county area.

The long-term goal for Redfield Tri-County Charter School is to open and maintain an open-enrollment public charter school for grades 6 through 8 adding a grade per year over the next four years to establish

both a middle and high school operated by Redfield Tri-County Charter School. At year five, elementary grades K – 5 will start to be added, establishing an enrollment of approximately 650 total students.

The two organizations will be tied together by providing the students in the City of Redfield and the surrounding tri-county area an option to attend an open-enrollment public charter school and also provide them an opportunity to socialize and learn in a safe environment after school and during the summer months when school is not in session. Select members of each organization will volunteer their time in the development of programs, curriculum, and grant-writing for both organizations.

PART IX. Financial Data *(Continued)*

B. Balance Sheet

*Total Liabilities and Fund Balances or Net Assets are as of 6/30/13.

PART IX. Financial Data

B. Balance Sheet

Expenses

23. Any expense not otherwise classified, such as program services (attach itemized listed)

Tax Period 01/01/13 thru 06/30/13

| | |
|--|-----------------|
| Fee for Arkansas Non-Profit Registration | <u>\$ 45.00</u> |
|--|-----------------|

Tax Period 07/01/13 thru 06/30/14

| | |
|-----|----------------|
| N/A | <u>\$ 0.00</u> |
|-----|----------------|

Tax Period 07/01/14 thru 06/30/15

| | |
|--|---------------------|
| Equipment (Computers/Copier/Phone System | \$ 26,200.00 |
| Classroom Supplies | \$ 8,000.00 |
| Furniture | \$ 70,500.00 |
| Contract Services to include transportation (bus/fuel) | \$111,909.00 |
| Food and Services | <u>\$ 83,250.00</u> |
| | \$299,859.00 |

Tax Period 07/01/15 thru 06/30/16

| | |
|--|---------------------|
| Equipment (Computers/Copier/Phone System | \$ 24,271.00 |
| Classroom Supplies | \$ 8,000.00 |
| Furniture | \$ 40,500.00 |
| Contract Services to include transportation (bus/fuel) | \$129,500.00 |
| Food and Services | <u>\$121,000.00</u> |
| | \$323,271.00 |

Schedule B Schools, Colleges, and Universities

1b. Redfield Tri-County Charter School (RTCCS) will start out with grades 6 thru 8 with plans to add an additional upper grade until 12th grade has been reached. Also based on the needs of the student population, RTCCS would look at regressing back 5th grade thru kindergarten.

2b. The funds for operation of a charter school, should RTCCS Arkansas application for a charter be granted, will be obtained consistent with the information outlined and provided in the Narrative Description of Your Activities provided in response to Part IV of this application. No agreement for funding exists at this time. An agreement will be executed if the Arkansas State Board of Education grants RTCCS's application for a charter to operate a school.

Schedule B. Schools, Universities, Colleges, and Universities

Section II Establishment of Racially Nondiscriminatory Policy

5. Estimated racial composition numbers are based on demographics of the areas of which anticipated student population would be derived from and faculty/staff availability in the area.

- 7a. List of Incorporators, founders, board members, and donors of lands or buildings, whether individuals or organizations.

Incorporator:

Elizabeth A. Tuck-Rowan
4179 Grant 58
PO Box 77
Redfield, AR 72132

Founders/Board Members:

Larry O'Briant
712 Schoolwood Cove
Redfield, AR 72132

James Kight
1628 Grant 77
Sheridan, AR 72132

Amanda Kight
714 Osage Drive
Redfield, AR 72132

Elizabeth A. Tuck-Rowan
PO Box 77
Redfield, AR 72132

Ronnie Meredith
1208 Kimmel Road
Redfield, AR 72132

Todd Dobbins and Stacy Dobbins
1804 River Road
Redfield, AR 72132

Linda R. Johnson Banks
4 S. Caslas Lane
Hot Springs Village, AR 71909

LEASE AGREEMENT

Redfield Tri-County Charter School, AKA (The Tenant)

P.O Box 351

Redfield, AR 72132

tricountycharterschool@gmail.com

&

James Kight, AKA (The Landlord)

1628 Grant 77

Sheridan, AR 72132

501-397-2220

The above mentioned two parties hereby agree to the following terms and conditions of this Lease Agreement for the following property:

Address: 1811 HWY 365 North, Redfield, AR 72132

Lease Term:

Start Date: 01 June 2013

End Date: 31 May 2017

The Tenant shall pay the Landlord a monthly rent of \$10 for the complete Lease Term as stated above. Payment will be made in advance for each month before the end of the fifth business day at 5:00 PM.

The Tenant is responsible for the following utility expenses:

Water, Electric

At the end of this Lease Agreement Term the Tenant will return the possession of the Leased Property in good condition with reasonable wear and tear. Upon vacating the premises the Tenant shall not leave behind any personal belongings or any debris.

The Tenant shall not sub-let the above mentioned Property during the terms of this lease Agreement or allow another person to occupy the Property without the Landlord's written consent before hand.

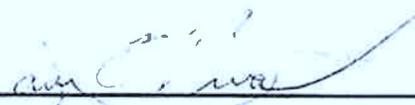
If the Tenant obtains a permanent location for the charter school, this Lease Agreement will be terminated when the Tenant moves to its new location.

The Tenant shall not conduct any business that is a nuisance, hazardous, or that would require an increase in insurance premiums. The Tenant hereby warrants that the Leased Property will only be used to conduct the following type of business activities:

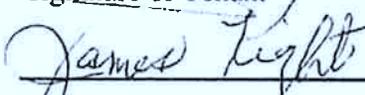
Charter School for Redfield Tri-County Charter School

If there is any breach of payment or other terms of this Lease Agreement the Landlord hereby has full rights to terminate this Lease Agreement in accordance with state law and then re-claim complete possession of the above mentioned Leased Property. In addition to any other legal remedies that are available to the Landlord that may arise from such a breach.

By signing below, this Lease Agreement shall be binding upon the benefit of the parties, their successors, assigns and personal representatives.



Signature of Tenant



Signature of Landlord

LETTER OF INTENT

For Donation To

Redfield Tri-County Charter School

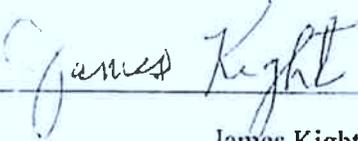
03 June 2013

I, Mr. James Kight, am expressing my intent to make a donation to Redfield Tri-County Charter School (RTCCS), a non-profit corporation organized under the laws of the State of Arkansas. When it becomes appropriate, the Parties intend to enter into a more formal agreement, if required. This Letter of Intent (LOI) will constitute the agreement between the Parties until such a document is executed.

RTCCS intends to obtain approval from the State of Arkansas to establish a charter school in Redfield, AR. My donation shall advance the primary goal of RTCCS, to wit: the education and nurturing of the children from Redfield and its surrounding areas in Jefferson, Grant, and Pulaski counties.

RTCCS has submitted all necessary paperwork to obtain 501(c)3 status. RTCCS and I understand my intent to donate is subject to RTCCS obtaining its 501(c)3 status, obtaining the approval to establish a charter school, and building the charter school on the land I am donating. When RTCCS obtains its 501(c)3 status, obtains the approval to establish a charter school, and commits to building a school on the land I intend to donate, I hereby intend to unconditionally donate five (5) acres of known as Lot 10 Redfield Acres #3 valued at approximately \$30,000 to RTCCS. This donation will be used by RTCCS to further its goal of the establishment of a charter school in Redfield.

If RTCCS fails to obtain 501(c)3 status, fails to obtain approval to establish a charter school in Redfield, or fails to build a charter school on the five (5) acres of land known as Lot 10 Redfield Acres #3, the land will remain my property and the donation will be null and void.


James Kight

Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: August 19, 2013

REDFIELD TRI COUNTY CHARTER SCHOOL
% ELIZABETH A TUCK-ROWAN
P O BOX 351
REDFIELD AR 72132-0351

Person to Contact:

Mr. Flammer #0203604

Toll Free Telephone Number:

877-829-5500

Employer Identification Number:

46-2965353

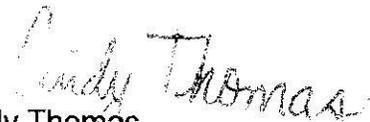
Dear Applicant:

This is in response to your request for expedited processing of your application for tax-exempt status. Your request for expedited processing was approved and your application will be assigned to the next available determination specialist.

Although your expedite request was approved, that does not guarantee approval of your application for exemption.

If you have questions regarding the status of your application, please call us at the toll-free number shown in the heading of this letter.

Sincerely,



Cindy Thomas
Manager, Exempt Organizations
Determinations

AFFIDAVIT OF PUBLICATION

I, Sandra Ward, do solemnly swear that I am account executive

Of the Arkansas Democrat – Gazette newspaper, printed and published in Little Rock, Arkansas, and

That from my own personal knowledge and reference to the files of said publication, that advertisement of:

Redfield Tri - County Charter School was inserted in the regular editions on
Sunday, June 16, Sunday, June 23, Sunday, June 30, 2013

Subscribed and sworn to before me this

1st day of July 2013

Notary Public

My Commission Expires: 03-21-2021



among Eastern and Southern teams.

Jackie Robinson, the first black to play in Major League Baseball in 1947 as a Brooklyn Dodger, was recruited from the Negro Base-

in later years, the last of the Negro Leagues teams folded in the early 1960s.

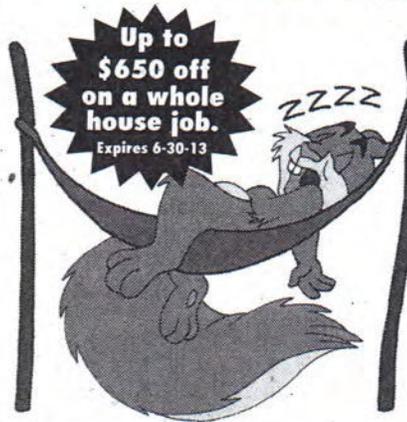
More information on the exhibit can be found on the library's website at lamanlibrary.org.

PUBLIC NOTICE

REDFIELD TRI-COUNTY CHARTER SCHOOL
<http://www.redfieldtricitycharterschool.org/>
 HAS AN EXCITING EDUCATIONAL OPPORTUNITY
 FOR 6th – 8th GRADE STUDENTS
 IN REDFIELD AND SURROUNDING AREAS
 IN JEFFERSON, GRANT, AND PULASKI COUNTIES
 Three Public Meetings Scheduled To Discuss
 Establishing A Charter School In Redfield

| DATE | TIME | LOCATION |
|---------------------|--------------|--|
| Monday, 08-JUL-2013 | 7:00-8:00 PM | Redfield American Legion 800 Mark Twain, Redfield, AR 72132 |
| Monday, 15-JUL-2013 | 7:00-8:00 PM | Lone Pine Missionary Baptist Church 27508 Hwy. 365, Hensley, AR 72065 |
| Monday, 22-JUL-2013 | 7:00-8:00 PM | Orion Missionary Baptist Church Family Life Building 3826 Stagecoach Rd., Redfield, AR 72131 |

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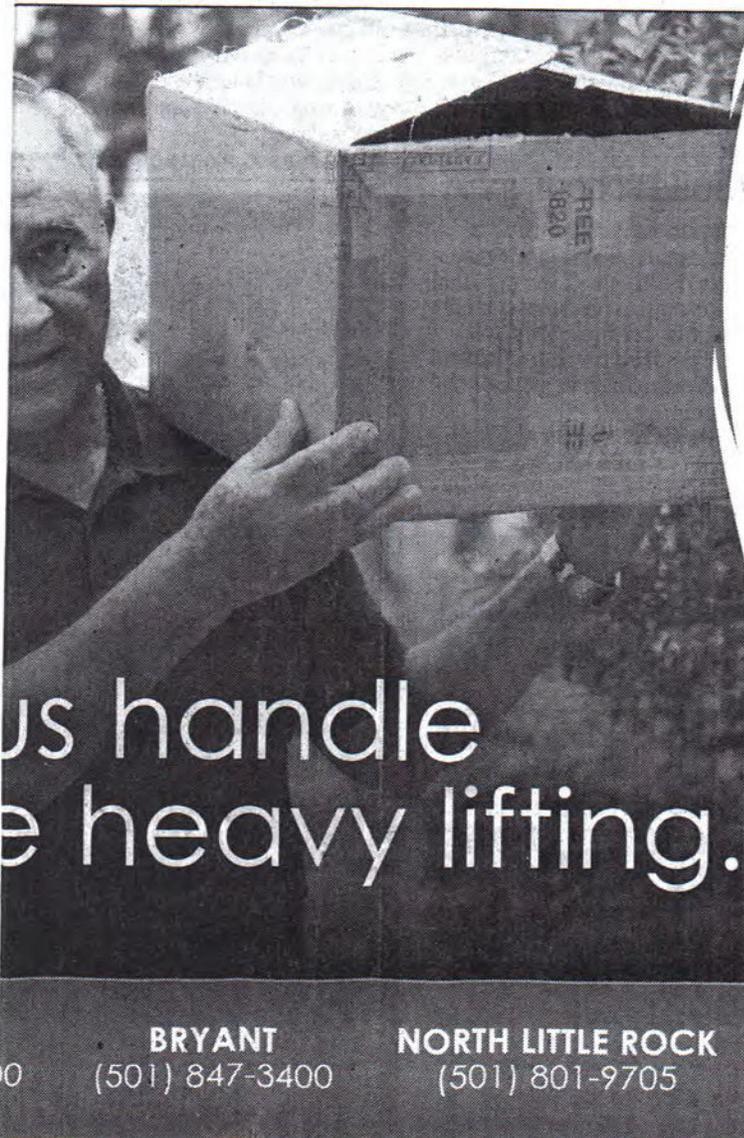


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County sheriff's office, and Bonds was found hiding in the woods. The motorcycle had been stolen from Lawson Road Auto Sales, the report said. Bonds was charged with theft by receiving and taken to Pulaski County jail, where he's being held in lieu of a \$7,500 bond.

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| 2013 SRX | BLACK ICE | SOLD |
| 2013 ATIS | RED | NOW |
| 2013 SRX | SILVER | NOW |
| 2013 SRX | GRAY FLANNEL | NOW |
| 2013 SRX | RED | SOLD |
| 2013 SRX | PLAY ICE | NOW |
| 2013 ATIS | GRAY FLANNEL | SOLD |
| 2013 ATIS | RED | SOLD |
| 2013 ATIS | SILVER | AVAILABLE SOON |
| 2013 ATIS | WHITE | NOW |
| 2013 CTS | BLACK | NOW |
| 2013 CTS | SUMMER GOLD | NOW |
| 2013 ESCALADE | MOCHA | NOW |
| 2013 XTIS | SAPPHIRE BLUE | NOW |
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| 2013 XTIS | BLACK | NOW |
| 2013 SRX | RED | SOLD |
| 2013 CTS | SILVER | NOW |
| 2013 ATIS | BLACK | NOW |
| 2013 ATIS | WHITE | NOW |
| 2013 ESCALADE | RED | NOW |
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Arkansas Gazette
 Every Day

Controlled burning helps forest thrive

Controlled burns thin out trees, lead to regenerated growth

Anderson told the audience that American Indians used controlled burning to rid the landscape of dry or dead vegetation.

of sun.”

Trees can better withstand the burning if the fire is limited to the base than if the fire has reached the treetops, Anderson said. Controlled burns are generally ground-level fires.

Anderson and two officials with the park acknowledged that there are people in Arkansas who question or oppose the practice of controlled burns.

“I think the main reason people are concerned about prescribed burns is the smoke,” Anderson said, adding that there are ways to control it. “I know that 10 years ago, this whole state was learning how to manage smoke.”

Fred Sutton, a park ranger, agreed.

“Most of the people around here have bought into the prescribed burning, but their biggest concern is smoke,” Sutton said during a question-and-answer session. When the park conducts a burn, factors taken into account include humidity, temperature, moisture on the ground and the position of

the jet stream, he added.

Anderson told the audience that American Indians used controlled burning to rid the landscape of dry or dead vegetation.

But between 1921 and about the 1970s and '80s, “the idea was that all fire is bad,” Anderson said.

“It all started with the ‘Smokey the Bear’ thing,” said Hobbs park’s assistant superintendent, Jay Schneider, referring to the long-running public-service campaign. “Before 1980, it was: Put out all fires at all costs.”

But after a major fire at Yellowstone National Park in the '80s, the federal government began questioning whether decades of no controlled burns had created more fuel for the Yellowstone fire, and policymakers began making changes.

Sutton and Schneider said that in 2012, lightning strikes triggered about a half-dozen fires in the conservation area and previous prescribed burns limited their spread.

Only one of them was sizable — a fire the first week of August 2012 that consumed 30 to 35 acres, they said. The rest burned 3 acres or less.

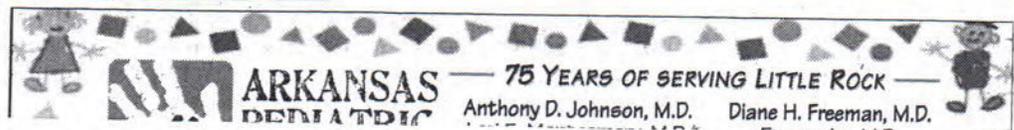
Anderson said that elsewhere across the state, federal and state agencies have found that controlled burns eventually lead to regenerated growth. In some cases, this has even included the appearance of rare plant species and native grasses not seen since the 1800s, he added.

“All this is driven scientifically, in trying to keep these species off the endangered lists,” he said. “This is all about keeping these species around.”

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121 E. Capitol Ave. / Little Rock, AR 72201

sward@arkansasonline.com

To whom it may concern:

Date 5-18-13

I am a parent/guardian that believes in the importance of education. Our community is struggling in dealing with the loss of one of our schools by our school district for financial reasons. Students are facing problems from this loss and forced relocation.

Teachers and our community leaders have a responsibility to give our children the best opportunity to succeed. I believe in the freedom of choice. Parents need to have a choice in the education of their children. Redfield, Arkansas has a great history of educating our children and we need to maintain facilities here in our community.

Whenever choice is involved in education: students, parents and communities are greatly benefited. The proposed forming of a Charter School with the support community members of Redfield is bringing a new resource to help change and improve our educational climate. This voice of hope is meeting our community's educational needs and our community's structural needs keeping a school within our township.

Sincerely,


Regina Puckering

Redfield Middle School

I support the establishment of an open-enrollment public charter school in Redfield, AR

| Name | City of Residence | Phone Number | Signature |
|-----------------|-------------------|----------------|-----------------|
| Linda Lawson | Redfield | 397 6507 | Linda Lawson |
| Sallie Dalton | " | 397-2451 | Sallie Dalton |
| Bluff | Redfield | 573-521-9700 | Bluff |
| Michelle Downie | Redfield | 5013981138 | Michelle Downie |
| Josh Downie | Redfield | 5019513780 | Josh Downie |
| Molly Wingard | Redfield | 501397-5402 | Molly Wingard |
| Brandon Walker | Woodson | 5013195337 | Brandon Walker |
| Ronald Taylor | King Bluff | (870) 592-1390 | Ronald Taylor |
| Judd A. Mitty | Redfield | (501) 397-7151 | Judd A. Mitty |
| Brandi Perry | Redfield | 870 489-5887 | Brandi Perry |
| Teressa King | Redfield | 501 765-8683 | Teressa King |
| Joy R. Cates | Redfield | 501-200-0152 | Joy R. Cates |
| Christy Haly | Redfield | 501 397 2207 | Christy Haly |
| Jennifer Muth | Redfield | 3555217 | Muth |
| Blene Haddox | Redfield | 501-397-6201 | Blene Haddox |
| Kenneth Rush | Redfield | 501 903 1600 | Rush |
| Compton King | Jefferson | 501 831 3207 | King |
| Marti Hall | Redfield | 501-842-5552 | Marti Hall |
| Wicki McClain | Redfield | 501-5412689 | Wicki McClain |
| Robin Cooper | Jefferson | 501-786-0428 | Robin Cooper |
| Angela Lee | Redfield | 479 363-4248 | Angela Lee |
| Tom Gests | Redfield | 870-489-5036 | Tom Gests |
| Judy Howard | White Hall | 870-329-8165 | Judy Howard |
| Linda Barnett | Redfield | 501-397-5003 | Linda Barnett |

office

McDaniel & Company Realtors

**Gary Case Realtor
10101 Mabelvale Plaza, Suite 9
Little Rock, AR 72209
501-920-1698**

May 14, 2013

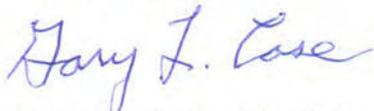
To whom it may concern:

I am writing this letter in support of the forming of the Redfield Tri-County Charter School in Redfield, Arkansas due to the loss of our school closing due to financial reason by the school district.

I believe the forming of the Redfield Tri-County Charter School is in the best interest for the community and citizens to afford their children an opportunity for the best educational program here within the community.

It is my belief that the academic programs offered by the Redfield Tri-County Charter School will complement the programs offered by public schools as well as enhance the education opportunities available to our children.

Sincerely,



Gary L. Case, Realtor

REDFIELD

...WHERE THE SOUTH BEGINS

RITA JACKSON
City Clerk
redfieldcity@yahoo.com

TONY LAWHON
Mayor
mtlawhon@hotmail.com

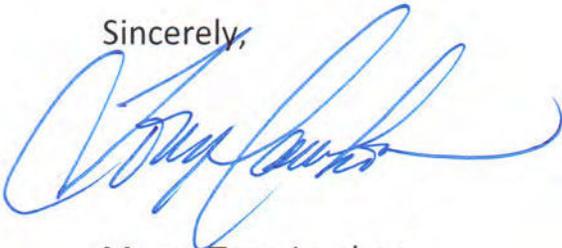
May 17, 2013

To Whom It May Concern:

In my position as mayor of the great city of Redfield, Arkansas, I fully support the establishment of a Charter School. This educational institution will be a tremendous benefit to all of our families and our community as a whole.

As a father, I also look forward to my children attending the Redfield Tri-County Charter School.

Sincerely,



Mayor Tony Lawhon



STATE OF ARKANSAS

House of Representatives

May 16, 2013

To whom it may concern:

I am writing this letter to request your consideration of a proposed K-12 Redfield Tri-County Charter School located in Redfield. The proposed school would service students in the Redfield area who live in parts of Grant, Jefferson and Pulaski counties.

The Redfield community is part of the White Hall School District. White Hall has traditionally operated an elementary school and middle school in Redfield, but the district has decided to close the middle school effective at the end of this school year. As I understand it, a local group – the Keep Redfield Middle School Task Force – was subsequently formed and is in the process of obtaining the Charles Rivers Lab Building in Redfield for the purpose of housing a charter school. The three-story, 87,000-square-foot facility is located at 100 Boone Road in Redfield.

Residents of the community have expressed to me their strong feelings that a local school is vital to the growth and health of their town. Representatives of the task force say the new charter school will not only provide students the choice of a closer educational opportunity (versus bussing to White Hall), but will also provide a unique technological environment unavailable in a standard public school facility. Certainly we know the academic benefits of a successful charter school can be outstanding.

Thank you for taking time to carefully review the group’s application, and I appreciate your consideration of their request.

Sincerely,

Andy Mayberry
State Representative, District 27

REPRESENTATIVE

Andy Mayberry
3022 East Woodson Lateral Road
Hensley, Arkansas 72065-9169

501-888-3522 Business
andymayberry@windstream.net

DISTRICT 27

Counties:
Part Saline
Part Pulaski

COMMITTEES:

Public Health, Welfare and Labor
Health Services Subcommittee

City, County and Local Affairs
Finance Subcommittee

Legislative Joint Auditing

RTCCS 2014-2015 School Calendar

Instructional Days

| | |
|-------------------------|------------------------------------|
| 1 st Quarter | August 18 – October 17 (44 Days) |
| 2 nd Quarter | October 20 – December 19 (40 Days) |
| 3 rd Quarter | January 5 – March 13 (47 Days) |
| 4 th Quarter | March 16 – May 29 (47 Days) |

178 Days of Instruction

Non-Instructional Days/Staff Development (Inservice Year = 01 June 2014 – 31 May 2015)

| | |
|--------------|-----------|
| August 12-14 | Inservice |
| October 22 | Inservice |
| October 31 | AEA Day |
| January 16 | Inservice |
| March 20 | Inservice |
| June 1 | Inservice |

42 Hours (7X6 hours) of Inservice Included in School Calendar

Holidays/No School

| | |
|-------------------------|------------------------|
| September 1 | Labor Day |
| November 26-28 | Thanksgiving Break |
| December 22 – January 2 | Christmas Break |
| January 19 | Martin Luther King Day |
| February 16 | President's Day |
| March 23-27 | Spring Break |
| April 17 | Good Friday |
| May 25 | Memorial Day |

Parent/Teacher Conferences

| | |
|------------|--|
| October 21 | Parent/Teacher Conference 3:30pm – 7:30pm (Extended Day) |
| March 19 | Parent/Teacher Conference 3:30pm – 7:30pm (Extended Day) |

As required by Act 1469 of 2009, any days missed due to inclement weather will be made up on the following days:

February 16, 2015 if missed prior to this date

April 17, 2015 if missed prior to this date

June 2, 2015

June 3, 2015

June 4, 2015

If the snow make-up days occur past the first two dates above and more than three days are missed, the next make-up date will be June 5, 2015 and June 8, 2015.

Class Schedule For Redfield Tri-County Charter School

| Period | Time | Instructional Minutes |
|---|-------------------|-----------------------|
| Teachers Available To Assist Students | 7:45am – 8:05am | 20 minutes |
| 1 st Period | 8:10am – 9:00am | 50 minutes |
| 2 nd Period | 9:05am – 9:55am | 50 minutes |
| 3 rd Period | 10:00am – 10:50am | 50 minutes |
| Lunch A | 10:55am – 11:30am | 0 minutes |
| 4 th Period (B Lunch Students) | 10:55am – 11:45am | 50 minutes |
| 4 th Period (A Lunch Students) | 11:35am – 12:25pm | 50 minutes |
| Lunch B | 11:50pm – 12:25pm | 0 minutes |
| 5 th Period | 12:30pm – 1:20pm | 50 minutes |
| 6 th Period | 1:25pm – 2:15pm | 50 minutes |
| 7 th Period | 2:20pm – 3:10pm | 50 minutes |
| 8 th Period | 3:15pm – 3:45pm | 30 minutes |

Total Instructional Minutes = 400 minutes

**Public Charter School Application
Personnel Salary Schedule**

| Administrative Positions: | | 2014-2015 | Salary 2014-2015 | 2015-2016 | Salary 2015-2016 |
|----------------------------------|---------------------------------|------------------|-------------------------|------------------|-------------------------|
| <i>Line#</i> | List Positions | No. FTEs | | No. FTEs | |
| 1 | Director/CFO/Principal | 1 | \$67,500.00 | 1 | \$69,000.00 |
| 2 | Administrative Assistant | 1 | \$28,500.00 | 1 | \$29,000.00 |
| 3 | Principal | 0 | | 1 | \$55,000.00 |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Subtotal: | | \$96,000.00 | | \$153,000.00 |
| 8 | Fringe Benefits (rate used 30%) | | \$28,800.00 | | \$45,900.00 |
| 9 | Total Administration: | | \$124,800.00 | | \$198,900.00 |

| Regular Classroom Instruction: | | 2014-2015 | | 2015-2016 | |
|---------------------------------------|---|------------------|--------------|------------------|--------------|
| | | No. FTEs | | No. FTEs | |
| 10 | Teachers | 9 | \$34,314.00 | 11 | \$35,021.00 |
| 11 | Aides | 4 | \$20,500.00 | 5 | \$20,910.00 |
| 12 | Subtotal: | | \$390,826.00 | | \$489,781.00 |
| 13 | Teacher Fringe Benefits (rate used 30%) | | \$92,647.80 | | \$115,569.30 |
| 14 | Aide Fringe Benefits (rate used 25%) | | \$20,500.00 | | \$26,137.50 |
| 15 | Total Regular Classroom Instruction: | | \$503,973.80 | | \$631,487.80 |

| Special Education: | | 2014-2015 | | 2015-2016 | |
|---------------------------|---|------------------|-------------|------------------|-------------|
| | | No. FTEs | | No. FTEs | |
| 16 | Teachers | 1 | \$34,314.00 | 1 | \$35,021.00 |
| 17 | Aides | 0 | \$0.00 | | |
| 18 | Subtotal: | | \$34,314.00 | | \$35,021.00 |
| 19 | Teacher Fringe Benefits (rate used 30%) | | \$10,294.20 | | \$10,506.30 |
| 20 | Aide Fringe Benefits (rate used _____) | | \$0.00 | | |
| 21 | Total Special Education: | | \$44,608.20 | | \$45,527.30 |

| Gifted and Talented Program: | | 2014-2015 | | 2015-2016 | |
|-------------------------------------|---|------------------|--------|------------------|--------|
| | | No. FTEs | | No. FTEs | |
| 22 | Teachers | 0 | | 0 | |
| 23 | Aides | 0 | | 0 | |
| 24 | Subtotal: | | \$0.00 | | \$0.00 |
| 25 | Teacher Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 26 | Aide Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 27 | Total Gifted and Talented Program: | | \$0.00 | | \$0.00 |

**Alternative Education Program/
Alternative Learning Environments:**

| | 2014-2015 No. FTEs | Salary 2014-2015 | 2015-2016 No. FTEs | Salary 2015-2016 |
|---|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | 0 | | 0 | |
| 29 Aides | 0 | | 0 | |
| 30 Subtotal: | | \$0.00 | | \$0.00 |
| 31 Teacher Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 32 Aide Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 33 Total Alternative Education Program/ Alternative Learning Environments: | | \$0.00 | | \$0.00 |

English Language Learner Program:

| List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|---|-----------------------|--------|-----------------------|--------|
| 34 No funds budgeted because of waiver | 0 | \$0.00 | 0 | \$0.00 |
| 35 _____ | | | | |
| 36 _____ | | | | |
| 37 _____ | | | | |
| 38 _____ | | | | |
| 39 Subtotal: | | \$0.00 | | \$0.00 |
| 40 Fringe Benefits (rate used 30%) | | \$0.00 | | \$0.00 |
| 41 Total English Language Learner Program: | | \$0.00 | | \$0.00 |

Guidance Services:

| List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|-------------------------------------|-----------------------|-------------|-----------------------|-------------|
| 42 Part-Time Guidance Counselor | 0.5 | \$34,314.00 | 0 | |
| 43 Full-Time Guidance Counselor | 0 | | 1 | \$35,021.00 |
| 44 _____ | | | | |
| 45 _____ | | | | |
| 46 _____ | | | | |
| 47 Subtotal: | | \$17,157.00 | | \$35,021.00 |
| 48 Fringe Benefits (rate used 30%) | | \$5,147.10 | | \$10,506.30 |
| 49 Total Guidance Services: | | \$22,304.10 | | \$45,527.30 |

Health Services:

| List Positions | 2014-2015 No. FTEs | | 2015-2016 No. FTEs | |
|--------------------------------------|-----------------------|--------|-----------------------|--------|
| 50 To Be Contracted Out | 0 | | 0 | |
| 51 _____ | | | | |
| 52 _____ | | | | |
| 53 _____ | | | | |
| 54 _____ | | | | |
| 55 Subtotal: | | \$0.00 | | \$0.00 |
| 56 Fringe Benefits (rate used _____) | | \$0.00 | | \$0.00 |
| 57 Total Health Services: | | \$0.00 | | \$0.00 |

Food Services:

| | List Positions | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|----|-----------------------------------|-------------------------------|-------------------------------|
| 90 | To be contracted out _____ | 0 _____ | 0 _____ |
| 91 | _____ | _____ | _____ |
| 92 | _____ | _____ | _____ |
| 93 | _____ | _____ | _____ |
| 94 | _____ | _____ | _____ |
| 95 | Subtotal: | \$0.00 _____ | \$0.00 _____ |
| 96 | Fringe Benefits (rate used _____) | \$0.00 _____ | \$0.00 _____ |
| 97 | Total Food Services: | \$0.00 _____ | \$0.00 _____ |

Data Processing:

| | List Positions | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|-----|-----------------------------------|-------------------------------|-------------------------------|
| 98 | To be contracted out _____ | 0 _____ | 0 _____ |
| 99 | _____ | _____ | _____ |
| 100 | _____ | _____ | _____ |
| 101 | _____ | _____ | _____ |
| 102 | _____ | _____ | _____ |
| 103 | Subtotal: | \$0.00 _____ | \$0.00 _____ |
| 104 | Fringe Benefits (rate used _____) | \$0.00 _____ | \$0.00 _____ |
| 105 | Total Data Processing: | \$0.00 _____ | \$0.00 _____ |

Substitute Personnel:

| | | 2014-2015 No. FTEs | 2015-2016 No. FTEs |
|-----|--|-------------------------------|-------------------------------|
| 106 | Number of Certified Substitutes <u>0</u> | 0 _____ | 0 _____ |
| 107 | Number of Classified Substitutes <u>0</u> | 0 _____ | 0 _____ |
| 108 | Subtotal: | \$0.00 _____ | \$0.00 _____ |
| 109 | Certified Fringe Benefits (rate used _____) | \$0.00 _____ | \$0.00 _____ |
| 110 | Classified Fringe Benefits (rate used _____) | \$0.00 _____ | \$0.00 _____ |
| 111 | Total Substitute Personnel: | \$0.00 _____ | \$0.00 _____ |

| | | | |
|-----|---|--------------------|----------------------|
| 112 | TOTAL EXPENDITURES FOR SALARIES: | \$778,240.20 _____ | \$1,050,017.40 _____ |
|-----|---|--------------------|----------------------|

**Public Charter School Application
Estimated Budget Template**

REVENUES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---|---|------------------------------|------------------------------|
| State Public Charter School Aid: | | | |
| 2014-2015 | | | |
| 1 | No. of Students <u>175</u> x <u>\$6,521.00</u> State Foundation Funding | <u>\$1,141,175.00</u> | |
| 2 | No. of Students <u>175</u> x <u>\$44.00</u> Professional Development | <u>\$7,700.00</u> | |
| 3 | No. of Students <u>105</u> x <u>\$517.00</u> eligible rate* NSL Funding | <u>\$54,285.00</u> | |
| 4 | No. of Students _____ x _____ Other: <i>Explain Below</i> | | |
| 5 | | | |
| 2015-2016 | | | |
| 6 | No. of Students <u>225</u> x <u>\$6,521.00</u> State Foundation Funding | | <u>\$1,467,225.00</u> |
| 7 | No. of Students <u>225</u> x <u>\$44.00</u> Professional Development | | <u>\$9,900.00</u> |
| 8 | No. of Students <u>135</u> x <u>\$517.00</u> eligible rate* NSL Funding | | <u>\$69,795.00</u> |
| 9 | No. of Students _____ x _____ Other: <i>Explain Below</i> | | |
| 10 | | | |
| 11 | Total State Charter School Aid: | <u><u>\$1,203,160.00</u></u> | <u><u>\$1,546,920.00</u></u> |
| Other Sources of Revenues: | | | |
| <i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i> | | | |
| 12 | Private Donations or Gifts | | |
| 13 | Federal Grants (List the amount) | | |
| 14 | Special Grants (List the amount) | | |
| | Other (<i>Specifically Describe</i>) | | |
| 15 | LOI For Donation From KRMS | <u>\$12,000.00</u> | |
| 16 | Total Other Sources of Revenues: | <u><u>\$12,000.00</u></u> | |
| 17 | TOTAL REVENUES: | <u><u>\$1,215,160.00</u></u> | <u><u>\$1,546,920.00</u></u> |

EXPENDITURES

| | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|------------------------|---|----------------------------|----------------------------|
| Administration: | | | |
| 18 | Salaries and Benefits | <u>\$124,800.00</u> | <u>\$198,900.00</u> |
| | Purchased Services - List Vendors Below | | |
| 19 | V - AD 1 <u>Pest Control</u> | <u>\$1,200.00</u> | <u>\$1,200.00</u> |
| 20 | V - AD 2 <u>Copier Lease</u> | <u>\$6,000.00</u> | <u>\$6,000.00</u> |
| 21 | V - AD 3 _____ | | |
| 22 | V - AD 4 _____ | | |
| 23 | V - AD 5 _____ | | |
| 24 | Supplies and Materials | <u>\$3,000.00</u> | <u>\$3,500.00</u> |
| 25 | Equipment | | |
| | Other (List Below) | | |
| 26 | _____ | | |
| 27 | _____ | | |
| 28 | _____ | | |
| 29 | _____ | | |
| 30 | _____ | | |
| 31 | Total Administration: | <u><u>\$135,000.00</u></u> | <u><u>\$209,600.00</u></u> |

| Regular Classroom Instruction: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|---------------------------------------|--|----------------------------|----------------------------|
| 32 | Salaries and Benefits | <u>\$503,973.80</u> | <u>\$631,487.80</u> |
| | Purchased Services - List Vendors Below | | |
| 33 | V - CI 1 _____ | _____ | _____ |
| 34 | V - CI 2 _____ | _____ | _____ |
| 35 | V - CI 3 _____ | _____ | _____ |
| 36 | V - CI 4 _____ | _____ | _____ |
| 37 | V - CI 5 _____ | _____ | _____ |
| 38 | Supplies and Materials | <u>\$5,500.00</u> | <u>\$6,500.00</u> |
| 39 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 40 | Textbooks | <u>\$35,000.00</u> | <u>\$8,000.00</u> |
| 41 | Tables and Chairs for students | <u>\$9,000.00</u> | <u>\$2,000.00</u> |
| 42 | Desks and Chairs for teachers & staff | <u>\$7,500.00</u> | <u>\$7,500.00</u> |
| 43 | _____ | _____ | _____ |
| 44 | _____ | _____ | _____ |
| 45 | Total Regular Classroom Instruction: | <u><u>\$560,973.80</u></u> | <u><u>\$655,487.80</u></u> |
| | | | |
| Special Education: | | | |
| 46 | Salaries and Benefits | <u>\$44,608.20</u> | <u>\$45,527.30</u> |
| | Purchased Services - List Vendors Below | | |
| 47 | V - SE1 _____ | _____ | _____ |
| 48 | V - SE 2 _____ | _____ | _____ |
| 49 | V - SE 3 _____ | _____ | _____ |
| 50 | V - SE 4 _____ | _____ | _____ |
| 51 | V - SE 5 _____ | _____ | _____ |
| 52 | Supplies and Materials | <u>\$200.00</u> | <u>\$500.00</u> |
| 53 | Equipment | <u>\$1,000.00</u> | <u>\$1,500.00</u> |
| | Other (List Below) | | |
| 54 | _____ | _____ | _____ |
| 55 | _____ | _____ | _____ |
| 56 | _____ | _____ | _____ |
| 57 | _____ | _____ | _____ |
| 58 | _____ | _____ | _____ |
| 59 | Total Special Education: | <u><u>\$45,808.20</u></u> | <u><u>\$47,527.30</u></u> |
| | | | |
| Gifted and Talented Program: | | | |
| 60 | Salaries and Benefits | <u>\$0.00</u> | <u>\$0.00</u> |
| | Purchased Services - List Vendors Below | | |
| 61 | V - GT1 <u>No funds budgeted because of wiaver</u> | _____ | _____ |
| 62 | V - GT2 _____ | _____ | _____ |
| 63 | V - GT3 _____ | _____ | _____ |
| 64 | V - GT4 _____ | _____ | _____ |
| 65 | V - GT5 _____ | _____ | _____ |
| 66 | Supplies and Materials | _____ | _____ |
| 67 | Equipment | _____ | _____ |
| | Other (List Below) | | |
| 68 | _____ | _____ | _____ |
| 69 | _____ | _____ | _____ |
| 70 | _____ | _____ | _____ |
| 71 | _____ | _____ | _____ |
| 72 | _____ | _____ | _____ |
| 73 | Total Gifted and Talented Program: | <u><u>\$0.00</u></u> | <u><u>\$0.00</u></u> |

Alternative Education Program/ Alternative Learning Environments:

2014-2015 Amount:

2015-2016 Amount:

| | | | |
|----|--|---------------|---------------|
| 74 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 75 | V - ALE1 No funds budgeted because of waiver | | |
| 76 | V - ALE2 | | |
| 77 | V - ALE3 | | |
| 78 | V - ALE4 | | |
| 79 | V - ALE5 | | |
| 80 | Supplies and Materials | | |
| 81 | Equipment | | |
| 82 | Other (List Below) | | |
| 83 | | | |
| 84 | | | |
| 85 | | | |
| 86 | | | |
| 87 | Total Alternative Education Program/ Alternative Learning Environments: | \$0.00 | \$0.00 |

English Language Learner Program:

| | | | |
|-----|--|-----------------|-----------------|
| 88 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 89 | V - ELL1 | | |
| 90 | V - ELL2 | | |
| 91 | V - ELL3 | | |
| 92 | V - ELL4 | | |
| 93 | V - ELL5 | | |
| 94 | Supplies and Materials | | |
| 95 | Equipment | | |
| | Other (List Below) | | |
| 96 | Stipend for ELL Duties | \$550.00 | \$565.00 |
| 97 | | | |
| 98 | | | |
| 99 | | | |
| 100 | | | |
| 101 | Total English Language Learner Program: | \$550.00 | \$565.00 |

Guidance Services:

| | | | |
|-----|---|--------------------|--------------------|
| 102 | Salaries and Benefits | \$22,304.10 | \$45,527.30 |
| | Purchased Services - List Vendors Below | | |
| 103 | V - GS1 | | |
| 104 | V - GS2 | | |
| 105 | V - GS3 | | |
| 106 | V - GS4 | | |
| 107 | V - GS5 | | |
| 108 | Supplies and Materials | | |
| 109 | Equipment | | |
| | Other (List Below) | | |
| 110 | | | |
| 111 | | | |
| 112 | | | |
| 113 | | | |
| 114 | | | |
| 115 | Total Guidance Services: | \$22,304.10 | \$45,527.30 |

| Health Services: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|---|--------------------------|--------------------------|
| 116 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 117 | V - HS1 <u>Part Time Nurse</u> | \$20,000.00 | \$20,400.00 |
| 118 | V - HS2 _____ | _____ | _____ |
| 119 | V - HS3 _____ | _____ | _____ |
| 120 | V - HS4 _____ | _____ | _____ |
| 121 | V - HS5 _____ | _____ | _____ |
| 122 | Supplies and Materials | \$250.00 | \$350.00 |
| 123 | Equipment | \$1,000.00 | \$500.00 |
| | Other (List Below) | | |
| 124 | _____ | _____ | _____ |
| 125 | _____ | _____ | _____ |
| 126 | _____ | _____ | _____ |
| 127 | _____ | _____ | _____ |
| 128 | _____ | _____ | _____ |
| 129 | Total Health Services: | <u>\$21,250.00</u> | <u>\$21,250.00</u> |
| | | | |
| Media Services: | | | |
| 130 | Salaries and Benefits | \$22,304.10 | \$45,175.00 |
| | Purchased Services - List Vendors Below | | |
| 131 | V - MS1 _____ | _____ | _____ |
| 132 | V - MS2 _____ | _____ | _____ |
| 133 | V - MS3 _____ | _____ | _____ |
| 134 | V - MS4 _____ | _____ | _____ |
| 135 | V - MS5 _____ | _____ | _____ |
| 136 | Supplies and Materials | | |
| 137 | Equipment | | |
| | Other (List Below) | | |
| 138 | _____ | _____ | _____ |
| 139 | _____ | _____ | _____ |
| 140 | _____ | _____ | _____ |
| 141 | _____ | _____ | _____ |
| 142 | _____ | _____ | _____ |
| 143 | Total Media Services: | <u>\$22,304.10</u> | <u>\$45,175.00</u> |
| | | | |
| Fiscal Services: | | | |
| 144 | Salaries and Benefits | \$42,250.00 | \$42,900.00 |
| | Purchased Services - List Vendors Below | | |
| 145 | V - FS1 _____ | _____ | _____ |
| 146 | V - FS2 _____ | _____ | _____ |
| 147 | V - FS3 _____ | _____ | _____ |
| 148 | V - FS4 _____ | _____ | _____ |
| 149 | V - FS5 _____ | _____ | _____ |
| 150 | Supplies and Materials | | |
| 151 | Equipment | | |
| | Other (List Below) | | |
| 152 | _____ | _____ | _____ |
| 153 | _____ | _____ | _____ |
| 154 | _____ | _____ | _____ |
| 155 | _____ | _____ | _____ |
| 156 | _____ | _____ | _____ |
| 157 | Total Fiscal Services: | <u>\$42,250.00</u> | <u>\$42,900.00</u> |

| Maintenance and Operation: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-----------------------------------|---|--------------------------|--------------------------|
| 158 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| | INCLUDE UTILITIES | | |
| 159 | V - MO1 Custodial Contract | \$5,000.00 | \$5,200.00 |
| 160 | V - MO2 | | |
| 161 | V - MO3 | | |
| 162 | V - MO4 | | |
| 163 | V - MO5 | | |
| 164 | Supplies and Materials | | |
| 165 | Equipment | | |
| | Other (List Below) | | |
| 166 | Electric | \$14,000.00 | \$16,000.00 |
| 167 | Water | \$4,000.00 | \$4,750.00 |
| 168 | Phone | \$800.00 | \$800.00 |
| 169 | Dumpster | \$1,800.00 | \$1,800.00 |
| 170 | | | |
| 171 | Total Maintenance and Operation: | \$25,600.00 | \$28,550.00 |
| | | | |
| Pupil Transportation: | | | |
| 172 | Salaries and Benefits | \$18,000.00 | \$40,500.00 |
| | Purchased Services - List Vendors Below | | |
| 173 | V - PT1 Bus Maintenance | \$4,000.00 | \$4,080.00 |
| 174 | V - PT2 | | |
| 175 | V - PT3 | | |
| 176 | V - PT4 | | |
| 177 | V - PT5 | | |
| 178 | Supplies and Materials | \$1,000.00 | \$1,200.00 |
| 179 | Equipment | | |
| | Other (List Below) | | |
| 180 | 2 Used Buses | \$5,000.00 | \$0.00 |
| 181 | Gasoline for Buses | \$5,000.00 | \$6,000.00 |
| 182 | Used Bus | \$0.00 | \$15,000.00 |
| 183 | | | |
| 184 | | | |
| 185 | Total Pupil Transportation: | \$33,000.00 | \$66,780.00 |
| | | | |
| Food Services: | | | |
| 186 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 187 | V - FD1 Cafeteria Workers (2) | \$28,000.00 | \$28,000.00 |
| 188 | V - FD2 Food Contract | \$37,500.00 | \$42,750.00 |
| 189 | V - FD3 | | |
| 190 | V - FD4 | | |
| 191 | V - FD5 | | |
| 192 | Supplies and Materials | | |
| 193 | Equipment | | |
| | Other (List Below) | | |
| 194 | Cafeteria Tables | \$4,000.00 | \$4,000.00 |
| 195 | | | |
| 196 | | | |
| 197 | | | |
| 198 | | | |
| 199 | Total Food Services: | \$69,500.00 | \$74,750.00 |

| Data Processing: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|-------------------------|---|--------------------------|--------------------------|
| 200 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 201 | V - DP1 IT Support | \$20,000.00 | \$24,500.00 |
| 202 | V - DP2 | | |
| 203 | V - DP3 | | |
| 204 | V - DP4 | | |
| 205 | V - DP5 | | |
| 206 | Supplies and Materials | \$1,200.00 | \$2,000.00 |
| 207 | Equipment | \$14,000.00 | \$10,000.00 |
| | Other (List Below) | | |
| 208 | Internet Service | \$1,200.00 | \$1,200.00 |
| 209 | Printers | \$1,500.00 | \$2,100.00 |
| 210 | Computers | \$18,000.00 | \$28,000.00 |
| 211 | Tablets/IPADs | \$0.00 | \$50,000.00 |
| 212 | | | |
| 213 | Total Data Processing: | <u>\$55,900.00</u> | <u>\$117,800.00</u> |

| Substitute Personnel: | | | |
|------------------------------|---|--------------------|--------------------|
| 214 | Salaries and Benefits | \$0.00 | \$0.00 |
| | Purchased Services - List Vendors Below | | |
| 215 | V - SB1 3 Substitutes @\$60 per day avg 2 days per wk | \$12,960.00 | \$13,219.00 |
| 216 | V - SB2 | | |
| 217 | V - SB3 | | |
| 218 | V - SB4 | | |
| 219 | V - SB5 | | |
| 220 | Total Substitute Personnel: | <u>\$12,960.00</u> | <u>\$13,219.00</u> |

| Facilities: | | | |
|--------------------|--|---------------------|--------------------|
| 221 | Lease/Purchase Contract for One Full Year | \$6,000.00 | \$6,000.00 |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | Leased Modular Bldgs | \$36,000.00 | \$43,200.00 |
| 223 | City Sewer and Water | \$30,000.00 | \$5,000.00 |
| 224 | Paving | \$10,000.00 | \$1,000.00 |
| 225 | Hauling, Setup, Steps&Ramps for Modular Bldg | \$36,000.00 | \$6,200.00 |
| 226 | | | |
| 227 | | | |
| 228 | | | |
| 229 | Property Insurance for One Full Year | \$4,000.00 | \$4,500.00 |
| 230 | Content Insurance for One Full Year | \$5,000.00 | \$5,500.00 |
| 231 | Total Facilities: | <u>\$127,000.00</u> | <u>\$71,400.00</u> |

| Debt Expenditures: | | <u>2014-2015 Amount:</u> | <u>2015-2016 Amount:</u> |
|--------------------------------|---------------------------------------|--------------------------|--------------------------|
| 232 | List Debts Below | | |
| | _____ | _____ | _____ |
| 233 | _____ | _____ | _____ |
| 234 | _____ | _____ | _____ |
| | Total Debts: | <u>_____</u> | <u>_____</u> |
| Other Expenditures: | | | |
| | List Other Expenditures Below | | |
| 235 | Athletic Stipends For Coaching | \$4,000.00 | \$6,000.00 |
| 236 | Membership Fee For APSRC | \$2,500.00 | \$2,500.00 |
| 237 | Publish Annual Reports in Newspaper | \$4,000.00 | \$4,000.00 |
| 238 | Comprehension/Career Assessments | \$10,000.00 | \$4,000.00 |
| 239 | _____ | _____ | _____ |
| 240 | _____ | _____ | _____ |
| 241 | TOTAL EXPENDITURES: | <u>\$1,194,900.20</u> | <u>\$1,457,031.40</u> |
| 242 | Net Revenue over Expenditures: | <u>\$20,259.80</u> | <u>\$89,888.60</u> |

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

RTCCS Salary Schedule

| Years Of Experience | Non-Certified | | Certified | | | | Doctorate |
|---------------------|---------------|---------|-----------|---------------|---------|-------------|-----------|
| | Bachelors | Masters | Bachelors | Bachelors +15 | Masters | Masters +15 | |
| 0 | 26750 | 27500 | 29786 | 30348 | 31472 | 32034 | 32596 |
| 1 | 27250 | 28000 | 30382 | 30955 | 32101 | 32675 | 33248 |
| 2 | 27750 | 28500 | 30989 | 31574 | 32743 | 33328 | 33913 |
| 3 | 28250 | 29000 | 31609 | 32206 | 33398 | 33995 | 34591 |
| 4 | 28750 | 29500 | 32241 | 32850 | 34066 | 34675 | 35283 |
| 5 | 29250 | 30000 | 32886 | 33507 | 34748 | 35368 | 35989 |
| 6 | 29750 | 30500 | 33544 | 34177 | 35443 | 36075 | 36708 |
| 7 | 30250 | 31000 | 34215 | 34860 | 36151 | 36797 | 37443 |
| 8 | 30750 | 31500 | 34899 | 35558 | 36874 | 37533 | 38191 |
| 9 | 31500 | 32760 | 35597 | 36269 | 37612 | 38284 | 38955 |
| 10 | 32250 | 33250 | 36309 | 36994 | 38364 | 39049 | 39734 |
| 11 | 33000 | 34000 | 37035 | 37734 | 39131 | 39830 | 40529 |
| 12 | 33750 | 34750 | 37776 | 38489 | 39914 | 40627 | 41340 |
| 13 | 34500 | 35500 | 38531 | 39258 | 40712 | 41439 | 42166 |
| 14 | 35250 | 36250 | 39302 | 40044 | 41527 | 42268 | 43010 |
| 15 | 36000 | 37000 | 40088 | 40844 | 42357 | 43144 | 43870 |
| 16 | 36750 | 37750 | 40890 | 41661 | 43204 | 43976 | 44747 |
| 17 | 37500 | 38500 | 41708 | 42495 | 44068 | 44855 | 45642 |
| 18 | 38250 | 39250 | 42542 | 43344 | 44950 | 45752 | 46555 |
| 19 | 39000 | 40000 | 43393 | 44211 | 45849 | 46667 | 47486 |
| 20 | 39750 | 40750 | 44260 | 45096 | 46766 | 47601 | 48436 |

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Redfield United Methodist Church (RUMC)

Lessee(Tenant): Redfield Tri-County Charter School (RTCCS)

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

RUMC has vacant land behind the church and has agreed to lease it to RTCCS. RTCCS will lease modular buildings and place them on the land for the charter school.

Address of Premises: 116 River Road
Redfield, AR 72132

Square Footage: Not Applicable

Terms of Lease: 1 Year with option to lease an additional 4 yrs

Rental Amount: \$500 per month

Contingency: The terms of this agreement are contingent upon

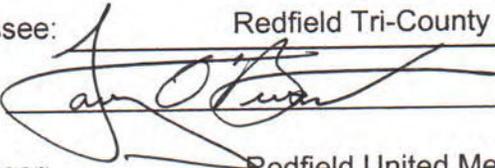
Redfield Tri-County Charter School
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2014.

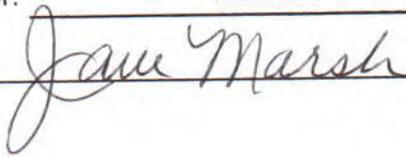
Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Redfield Tri-County Charter School (RTCCS)

By:  Date 8-27-13

Lessor: Redfield United Methodist Church (RUMC)

By:  Date 8-27-13

**2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

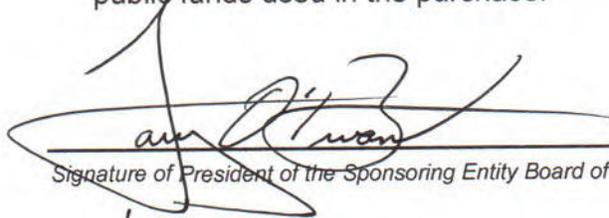
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

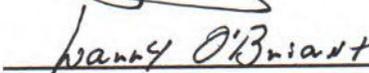
13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Director

8-26-13

Date



Printed Name

Keep Redfield Middle School
P.O. Box 351
Redfield, AR 72132

Todd Dobbins, President
todd@dobbins@gmail.com

Ronnie Meredith, Vice-President
ronnie@red26@yahoo.com

Allison Beasley, Secretary
allison.beasley@yahoo.com

Stacy Dobbins, Treasurer
stacy.dobbins@gmail.com

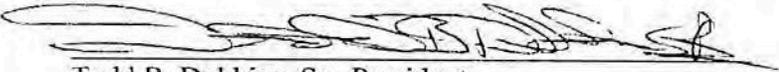
Letter of Intent

Keep Redfield Middle School, a 501(c)(3) not for profit tax-exempt organization is the parent organization to Redfield Tri-County Charter School.

Keep Redfield Middle School has held several fundraisers over the past eight months in an effort to raise start-up money that will be needed to establish an open-enrollment charter school in Redfield, Arkansas.

Upon approval by the Arkansas Department of Education for Redfield Tri-County Charter School to operate as an open-enrollment charter school in Redfield, Arkansas, Keep Redfield Middle School will convey \$12,000.00 (Twelve Thousand Dollars) to Redfield Tri-County Charter School to assist with start-up expenses incurred with the preparation of opening the school.

This Letter of Intent was made and executed by the 501(c)(3) not for profit tax-exempt organization, Keep Redfield Middle School on August 28, 2013.


Todd B. Dobbins, Sr., President

DATED: 8/28/2013