APPLICANT INFORMATION SHEET

Request for Approval

This application is a request to establish and operate a public charter school as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School: Crossway Community DC

Name of Entity Applying for Charter Status in DC: Crossway Community

Contact Person: Kathleen Guman

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Name of Person Authorized to Negotiate: Kathleen Guman
(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature: _____

Proposed Start Date: June 15, 2014 Proposed Year 1 Budget:

Start Up Information

First-Year Enrollment: From age/grade: 3 to age/grade: 5 Number of students: 70

Year Five Enrollment: From age/grade: 3 to age/grade: 9 Number of students: 210

Enrollment at Capacity: From age/grade: 3 to age/grade: 9 Number of students: 210

Location of school (address or area of city): NoMa, Washington, DC

Names of Organizations Involved in Planning (if applicable): Crossway Community, Inc.

Name of Educational Service Provider (if applicable): —

Type of Application (Check One)

□ Conversion of Existing Public School □ Conversion of Existing Private School ☒ New School

If conversion, name the school being converted: _____

If conversion, do you wish to retain the existing school site? □ Yes □ No

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? ☒ Yes □ No

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EXECUTIVE SUMMARY

In the late 1980's, Kathleen Guinan and a number of influential leaders in Washington DC proposed a pioneering community based non-profit organization to end generational poverty for single-mothers through education and a residential program. They firmly believed that the integration of childhood education and parental engagement would support the District's underserved population. However, at that time, Washington DC's leaders were not supportive of an innovative, out-of-the-box model. The organization was forced to locate in Montgomery County, Maryland and in 1990 opened Crossway Community, which has since transformed disparate models of traditional housing programs, homeless shelters and domestic violence centers into an integrated community of intergenerational learning. Twenty-three years later, with a new supportive environment in Washington DC, Crossway Community is proposing to open a Montessori charter school based on the success of the school that was destined to be in Washington DC from the start.

Crossway Community has been designated a "Community Solution for Education" by *USA Today* and has been selected by Community Wealth Ventures for its Entrepreneur Program and in the George Mason and the Yale School of Management Non-Profit Excellence Programs, respectively. Crossway Community was one of three sites chosen by the Kellogg Foundation to replicate an intergenerational community.

The mission of the School is to provide a comprehensive, highly individualized education for children from pre-K through Grade 3 in a nurturing, family-like environment using the Montessori approach to education. The educational philosophy of the School is based on the premise that children will reach their full potential both academically and socially when allowed the freedom to explore their interests actively with concrete, sequential materials within a carefully prepared environment. Teachers engage with students and provide guidance to help children work on achieving the educational concepts. A multi-age Montessori classroom provides maximum opportunities for developing academic and social skills and the modeling of respectful behavior.

Guided by the well-documented century-old principles of Dr. Maria Montessori, the School's philosophy is to:

- prepare an environment that is responsive to each child's unique developmental needs,

abilities and interests; and

- utilize a whole-child approach to foster respect for oneself, for others and for the environment; supporting each child‘s development of their full potential; and through carefully assigned mixed-age groupings,
- provide an integrated curriculum, uninterrupted work periods, strong literacy and mathematics emphasis, arts explorations, and freedom to explore within limits.

This whole-child approach fosters respect for oneself, others and the environment. The School will also have a strong academic focus, arts exploration, the capacity for early intervention, and an inclusive pedagogical approach for all students. Dr. Maria Montessori developed her educational method through working with disabled children in the early 1900’s. The original Montessori method was specifically designed for students with disabilities and was subsequently adapted to fulfill both the needs of these children and the student population at large.

Research studies show that Montessori children are well prepared for later life academically, socially, and emotionally. In addition to scoring well on standardized tests, Montessori children are ranked above average on such criteria as following directions, turning in work on time, listening attentively, using basic skills, showing responsibility, asking provocative questions, showing enthusiasm for learning, and adapting to new situations.

The school is proposing to start with 70 students ages 3 to 4 (traditionally described as pre-school 3 and pre-kindergarten) and increase to 210 students through 8 years old (3rd grade) in the next four years. The school intends to locate in the fast growing NoMa (North of Massachusetts) neighborhood. This will allow a diverse mix of current residents, new residents to the area, and downtown commuters bringing their children to school on the way to work. This enriched atmosphere has proven successful in Kensington, Maryland where the diverse population has provided benefits to the children, the parents, and the community.

As the school matures, Crossway Community will continue to develop supporting services for families. These services will differ from the on-site residential nature in Maryland and will instead focus on workforce development for parents of many of the children. These support services are operated separately from the school but provide the integrated community support long sought by educators and community development.

A. ACADEMICS

1. Mission and Purpose of the Proposed Public Charter School

a. Mission and Philosophy

The School's mission is to provide a comprehensive, highly individualized education for children from pre-School3 to Grade 3 in a nurturing, family-like environment using the Montessori approach to education.

The educational philosophy of the School is consistent with the Montessori educational approach, which is based on the premise that children will reach their full potential both academically and socially when given the freedom to explore their interests actively with concrete, sequential materials within a carefully prepared environment. Teachers engage with students and provide guidance to help children work on mastering the educational concepts. A multi-age Montessori classroom provides maximum opportunities for developing academic and social skills and the modeling of respectful behavior.

Guided by the well-documented century-old principles of Dr. Maria Montessori, the School's mission is to:

- prepare an environment that is responsive to each child's unique developmental needs, abilities and interests; and
- utilize a –whole-child approach‖ which fosters respect for oneself, for others and for the environment; supporting each child‘s development of their full potential; and through carefully assigned mixed-age groupings,
- provide an integrated curriculum, uninterrupted work periods, strong literacy and mathematics emphasis, manipulative materials, arts explorations, and freedom to explore within limits.

Crossway Community, Inc. is a pioneering, community-based non-profit organization that has been implementing an innovative way to end the cycle of generational poverty through education for over twenty years. Crossway Community, Inc. is the applicant and uniquely qualified to successfully

establish a public charter school, the School based on the success of the Community Montessori Charter School in Montgomery County, Maryland. In 1990, Crossway Community, Inc., in partnership with the Montgomery County Department of Housing and Community Affairs and the State of Maryland, Department of Housing and Community Development, secured the funding to renovate a closed school in the Kensington-Wheaton neighborhood. In pursuit of its vision to end the cycle of poverty through education, Crossway Community, Inc. raised millions of dollars from corporations, foundations, and individual donors. Crossway Community's dedicated, tireless Board of Directors and staff leverage additional millions of dollars in in-kind donations and services for the citizens of Montgomery County.

Since its founding in 1990, Crossway Community, Inc. has served over 600 families who have participated in its residential program and over 20,000 who have benefited from its educational, outreach, and referral services. At the center of all Crossway Community, Inc. programs is the research and experienced-based conviction that education is the key to success and that every family, regardless of income or other factors, deserves a dignified, safe community and the opportunity to succeed. Families who are living in poverty, who left school before receiving a high school diploma, who are homeless, who have lived in foster care, or who are English language learners, or have other special needs, deserve the opportunity to ascend from stigma and impediments to be a part of a community in which they will learn ways to become effective teachers for their children.

At Crossway Community, Inc. students are both adults and children. In support of our students and the proposed School, Crossway Community's role is to:

- Forge partnerships and build and maintain institutional relationships in support of our students and our learning communities;
- Develop operational and collaborative administrative systems that free our school leaders to concentrate on their primary purpose, the students and instructional outcomes;
- Raise capital and complete special projects that enhance public response and support the programming our students need and deserve;
- Advocate locally and nationally in support of education, prevention, family development, and economic empowerment; and,

- Provide community outreach in collaboration with school system partners that embodies a broader understanding of the direct correlation between investment in single parents and children and the elimination of poverty.

Crossway Community's mission of *learning, creativity and community for all families* is delivered through a variety of on-campus educational programs that embody the vision and demonstrate the capacity for successfully replicating the existing Maryland Crossway Montessori Charter School. Brief descriptions of the programs and the core philosophy are described in this section because they demonstrate the depth of the commitment to the model being proposed for the new School in Washington, DC. The Washington DC School will embody the same philosophy although not all of the wrap-around services that exist in Maryland will be part of the program in Washington DC. We describe these to provide context for the success of the school and for future, unique, wrap-around services that may exist in Washington DC.

The Crossway Montessori Children's Program is an early intervention center for children ages three (3) months to six (6) years and includes both state accredited and child care based programs and parent education, including home visiting, for enrolled families. Crossway Community provides before and after school programs, summer programs, a garden literacy program, and an evening child care program two nights a week. Crossway Community, Inc. successfully applies the educational approach developed by Dr. Maria Montessori, which is consistently supported by current educational research. Dr. Montessori developed her approach for economically disadvantaged children. Therefore, Crossway Community, Inc. has embraced this learning approach as the core philosophy for the *Crossway Montessori Charter School*.

The "wraparound approach" permeates Crossway Community, Inc.'s educational program and makes it possible to think broadly about children and family needs. This community is a living example of a singular vision—and once experienced by students and visitors alike, embodies the true meaning of a 'wraparound approach philosophy' to transform funding and thinking silos with a unified understanding that all problems and their solutions must be interrelated. Everyone in every department shares responsibility for all goals and understands how their actions impact on goal attainment.

The Family Leadership Academy is a unique, on-campus housing (40 apartments), life-skill education program designed to give women who have experienced trauma, family violence and financial insecurity the tools they need to become effective parents and prepare them to succeed in college, in the workplace, and in the global economy.

The Lifelong Learning Center, like a community school, is both a place and a set of partnerships between Crossway Community, Inc. and the community. The *Lifelong Learning Center* has an integrated focus on academics, youth development, family support, health and social services and community development. Its curriculum emphasizes real-world learning for adult students through community problem solving and community service. By extending the school day and week, Crossway is able to reach families and community residents at times they are most able to attend classes. Classes include GED preparation, ESOL, college preparation and tutoring, workforce development, CPR and First Aid, nutrition and cooking, financial literacy, and parent/child development. *The Lifelong Learning Center* hosts civic, fraternal, educational and other groups for meetings and conferences. Over one hundred organizations participate as community partners to make the *Lifelong Learning Center* a hub for adult and family education. *The Lifelong Learning Center* maintains a food pantry, a clothing and diaper pantry and provides resource and referral services.

The U.S. Department of Education has acknowledged the level of coordination and partnership necessary to provide comprehensive educational opportunities in the Executive Summary of the *Race to the Top* initiative:

> "Horizontal alignment, that is, coordination of services across schools, state agencies, and community partners, is also important in ensuring that high-need students… have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide."

As a continuation of this vision, core philosophy and underlying purpose, Crossway Community proposes to establish a new charter school in Washington DC that provides the essential mission of *learning, creativity and community for all families.* The proposed School will serve Washington DC children from Pre-School3 to Grade 3 using Dr. Maria Montessori's educational approach. In particular, the School envisions serving economically disadvantaged children. The *Community*

Montessori Charter School's curriculum is well-developed and research-based. The curriculum meets the academic needs of children and provides the necessary coordinated services so important to students and their families.

b. Educational Needs of Target Population

The School's goal is to provide an early childhood educational program to a diverse mix of students and incorporate wrap-around services similar to those that helped make the Maryland school so successful. The Washington DC wrap-around services will be more focused on workforce development. This guided us to the NoMa neighborhood which is a diverse neighborhood and is close to the employment centers.

The School will serve any student in Washington D.C. who is eligible to attend preschool, pre-kindergarten, kindergarten and early elementary grades 1 through 3. At full capacity, the school will serve 210 students.

According to a report commissioned by the Deputy Mayor for Education with the Public Policy and Research Department of IFF1, an expert in school quality issues, the NoMa neighborhood does not have any charter schools in Tier 1 or Tier 2. The cluster comprising the NoMA neighborhood (Cluster 8) has been identified as having a demand for high performing seats of 476 students in grades K-5. The neighboring cluster (Cluster 21) has a demand of an additional 655 student in grades K-5 seeking a high performing school.

The School will likely draw most students from these surrounding neighborhoods. However, enrollment will be open to students who reside in any neighborhood in D.C. and the School will make every effort to recruit students from the entire D.C. community.

There are two other charter school Montessori programs in Washington DC: Shining Stars and Latin American Montessori Bilingual (LAMB). There are five DCPS Montessori schools:
Burrville, Capitol Hill Montessori at Logan, Marshall, Nalle, and Langdon Educational Campus. Those relatively near the NoMa neighborhood are Shining Stars, Capitol Hill, and Langdon.

[1] Quality Schools: Every Child, Every School, Every Neighborhood – An analysis of school location and performance in Washington, DC., available at School
http://dme.dc.gov/DC/DME/Publication%20Files/IFF_Final_Report.pdf

Based on the data of the nearby elementary school and the targeted market, we anticipate that 60% of the student population at the School will be minority students; 40% will qualify for free and reduced lunch; 10% will be identified with special needs and 5% will be English Language Learners (ELL). The founders are committed to a recruiting strategy that will insure a diverse student population representative of the community where the school is located and beyond.

c. Educational Focus

The School's educational foundation as stated in our mission is based on the principles of Montessori Education, which is often referred to as "Education for Life." The Montessori philosophy embraces the whole child and his/her natural curiosity and love of learning. Our whole-child approach fosters respect for oneself, others and the environment.

Children will reach their full potential, academically and socially, within a highly enriched environment that blends structure and freedom to actively work with concrete, sequential materials with the guidance of carefully trained adults. Teachers provide enough support to help the children work toward independence and self-regulation. A mixed-age classroom provides maximum opportunities for social and academic skill development peer tutoring and modeling respectful behavior. The School will also have a strong focus on arts exploration, early intervening developmental supports, and intensive family engagement. Montessori methods, supported by current educational research, are detailed below.

Early Childhood Education and Early Intervention

The School program, similar to most Montessori schools, will begin with a summer experience designed to provide all entering children with a strong foundation for success. The focus on early childhood education will help each child develop the concentration, language, attention, organization, conceptual and motor skills necessary to thrive in our program and beyond. Given the right kind of environment, children from ages three to six can absorb more information than at any other time in their lives. Research confirms that offering an active, structured learning environment that is responsive to each child's interests and abilities, closely monitored by teachers, not only produces superior results with regard to executive function and other cognitive performances (Diamond, 2010), but will frequently reduce the need for special education services.

Mixed-Age Grouping

Students are grouped according to the developmental stages of childhood (3-6 and 6-9) as researched by Dr. Maria Montessori. Not only does the younger child benefit from older role models, the older child gets a chance to practice, refine and teach his/her newly found skills - the ultimate test of mastery. A stable and strong community develops as the children continue with the same teacher for three years. The teachers make a deep connection with the students (and the students with each other) so that they are already aware of each child's strengths and needs when starting a new school year.

Meaningful Contexts for Learning and Integrated, Open-Ended Curriculum

Sometimes children learn skills or information without understanding how to apply this knowledge beyond a classroom test. Montessori education follows the child's interests and connects learning with real life experiences, creating more meaningful contexts. Children move at their own pace within a curriculum that has no ceiling. All classrooms are equipped to extend well beyond typical grade-level work. This means that gifted children may continue to develop the knowledge and skills to perform at higher levels within their daily classroom environment.

Uninterrupted Work Periods

A goal of Montessori education is to develop self-discipline and the ability to concentrate, persist in work, and organize learning effectively. A hallmark of well-functioning Montessori classrooms is an extended (between 2.5 and 3 hours) uninterrupted work period, during which children are able to select work experiences appropriate to their abilities and interests and pursue these until completion. They use weekly work plans to set goals, document lessons and completed work, and reflect on progress. Although the children are required to accomplish certain work each week, they have choices in how and when they complete it. Sustained periods of concentration enable the children to acquire the knowledge and skills for developing their full potential and strengthen their self-confidence, self- discipline and study habits.

Educating the Whole Child and Peace Education

Learning how to work and play with others in a peaceful and caring community is perhaps the

most critical practical life skill that our schools foster. All aspects of the Montessori program are embedded with a focus on social and emotional development. From direct lessons in Grace and Courtesy to ongoing opportunities to socialize with older as well as younger peers to the expectations that the children will take responsibility for the care and maintenance of their classroom, the Montessori program provides a consistent model for the young child on how to proceed in life, collaborate with others, and develop respect for self and peers.

Exploration through the Arts

The School recognizes the visual and performing arts as an important part of human development and communication. In addition to a strong focus on sensorial development and visual thinking, every Montessori classroom will have an art area with an abundance of open-ended materials for the children to use at will. Engaging in visual and creative arts activities is another time to enhance concentration, problem solving, visual motor skills and creativity. For older children (age 6 and above), Montessori integrates the arts into the academic curriculum through ongoing research, visits to local cultural attractions, dramatic study, and lessons in visual thinking strategies as well as art history.

Music education is built into the Montessori program from the start. Early lessons in auditory perception lead to deeper studies of tone and pitch and, eventually, musical notation. Music enhances auditory discrimination skills, which are crucial for learning to read. Sequencing, left to right progression and eye-hand coordination are essential for both music and written language. Mathematical concepts used in geometry, algebra and architecture (such as spatial and fractional relationships), have their roots and development in the study of music.

Movement

Consistent with recent research on the critical link between motor development and cognition, free movement is built into the Montessori system. Work choices are deliberately placed in low shelves, accessible to children, who are free to select, work with, and return materials as needed.

Intrinsic Motivation and Concentration

One of Montessori‘s key discoveries, also validated by recent cognitive and neuroscience research, is the idea that children are intrinsically motivated. They are driven by their desire to

become independent and competent beings in the world. When provided developmentally appropriate materials in a carefully prepared environment, children are naturally motivated to learn and do not require external rewards or prompts to attend to their studies.

Choice and Freedom within Limits

Montessori children are free to choose work appropriate for their current stage of development. Being able to move and socialize within this structured environment enhances cognitive and social development. Free movement is balanced by a carefully organized classroom structure, with clear limits and expectations. The students are limited by the amount of material that has been presented and by the requirement to be constructive and responsible with materials and behavior. Learning to make positive choices and becoming self-disciplined is a major goal of Montessori education. This freedom only works with a carefully planned and prepared environment with a nurturing, observant, and well-trained teacher.

Interests and Following the Child

Montessori teachers are specially trained to inspire children while presenting lessons and to observe children‘s developmental levels and interests to plan the environment accordingly, termed following the child. The influence of interest on learning has been clearly demonstrated in current research (Diamond, 2010; Diamond & Lee, 2011). The goal of the Montessori environment is to allow each child to fully develop his/her intellectual skills, not to push the child in order to meet some normative schedule of development.

Hands-on Materials

Through hands-on materials, children are offered a range of sensory stimulation to facilitate mastery of the concepts inherent in the materials. Children with diverse learning styles can be successful with our multi-sensory approach. The concrete, sequential lessons give each child a strong foundation for more abstract concepts, which will lead to higher-level learning.

Mixed-Age Classrooms/Learning from Peers and Meaningful Contexts for Learning: The Role of the Teacher

The Montessori teacher‘s role is that of a facilitator, guiding the child within the instructional

environment. The teacher assists the children in moving toward independence, while providing the necessary guidance to ensure that they make good decisions and engage in productive behaviors. The teacher‘s role is to actively observe the children, maintain an inspiring learning environment, give new lessons at the appropriate time and intervene when children need guidance or structure.

Research

Research demonstrates that Montessori children are well prepared for later life academically, socially, and emotionally (National Center for Montessori in the Public Sector). In addition to scoring well on standardized tests (Dohrmann, 2003), Montessori children significantly out-perform non-Montessori peers on outcome measures of vocabulary, executive function, social problem solving, perceived knowledge, confidence, and enthusiasm for learning (Donabella & Rule, 2008; Duax, 2989; Lillard, 2012; Lillard & Else-Quest, 2006; Rathunde, 2005).

Current research supported by the Foundation for Childhood Development states that “successful Pre-K-3rd moves beyond the crisis mentality that has repeatedly swung taxpayers’ and policymakers’ attention from one ‘problem grade’ to another”. The Foundation for Childhood Development calls for a coherent approach designed to sustain high-quality programs and reflects today‘s best understandings of how children learn in their formative early years. Decades of research have shown that high-quality Pre-K programs can boost later achievement if quality enhancements are carried forward. When schools link Pre-K education with elementary grades creating a common organizational structure and coherent sets of academic and social goals, the gains that children make in high-quality Pre-K programs are more likely to persist.

Brain research on gender differences as described by Michael Gurian (2001) addresses the efficiency of Montessori methodology by indicating the need for the following classroom components to fit each individual child: movement, teacher-student bonding, and hands-on materials for reading/writing. Hardiman (2003) also recommends incorporating movement, student choice, the arts, active learning and repetition for mastery, all of which are core Montessori pedagogical moves. Authentic performance assessment, is also central to Montessori education. Further, the author emphasizes the importance of teaching from the big picture, similar to the “Cosmic Education” strategy described in the elementary Montessori curriculum. Furthermore, the Montessori approach

has shown significant success rates in improving the academic achievement of urban students, developmentally delayed students, and students learning English as a second language

There are many large urban public school systems around the country that employ the Montessori approach. Out of approximately 5,000 Montessori schools in the United States, close to 10% are public schools. Most public Montessori programs are in magnet school programs and charter schools, in cities such as Milwaukee, San Francisco, Hartford, Springfield, Cincinnati, Chicago, Boston, Baltimore, Denver, to name a few.

2. Goals

a. Academic Goals

Student Content and Performance Standards

Montessori performance standards are aligned with the Common Core State Standards. Several national initiatives are currently underway to fully elaborate that alignment and a detailed matrix linking disciplinary content to performance measures and reporting formats will be complete by August, 2013. As a school, we will continue to develop our curriculum, standards, and alignment with the Common Core State Standards.

Primary (Ages 3 – 6): The primary curriculum includes standards in the following areas: practical life skills, sensorial, language, math, and cultural studies. Three to six year olds are sensorial explorers who need to manipulate concrete materials to understand abstract ideas. They have a strong desire to acquire knowledge of the environment and to be independent. They go through sensitive periods of intense attraction to experiences involving language, order and movement. Therefore, through concrete experiences, the goals of the *primary curriculum* include the following, to:

1. Develop a rich vocabulary and oral expression
2. Develop a strong foundation in phonetics

3. Develop a concrete impression of math quantities and processes that lead to abstract concepts
4. Develop coordination and refinement of movement
5. Build concentration to complete a task
6. Increase confident awareness of one‘s own abilities
7. Increase awareness of others and how to interact appropriately
8. Strengthen and refine learning through each of the senses
9. Develop fine motor skills (the pincer grasp in preparation for writing)
10. Engage in a wide variety of cultural studies
11. Stimulate children‘s natural curiosity
12. Explore the arts to foster creativity and self-expression

Lower Elementary (Ages 6 – 9): The lower elementary curriculum includes standards in the following areas: Speaking and Listening, Reading, Written Language, Word Study, Research, Number Concepts, Problem Solving, Geometry, History, Geography, Biology, Zoology, Botany, Ecology, Scientific Processes, Health, Art, Music, and Movement. Children at this age are oriented toward intellectual discovery as they begin to investigate the ‘why’ and ‘how’. The children‘s emergent reasoning mind is stimulated by Montessori‘s course of study. Their imagination drives their quest for knowledge. The children use hands-on experiences to apply their skills to a wide range of projects and activities. Therefore, the *lower elementary* goals are to:

1. Participate in group discussions or community meetings
2. Use variety of phonetic skills/reading strategies to read unfamiliar words
3. Read with increasing comprehension and fluency
4. Develop and apply new vocabulary across the curriculum
5. Work cooperatively in a small group

6. Use Montessori materials to develop the concept of the four basic mathematical operations, including memorization of basic math facts and application to practical word problems.
7. Recognize and construct geometric figures
8. Express him/herself logically
9. Follow oral and written instructions
10. Develop fine motor control to write legibly
11. Engage in creative and factual writing activities
12. Make connections with prior knowledge to understand new concepts
13. Research topics of interest
14. Understand geography and the physical science in order to create maps and write simple reports
15. Begin understanding of the relationship among all living things
16. Explore the arts to foster creativity and self-expression

Student Performance and Assessment

In accordance with the PCSB's Early Childhood Performance Management Framework Pilot Program, Crossway Community has identified the following target measures.

Indicator	Domains	Metric
Progress on Informal Reading Inventory	Reading	Primary: Average student word recognition increases by 100%.
Achievement on Terra Nova	Math	2nd: All students will be in the 70th percentile
	Reading	2nd: All students will be in the 70th percentile

Achievement on DC-CAS	Language Arts	2nd: All students will be in the 70th percentile 3rd: Frequency of scores on DC-CAS meeting proficiency will be 80%
Leading Indicator	Attendance	PS3:90% PK: 90% K: 90% 1-3: 90%
	Re-enrollment	PS3-3: 85% of eligible families (excludes families moving out of school's trade area)

Gateway Measures

In accordance with Montessori philosophy, the children move at their own pace and the teacher serves as a guide to developing each child's full potential. Though our curriculum is integrated in the classroom, it has been broken down into specific goals and classroom activities for each content area, for clearer understanding. Staff development regarding further alignment of the curriculum with the Common Core State Standards assessment and record keeping is planned for each school year. Performance indicators include the development of reading, writing, mathematics and vocabulary, as well as practical life skills including concentration, self-discipline, and responsibility.

Leading Indicators of Success

The anticipated population is highly mobile. Parents with small children are more likely to move among neighborhoods before their children are enrolled in 1st grade. There is currently limited

public data on the mobility rates of families in the target neighborhood. Furthermore, the anticipated wrap-around services are geared toward improving parent's economic opportunities and encouraging mobility. Ideally, many parents will increase their economic opportunities and move to higher socio-economic neighborhoods. This may lead to a counterintuitive conclusion that re-enrollment rates should drop. The goal of the school is to improve the opportunities for families and not necessarily to keep them in the local neighborhood. But for those families who remain in the neighborhood, we expect to have a high re-enrollment rate. We propose to track the re-enrollment rate for those 'non-mobile' families. For those families, we expect the re-enrollment rate to be 85 percent.

b. Non-Academic Goals

Intensive parent engagement is a programmatic focus of our school. Through comprehensive outreach, beginning prior to enrollment, we aim to foster a robust school/home partnership. This partnership starts with frequent two-way communication, facilitated by language supports, home visits, quarterly parent education programming, and community meals and celebrations. The school will provide monthly communication with parents through written newsletters in person meetings. We will measure the success of our programming through attendance at family activities (including parent-teacher conferences) evaluations of parent education programs, and an annual satisfaction survey.

c. Organizational Goals

The financial goals of the organization are to complete each year with a balanced budget and an unqualified annual audit.

The organizational goals are to retain our highest performing staff. We aim to retain 90% of our eligible high performing staff.

d. Student Academic Achievement Expectations

Montessori standards are based on the typical needs of children in a mixed-age grouping. A detailed Montessori scope and sequence of student performance and content standards will be aligned with the Common Core State Standards during the planning year. As a school, we will

continue to develop our curriculum, standards, and alignment with the Common Core State Standards and collaborate closely with the OSSE.

The School will use a variety of formative assessment strategies, such as the Informal Reading Inventory (IRI) for baseline and specific measurement of improvement, along with other daily and weekly formative measures, in concert with anecdotal records and portfolios. Authentic assessment of the whole child through the use of anecdotal reports is consistent with Montessori philosophy and teacher training. This approach to assessment will allow children with different learning styles to demonstrate their true knowledge and skills.

Assessment of student progress will be made through both formative and summative tools as follows:

Formative Assessments

Formative assessments are given throughout a course of study to monitor student learning and adjust instruction. Examples of formative assessments are journal entries, quizzes, conferences, performance tasks, exhibits, demonstrations, unit tests and portfolio reviews. During the planning year, the School's Curriculum Team will examine assessment tools to determine the optimum suitability for implementation by the School. Montessori teachers typically observe their children at work or ask them to teach a lesson to another child to confirm their knowledge and skill. Informal oral exams or preparing a written test to be given individually are other ways to test acquisition of knowledge. Parents have an integral role in the success of the children. Periodically, parents will be expected to give feedback regarding their child's school experience. Acquisition of knowledge and skills will align with the Common Core State Standards to document individual student and class achievement. Data will be collected on an ongoing basis.

Meeting the Needs of All Children

The School's teachers will gather information regarding each student's previous performance, relative strengths and current developmental needs by:

- Reviewing student records
- Meeting the child before the first day of school, through a home or classroom visit

- Talking with parents regarding previous experiences, student interests and goals
- Completing informal assessments for baseline information and classroom observation
- Students demonstrating strong abilities and skills will be encouraged to move ahead at their own pace in our open-ended curriculum.

Summative Assessments

Summative assessments will be administered annually to evaluate how well students are learning concepts and skills specified in the Common Core State Standards. The DC-CAS will be used to measure grade 3 students' yearly progress in reading and mathematics. Students who are enrolled in ESOL programs will take the Language Assessment System (LAS Links). The School's second graders will take the Terra Nova 2 to assess reading, language mechanics, mathematics and mathematics computation. Summative assessments have value in providing feedback to both parents and the school regarding students' achievement. Students taught using a rigorously applied Montessori approach generally do well on these assessments. In fact, information about the progress of children transitioning out of Crossway's Montessori program into public schools indicates that former students achieve at high levels.

Below is a brief outline of the testing schedule to be used by the School:

Grade	Test
K-3	IRI, Language Assessment System (LAS) Links
2	Terra Nova 2
3	DC-CAS in Reading and Mathematics

Reporting Student Progress

Student Self-evaluations:

Students maintain a record of their progress and will prepare a monthly self-evaluation to share

in a meeting with the teachers for feedback, observations, and planning.

Portfolios of Student Work:

Once per quarter, students will go through their completed work and make selections for their portfolios. They will prepare a self-evaluation of their work: what was accomplished, what they enjoyed; what was most difficult; and what they would like to accomplish in the next three months.

Student/Parent/Teacher Conferences:

Twice per year, parents, teachers and students will meet to review the children's portfolios and self-evaluations and go through the teachers' assessments. Teachers or parents may always request a conference at a mutually agreeable time.

Narrative Progress Reports:

Once or twice per year, Montessori teachers prepare a written narrative evaluation of the student's work, social development, and mastery of fundamental skills and suggestions for future growth.

3. Charter School Curriculum

In the Montessori curriculum, content areas are organized as spiral plane of integrated studies, rather than a traditional model in which the curriculum is compartmentalized into separate content areas, with given topics considered only once at a given grade level. In Montessori education, lessons are introduced simply and concretely in the early years and are reintroduced several times during the following years at increasing levels of abstraction, depth and complexity. Everything is interrelated. One lesson leads to many others. Montessori teachers always work from the big picture (macro) to increasing detail (micro). The Montessori course of study is an integrated thematic approach that ties the separate disciplines of the curriculum together into studies of the physical universe, the world of nature and the human experience.

While we provide a warm, supportive academic atmosphere, the typical response from the child is high level thought, work products, and mastery of content skills. The mixed-age classrooms are based on the aforementioned developmental planes. The children move at their own pace and the teacher serves as a guide to develop each child's full potential. Though the curriculum is integrated

in the classroom, it has been broken down into specific goals and classroom activities for each subject area for a clearer understanding.

a. Student Learning Standards

The Pre-K-K Program Overview (Ages 3 – 6): The overall goal of the Montessori Primary curriculum is to provide a carefully planned environment that meets the developmental needs and natural tendencies of the 3 – 6 year old child (latter half of the 1st plane of development). The teacher carefully observes the children and plans the environment according to their needs and interests. Our curriculum is aligned with the Pre-K/K Common Core State Standards (CCSS) as demonstrated by the materials and lessons available to cover the specific objectives and in many cases, go well beyond, as the children are ready. We strive to provide each young child a strong foundation so he/she will become confident and self-disciplined learners.

Characteristics of the primary age child include:

- Sensorial exploration as the primary mode of adaptation/development
- An unconscious absorbent mind that effortlessly takes in the impressions of the environment and gradually moves toward greater consciousness
- An ability to concentrate for long periods
- A desire for independence
- A need for manipulation of concrete materials, which gradually leads to an understanding of abstract ideas
- Observable 'sensitive periods' of intense attraction to certain experiences; including sensitive periods for language, order and movement
- A strong desire to answer the question "what and why?" and acquire knowledge of the environment.

The primary curriculum is divided into five basic areas:

1. Practical Life
2. Sensorial

3. Language

4. Mathematics

5. Cultural Studies including geography, science, art and music

A detailed outline of Primary Level Curriculum can be seen in the Attachments.

The Elementary Program Overview

As in the primary classroom, each child in the elementary classroom is followed as an individual. The Montessori teacher strives to challenge each child according to his or her developmental needs and abilities. The elementary curriculum continues to foster a love of learning and an acceptance of personal responsibility for intellectual growth as well as social interaction. The passage to elementary is the passage from the sensorial material level to the abstract. The children are exposed to an extremely broad and integrated curriculum. The integrated approach is one of the Elementary Montessori program's greatest strengths. Studies come alive through a variety of hands-on projects. The students are exposed to the realm of mathematics, earth science, biology, zoology, botany, technology, the world of myth, great literature, history, world geography, civics, economics, anthropology, and the basic organization of human societies. Their studies also cover the basics of traditional curricula: math facts, spelling lessons, vocabulary, grammar, sentence analysis, creative and expository writing and library research skills.

The teachers use storytelling across the curriculum to convey information and to model the power of language. The 'Great Lessons' are five key areas of interconnected studies that are presented in the form of inspiring stories, related experiences and fun research projects. They include the story of how the world came to be, the development of life on Earth, the story of humankind and the development of language, writing and mathematics. They are intended to give children a cosmic (macro) perspective of the Earth and their place within it. Children learn to think for themselves and they are encouraged to discuss and share their ideas with one another and with the larger group. Instead of memorizing, feeding back and forgetting, the children are fully engaged in the learning process and they learn how to learn.

The general objectives of the Common Core State Standards (CCSS) are covered in this

curriculum. Specific assessments and instructional data addressing the CCSS will be incorporated into Montessori classroom activities. Staff development regarding alignment of the CCSS with the Montessori curriculum will take place prior to the opening of school and throughout the school year as part of the plan for ongoing professional development.

Characteristics of the child in the Second Plane of Development (6 – 8 years):

1. Oriented toward intellectual discovery and exploration
2. Sensitivity to what is right/wrong, fair/unfair
3. Expanded boundaries for social experiences
4. Interested in the why and how
5. Ability for abstract thought, reasoning and imagination
6. Imagination drives the quest for knowledge

When teachers pursue Montessori certification, they carefully document and sequence comprehensive lessons for each of the core curriculum subjects within a series of Portfolios. Our own preliminary review has confirmed that these Montessori lessons target many of the core learning objectives of the Common Core State Standards. During the initial planning year, a team of educators will work to address Common Core State, content, standards, and Learning Objectives into a first draft of the Community Montessori Charter School Curriculum and Assessment Handbooks for Language Arts, Oral and Written Communication, Math, and Science. The Community Montessori Charter School will cross-reference the Montessori curriculum with the Common Core State Standards to identify areas in need of revision. Revision of these areas will be supported through focused professional development and collaborative study among the professional staff during the initial planning year and subsequent years.

b. Resources and Instructional Materials

A set of highly elaborated and sequenced didactic materials are the primary instructional resources used in Montessori schools. Additional resources include (at the pre-K level) appropriately leveled books, art materials, musical instruments, gardening equipment, and (at the Elementary level), supplementary texts, scientific equipment such as microscopes, specimen collections, laptop computers used for research and writing. An emphasis will be placed on

primary sources and reality-focused materials as in the Montessori curriculum. A selection committee, comprised of school and community stakeholders, will be convened by the School Principal to recommend materials for adoption. The committee will include teachers, parents, and community members.

c. Methods of Instruction

In Montessori education, lessons are introduced simply and concretely in the early years and are reintroduced several times during the following years at increasing levels of abstraction, depth and complexity. Everything is interrelated. One lesson leads to many others. Montessori teachers always work from the big picture (macro) to increasing detail (micro). The Montessori course of study is an integrated thematic approach that ties the separate disciplines of the curriculum together into studies of the physical universe, the world of nature and the human experience.

Instructional Strategies include:

Developmentally-Based Instruction - Children use manipulative materials to learn abstract concepts. This works because it is appropriate for the developing brain.

Multi-Sensory Lessons- The use of multi-sensory, hands-on material in all areas of the Montessori curriculum exposes students to ideas in language, math, science, and history/geography that many traditional programs are not able to teach students until they are more abstract thinkers.

Project-Based Learning- The rich science, history, and geography curricula in the Montessori program make for an endless series of opportunities for students to do projects and research that they share with their peers through public speaking presentations.

Choice- A key concept in Montessori education is "freedom with responsibility." Children meet with teachers daily or weekly depending on age or developmental ability. The teacher and child develop a work plans tailored to the individual child's needs and/or interests. At the beginning of the year and for younger students, the work is mostly teacher-chosen. As the students gain more skills they can plan their own work.

d. Students with Disabilities

Dr. Maria Montessori developed her educational method initially through working with disabled children in the early 1900's. The hands-on, carefully sequenced program of exploration and experimentation produced proved to remarkably successful in addressing developmental challenges. Today, many of the interventions used to support children who are not achieving stated performance standards are components of the Montessori method (Cossentino, 2011).

For instance, all learning is individualized; many lessons are presented one-on-one and each is geared to the child's developmental level. Moreover, ongoing, clinical child study, early intervention and tiered instructional strategies are all essential elements of Montessori practice. Therefore, our most significant approach to serving students with disabilities is to address learning challenges early.

Children who enroll with developmental delays, language deficits, and any other learning challenge that threatens appropriate progress will be served through a rigorous support process that begins with basic classroom modifications, and may progress to more intensive interventions based on the child's needs.

The most common areas of weakness for children between the ages of three and 8 are: attention, order, organization, motor skills, perceptual confusions, oral language development, learning written symbols or patterns of language, or problems with the abstractions of math. The Montessori method allows diagnostic teaching in all of these areas. Children who are performing below age level when they enroll in our Montessori program may need the following classroom modifications:

- Teacher nearby for greater time periods during independent work
- Direct assistance with attention/focus/and concentration
- Structure for behavior
- Guidance in selecting and performing tasks
- Specific and direct oral language development
- Direct teaching of written language and/or math symbols
- Pre-writing and writing practice with a multi-sensorial technique
- Visual Picture System

- Limit choices
- Language presentations modified with specific techniques.

Some modifications are naturally-occurring components of the Montessori classroom. Supplemental programs such as sign language, visual picture systems, and Applied Behavioral Analysis may also be implemented to complement the curriculum and support each child in developing his/her full potential. Depending on our students' needs, we will consult with The Shelton School in Dallas, Texas that utilizes Montessori methods for children with learning disabilities.

The School will function in full accord with federal (IDEA), state, and local laws and regulations with regard to children with special needs. We are committed to providing an inclusive learning community where every child develops his/her full potential and individual differences are respected and embraced. We plan to provide children identified with needs for special education and related services.

Students performing below the normal range will be referred to a grade level team for problem solving and intervention. After a reasonable amount of time and progress monitoring, if the interventions implemented by the grade level team are insufficient, the student's case will be referred to the building-level problem-solving team and further evaluated. If this team determines, through use of a domain sheet, an outline of potential areas where students may need evaluation including hearing, vision, social emotional functioning, academics, general intelligence, communication, and motor skills, or that performance difficulties could stem from a disability, the student will be referred to the appropriate staff members, such as the school social worker, educational psychologist and special education teacher, for a full case study.

Students with IEPs will receive services, accommodations, and modifications as specified in their IEP. Special education teacher(s) will work with the classroom teachers to provide the necessary accommodations and modifications. Special education students will be integrated into the mainstream classroom whenever appropriate; they will have the same access to the general education curriculum as their peers. Accommodations during standardized testing will be provided when appropriate, and mirror classroom accommodations will be provided as specified in their IEP and ISAT protocol. All school facilities will be ADA accessible, and students, regardless of physical

and/or learning disability status, will participate in all school culture building activities.

Extended days during the school year (8 a.m. – 3:30 p.m.) will provide additional instructional time, as compared to traditional public schools, for students with disabilities as well as their peers.

In accordance with federal and state law, the school will not reject children with disabilities and will use an inclusion model to incorporate children with disabilities in the regular classroom setting where such a setting provides these children with a free appropriate education (FAPE) in the least restrictive environment (LRE).

Consistent with the current funding formula, it is our expectation that necessary services to address students' IEPs will be supported by the County. The School will work to assist in identifying qualified staff to help deliver services when appropriate. The School will adhere to regulatory timelines, as well as State and federal guidelines for identifying students for special education services.

e. English Language Learners

The Montessori system proves an ideal program for ELL students. At the Pre-K level all presentations are made first without language. At the Elementary level, language and gesture are closely tied. The child may attend visually and observe the materials presented. After he/she is successful at perceiving and comprehending the sensory information that is part of the presentation, then language is attached to the object, functions, and attributes connected with the concept. The three period lessons take the child through the normal language development stages of Identity, Recognition and Recall. For each child, this process varies in length. This careful presentation of Identity-Recognition-Recall allows the ESOL child to expand his/her vocabulary and expression and develop more precise communication. ESOL students and families will be included in all School activities. The School team is fluent in French, Spanish, Amharic, Hindi, Filipino, Russian, and Korean, and can provide classroom support as well as assist in communicating with parents who are not proficient in English. We will have materials and literature that represent various backgrounds and cultures to help each child feel secure in our environment. Teachers and staff will participate in trainings as necessary to ensure their cultural sensitivity and to support children with limited English skills. The School will follow all legal

requirements regarding the provision of instruction and assessment for ELL students.

f. Strategies for Providing Intensive Academic Support

Students who enter the school performing below grade level will benefit from our Montessori curriculum in the following ways:

- The sequential procedure for reading and written language is actively taught and integrated throughout all content areas.
- Specific practical life activities are used for developing fine motor skills and writing skills.
- The children are allowed to use the materials repeatedly which leads to internalization of the abstract concepts.
- The sequential, manipulative materials give the child concrete experiences to maximize his/her mathematical understanding.
- Individualized and small group instruction geared to the child's specific developmental needs enables him/her to experience success and be willing to move on to more challenging tasks.
- Integrating arts into the academic curriculum offers the students numerous ways to learn concepts and create academic success for students who may otherwise struggle.
- A multi-sensory approach is utilized throughout the curriculum to facilitate success and high achievement for boys and girls with diverse learning styles.
- Materials and activities can be broken down into smaller chunks.
- There will be a classroom assistant in each classroom and volunteer reading tutors available to support instruction.
- Peer tutoring in the mixed-age classroom will provide strong role models for students.
- Children use work trays and mats to define their space and maintain attention to task.
- Carrying materials helps the child develop motor control, organization and attention.
- Silence Game is an exercise to practice self-control and focus of attention.

- Student work plans to foster organization of work habits and opportunities for reflection.
- Classroom and activities are designed for movement and refinement of coordination.
- Step-by-step presentation so the teacher can formatively assess needs and plan instruction.
- Three-period lessons take the child through the normal stages of language development.

Student Support Team (SST) Plan

The plan for providing additional interventions (beyond those inherent in the Montessori Method as described above) to students who are not achieving the school's stated performance standards includes a continuing partnership with parents, use of reading tutors, additional support teachers and use of our school's Student Support Team (SST). Parents and teachers (and student when appropriate) will meet at the beginning, middle and end of year to develop goals and discuss their child's progress. Volunteer reading tutors will provide additional reading support as necessary.

The School will use the Student Support Team (SST) model to support children who are experiencing academic challenges (including educational, behavioral, or interpersonal needs). Using this model, teachers will be able to identify children who are struggling or excelling within the classroom and refer them to the team for support as appropriate. The team may be composed of a general education teacher, a special educator, a school administrator, and a mental health/social worker or school psychologist. The child's parents will also be invited to participate on this team and give additional input regarding strengths and needs. The SST will review the child's previous records and current performance and develop first-line interventions to address his or her individual challenges including modifying tasks and methods of instruction (e.g., additional visual cues for visual learners, one- step directions for children with attention difficulties, clear behavioral goals, limiting choices, and a system for reinforcing target behaviors). The teacher will use these educational supports and monitor the child's functioning for a number of weeks using the individual child's record form or classroom log. If he/she has not shown improvement within a specified amount of time, the SST will conduct a child study, which might include a review of work samples, classroom observations, behavioral analysis, teacher assessments of child, baseline evaluations where appropriate and parent reports about the child's

functioning within the home. The results of the child study will help the team identify and document additional, individualized educational supports. If these interventions are not sufficient to help the child improve classroom performance, then he/she will be referred for additional assessments, possibly to the school's special education process.

g. Strategies for Meeting the Needs of Accelerated Learners

Montessori education is centered on individualized attention and is designed to help all children reach their fullest potential at their own unique pace. The mixed age, highly enriched environment is well equipped to meet the needs of accelerated learners. In addition to providing work that is well above grade level (chapter books, long division, musical notation for 5 year-olds; algebra, geometry, and advanced cultural study for elementary students), multiage grouping allows each child to find his or her own pace without feeling "ahead" or "behind" in relation to peers. This, in turn, allows accelerated learners to serve as helpers for other students and to remain in classes with other members of their age groups while still being academically and intellectually challenged.

4. Graduation/Promotion requirements

The School will be accountable for summative assessments that measure the extent to which students are proficient in reading and math skills. This includes being accountable for student attendance and participation in the testing process. The School will use multiple measures to judge student achievement: tests; student presentations including oral, multi-media, and written formats; as well as portfolios. Every effort will be made so that students who are weak in one area of the curriculum will not be penalized across all areas of the curriculum.

The School will establish a series of standards across the grades served in the mixed-age classrooms so that student achievement can be measured and judged to be proficient. Standardized measures will be administered according to the same schedule established by DCPS:

- The Terra Nova at Grade 2;
- The DC-CAS at Grade 3

If support measures are deemed appropriate to assist a student's level of achievement in any area

of the curriculum, the School will work with parents, students and teachers to assure that resources are put in place for the student. If a student needs additional time to utilize resources before moving to the next level of curriculum, an individual review process will be put in place by the SST.

5. Support for Learning

a. Family Involvement

Intensive family engagement is one of our guiding principles. In addition to creating a school culture that is emphatically inclusive and welcoming, our schools establish clear expectations for regular and robust two-way communication, significant outreach, including extended family induction, home visits, ongoing parent education, and regular social gatherings. Parents will be an integral part of enhancing classroom learning through individual expertise and cultural enrichment and to contribute professional expertise and volunteer efforts to support the school and its goals.

Guides will begin developing this relationship through conferences at the beginning, middle and end of the year in addition to frequent contact and class newsletters. The school will foster this partnership through morning coffee discussions, evening presentations regarding Montessori Education, regular newsletters, parent orientation and opportunities to volunteer in the school or through service on the Advisory Committee. We will have a parent-liaison that encourages parents to become involved in the school. Our aim is to create a family-like environment based on the principles of cooperation, courtesy and respect.

Parent and community surveys in English and Spanish will be conducted each year. A summary report will be prepared and posted on the school website and in the school newsletter. The report will help create and refine the school‘s goals. In addition, there will be an open-door policy for parents to provide the opportunity for communication and to solicit parent feedback. A series of community forums will be convened to discuss challenges to the charter school and to bring outside stakeholders into the school community.

b. Community Participation

Community organizations such as neighborhood civic associations, businesses, other nonprofit

organizations, and public entities will also be part of the infrastructure that braids resources for the benefit of the School.

Crossway Community, Inc. has a long history of engaging community partners. Crossway Community, Inc. has learned that community partners are critical to the success of our entire organization. For example, in our Maryland school, we have a long-standing relationship with the Latino Economic Development Corporation, the African American Health Program, and Wheaton/Kensington Chamber of Commerce. In addition we enjoyed partnerships with Strathmore Hall Arts Center, Maryland Youth Ballet, Washington Parent Magazine, Barbara Bush Foundation for Family Literacy, Kensington Arts Theatre, numerous universities including Johns Hopkins University, Loyola University and Montgomery College and various area high schools. We expect many of these regional relationships to continue with our school in Washington, DC.

We will supplement these regional relationships with local neighborhood support organizations. We have started partnerships with Latin American Youth Services, the Macy Center, Georgetown University, WEAVE, Knock Out Abuse Against Women and Children, Howard University, Delta Sigma Theta, Zeta Phi Beta, Wellesley Club of Washington, the Field School, the Moray School, and Holy Trinity Church and School.

c. School Organization and Culture

The culture of the School will be based on the educational philosophy of Dr. Montessori and will foster a diverse environment of community, creativity, and learning so that each student will reach his/her educational potential. The School will value each child in the context of his/her family and will facilitate the involvement of parents, community members and organizations in the work of the school. The School will foster inclusion for all children and families in the school community focusing on assets and strengths. The school culture will support mutual respect for self, for others, and for both the indoor and outdoor environment building on the Montessori principle of grace and courtesy for all.

In practice, the School will foster a prepared learning environment for all members of the school

community through active engagement in the daily life of the school. School events during the school year: such as: seasonal celebrations, arts performances and exhibits, and end-of-the school year events, will provide a platform for all elements of the school community to work and celebrate together. Such events will provide opportunities for new students to acculturate to the School, and will serve as community building exercises within the school.

d. Extracurricular Activities

The Montessori method incorporates all disciplines of learning and multiple learning styles into the uninterrupted study time. As such, there is no real distinction between core curricular activities and extracurricular activities. The core programming includes materials focused on the arts, physical activity, and teambuilding. The School does have an optional after school program that allows for more time spent in diverse activities. These can include tutoring, artistic activities, and events with its partners including field trips.

e. Safety, Order and Student Discipline

The School is committed to providing a safe and orderly school environment for our students.

- Teachers will actively model and instruct students regarding personal and group responsibilities with regard to citizenship.
- A student handbook will be developed by a team of School members who will define these expectations.

Our philosophy regarding student behavior, consistent with our mission and philosophy, is described in our code of conduct as follows:

Code of Conduct: Each member of the School learning community will take responsibility and show respect for themselves, others and the environment. Each classroom and common area in the school will have this statement posted. Teachers will guide the children to identify the meaning of key vocabulary terms in the code of conduct and how they apply to real-life situations. The following words need to be defined in each classroom: learning, community, responsibility, respect, others and environment. Depending on the age level, this will be accomplished through grace and courtesy lessons, literature and role-play. Reading literature, including non-fiction, is a wonderful way to explore the meaning of respect and it can be modeled using role-play. The orderly environment that characterizes a Montessori classroom, with older peer models and

choices to enhance motivation, helps most children develop self-control and self-discipline. Parent participation is encouraged through volunteer activities, parent education, and opportunities to serve on the Board, giving everyone a feeling of belonging.

The School's Parent Handbook will include the code of conduct with suggestions to use at home. Peace Education to help students understand and resolve interpersonal issues is an integral component of Montessori Education. Within the classroom, students are guided to use the peace table or peace rose for conflict resolution. Community meetings are held regularly to discuss classroom issues. Teachers will have buddy classrooms and adult mentors available to give each child the support that he/she may need. We will use the Positive Discipline methods of Jane Nelsen, Ph.D., a program teaching children how to become responsible, respectful and resourceful members of their communities. It teaches essential social and life skills in a manner that is deeply respectful and encouraging for both children and adults. All staff will participate in Positive Discipline workshops and we will hold information meetings for parents as well. Teachers will work in partnership with parents and maintain regular contact through classroom newsletters, work plans, conferences and student progress reports. Furthermore, if a student is disrupting the class on a regular basis, he/she will be referred to the Student Support Team.

f. Professional Development for Teachers, Administrators, and Other School Staff

The School plans to follow the Baldrige Categories for Performance Excellence and Core Values/Best Practices in developing staff to achieve the highest standards possible for our organization.

Our partnership with the Montessori Training Directors at Loyola affords us the opportunity for ample staff development for faculty, staff, board members and parents regarding Montessori Education. Loyola will provide an introduction or overview of the Montessori philosophy and methods to board members and school staff in late summer or early fall 2013, coinciding with the opening of our school. They will also provide ongoing consultation and classroom observations for our teachers. Our teachers will participate in the AMI Montessori Refresher Course that is held annually.

In the first year of opening, the School will include staff development regarding Common Core

State Standards, Montessori curriculum development, assessment and Positive Discipline. As needed in Years 2 and 3, based upon our school's progress on indicators and suggestions from teachers' surveys, our staff development will include: reading strategies, special education, dispute resolution education and integration of art and music, strategies for differentiated instruction, and cultural sensitivity.

g. Structure of School Day and Year

The School will adhere to DCPS school calendar during the traditional academic year. The School will follow the same quarter system school year calendar as traditional DC Public Schools. The School will begin and end the school year on the same calendar dates, and observe the same holidays as prescribed by DC Public schools for students. In addition, the School will provide a full summer program that follows the regular school day schedule for income-eligible students.

	PK3/PK4	FULL DAY STUDENTS
7:30	Drop-Off: Breakfast/Before School Program	Drop-Off: Breakfast/Before School Program
8:30-11:30	UNINTERRUPTED Work Period	UNINTERRUPTED Work Period
11:30-12:30	Lunch/Recess	Lunch/Recess
12:30-3:30	Pick-up	UNINTERRUPTED Work Period
12:00 – 6:00	After School Program	
3:00		Pick-up
3:00 – 6:00		After School Program

B. BUSINESS PLAN

1. Planning and Establishment

a. Profile of Founding Group

The Board of Directors of the proposed School is the original founding group of Crossway Community, Inc. A strong Board of Directors will be critical to the success of the School. Our Board will make certain that the School stays focused on our mission and has the skills necessary to implement our charter proposal and maintain the safety and security of the children entrusted to our care.

The Board will regularly review the charter school's performance in relation to its stated goals. Our Board will act as trustees to ensure that the School functions in a safe and prudent manner. Our Board will stay informed as to the needs of our students and their families and our adherence to any future regulation changes to insure a strong platform for the future of our school.

The Board of Directors for Crossway Community, Inc.'s currently has nine members. Six of these members live in Washington, DC. The Board will be expanded to include two parent representatives.

Washington DC residents:

- Peter Kirby, President, Board of Directors, President, Palisade Holdings
- Kathleen Guinan, CEO, Crossway Community, Inc.
- Angela Elkins, Secretary, MSW, Professor at University of Maryland
- Donna Morea, President, CGI-AMS, US, India, Europe, and Asia
- Rev. Raymond Kemp, Georgetown University
- David Bagnoli, McGraw Bagnoli Architects

Non Washington DC residents:

- Holly Fine, Principal, Fine Films, Editor and producer
- John Nields, Partner, Covington and Burling
- Lynn Fay Chalmers, Community Leader

Kathleen Guinan

Kathleen Guinan is a resident of Washington DC and a leader of the effort to transform traditional housing programs, homeless shelters and domestic violence centers into communities of learning.

She is chief executive officer of Crossway Community, Inc., a position she has held since the organization's inception in 1990. Over the past twenty years, Ms. Guinan has helped Crossway Community, Inc. serve as a catalyst for individual and social change for women, children and families. Under her leadership, Crossway Community, Inc. was designated a "Community Solution for Education" by *USA Today*. Crossway Community, Inc. was also selected by Community Wealth Ventures to participate in its Entrepreneur Program and in the George Mason University and the Yale School of Management Non-Profit Excellence Program.

Ms. Guinan has more than twenty-five years of experience in family education program development, and non-profit management. She has an extensive background in initiating and managing programs serving families and seniors across socioeconomic lines including Rachel's Women's Center, Bread for the City, formerly Zaccheus Clinic and Zaccheus Community Kitchen. Crossway Community, Inc. was one of three sites chosen by the Kellogg Foundation to replicate an intergenerational community.

She has presented at local, regional, and national conferences on family support, education, and community development. She has served as President of the Wheaton Neighborhood Collaborative, a partnership of local schools, Montgomery County government, civic groups, residents, the local police department, religious organizations, businesses and non-profit organizaions. She has chaired the Housing and Education Subcommittee of the Wheaton Redevelopment effort and serves as co-chair of the Wheaton/Kensington Chamber of Commerce. Ms. Guinan also serves on the District of Columbia Human Trafficking Task Force and she has forged partnerships with international development organizations such as Vital Voices and Shared Hope International.

Ms. Guinan was awarded the Metropolitan Life Enterprise Foundation "Best Practice Award," as well as the 2005 "Bridge Builders Award" from Partners for Livable Communities. This national award recognized Crossway Community's commitment to building bridges of understanding and cooperation across racial, economic, cultural and geographical barriers. In November 2009, she was selected by WETA as a Hometown Hero for her lifelong focus on creating organizations that

endorse positive change for economically disadvantaged people in the greater Washington area over the past twenty years.

Ann Byrne is the Vice-President of Academic Programs for Crossway Community, Inc. Nancy Sachitano, an attorney at Sachitano, Strent and Hostetter, is a member of Crossway Community, Inc.'s Advisory Council. Ms. Sachitano will be our contract monitor and the contact person for the PCSB.

Members of the Washington DC Charter School Advisory Committee include:

- Ann Byrne, Vice President of Academic Programs
  - Community Montessori Charter School Principal, to be selected
  - Teachers (2)
  - Sharon Dubble, Director for the Center for Montessori Education, Loyola University, Maryland
  - Tracy Manson, CPA, CFO
  - Mark Turner, Founder & President , GreenSpur Development, Facilities and Grounds
  - Serena Crawford, FLS Graduate & Community Parent
  - Ellin Nolan, President, Washington Partners
  - Robert McNulty, CEO. Partners for Liveable Communities, Partnership Development
  - Kristin Moore, PhD, Child Trends, Evaluation and Research
  - Robert Noble, Charter School Financing and Budgeting expert

We will continue to recruit community members and parents that share our vision. The directors are elected annually and serve in staggered three-year terms. A nominating committee presents a slate of candidates to the President and the Secretary. These candidates serve generally on at least one of the following advisory committees for three years before serving on the board: community relations, event coordination, long-term planning, operational support, and special projects.

b. Planning Process

The planning process for this school began in 1988. At that time, Kathleen Guinan and some early board members created the vision for Crossway Community as an integrated multigenerational solution to the cycles of poverty. They discussed the concept of a school and wrap around services

for single parents in Washington DC. This idea was rejected by city officials who thought that education should remain in the school system and that wrap around services should remain in the appropriate government agencies. This idea was then brought to Kensington, Maryland where it was accepted with open arms.

Over the last twenty years, the organization has considered the return to Washington DC, but it was not until the Montessori school in Maryland was approved to be a charter, that the organization realized it had experience operating a charter school. This avenue to creating a school in Washington DC emerged.

In early 2013, the board agreed to create a separate organization, closely aligned with the original organization, to bring the success of the model to Washington, DC.

c. Corporate Structure and Nonprofit Status of the School

Crossway Community, Inc. is a registered organization that operates the Crossway Community Montessori School in Montgomery County. Crossway Community, Inc. will register a separate organization in Washington DC for the operation of the proposed Washington DC School. The members of the Board of Directors of Crossway Community, Inc. are also the members of the Board of Directors of the Washington DC School. This allows for the transfer of knowledge between the two organizations but keeps separate any and all contractual and financial relationships. Please see attachments for a copy of the by-laws and articles of incorporation.

2. Governance and Management

a. Board of Trustees

The members of the Board of Directors for Crossway Community, Inc. were chosen from corporate and community leaders throughout the Washington metropolitan area. They were chosen based on their diverse experiences and support of our mission. The Chief Executive Officer of the Corporation, Kathleen Guinan, serves as President of the Board. Members are a consolidation resource for the School Principal who in turn provides guidance for the teachers and students.

The Board meets regularly to develop policies and monitor the financial performance and

operations of Crossway Community, Inc. and will continue to do so for the School once it becomes operational. The Board's oversight will ensure that the School progresses toward its stated goals, and that appropriate practices are maintained to assure the safety and security of the children.

Succession Planning/Term:

The Board Members will serve three (3) year terms. Terms will be staggered so that no more than half (1/2) of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. The Board will establish the term for a newly elected Board member before the election, in order to stagger the terms of each member of the Board. A Board member may seek re-election to the Board at the end of any term. When the term of a Board Member has expired or when a Board Member resigns, the remaining Board members shall elect a new member to fill the vacancy. The complete plan for Board succession is explained in the draft of the proposed Bylaws *Section I.4.*

Parent Input into the Selection of Parents to the Board of Trustees:

Parental involvement is an integral part of the selection of the Board of Trustees and the overall success of the school. Two of the appointed board members will be parent representatives (appointed on an annual basis), as required by the D.C. School Reform Act. If the Founding Group does not consist of any parent representatives, upon selecting the Board of Trustees, they will work with community partners in order to identify potential candidates. The parent board members will assist the Board of Trustees in ensuring that there is active parental participation in the governance of the school and will provide parental feedback on the board's effectiveness in carrying out the school's mission in meeting the needs of all students.

Holding School Leadership Accountable:

School leadership accountability is a vital duty instilled in the Board of Trustees. The Board of Trustees will evaluate the Principal annually. The Board will use a comprehensive assessment form in order to assess Principal competence and effectiveness. Administrative performance will be measured in terms of meeting or exceeding said competencies with emphasis in the areas of: improved student achievement; overall school site leadership; information and analysis; strategic quality planning; management of processes; human resources and customer focus. Other data included as part of the school leader's evaluation may include: results of parental involvement

efforts; student performance reports in terms of continuous improvement efforts; professionalism and attendance statistics; and results of parent, and staff climate surveys. The Board will hold the public charter and use strategic planning and thoughtful governance and oversight to ensure that the school is held accountable to its mission.

By maintaining a strong system of accountability and providing a vigorous educational program the Board will ensure that there will be a demand for the school. Also, the Board will make sure that the school leadership team implements a promotional plan designed to reach the entire community and, accordingly, all racial/ethnic groups within it. The School will be sure that the needs of all populations represented at the School are being met. Parents and community members will have extensive opportunities for involvement in aspects of school operations. The School will promote community awareness and seek demand for the school by, for example, including a business/community member on the School Advisory Council, disseminating school information via the School's website, monthly newsletters, event calendars, and including the community in extra-curricular activities. The Principal will periodically report to the Board on the progress of said plans.

b. Rules and Policies

The Board is the legally responsible body for our fiduciary matters, school operations, and academic performance. The Board will assess the progress of the School and the School Principal's performance. The Board will provide legal and ethical direction without responsibility for day-to-day operations.

Their responsibilities include:

- Legal responsibility for fiduciary matters, school operations, and academic performance
- Ensuring compliance with bylaws, administrative policies, legal requirements, and regulations related to PCSB and state/federal mandates
- Monitoring program for compliance with charter and success with identified goals
- Creating and monitoring a strategic plan for the future of the school
- Developing and adopting an annual budget

- Ensuring fiscal responsibility and sustainability
- Recruiting and orienting distinguished Board members
- Hiring and evaluating the School Principal
- Maintaining contact with PCSB for compliance assistance with charter requirements
- Reaching out to the community
- Development and fundraising
- Serving as an active member of at least one committee
- Regular attendance and participation in Board meetings

c. Administrative Structure

The Crossway Community, Inc. Board of Directors includes Ms. Kathleen Guinan, Chief Executive Officer. As a member of the Board and CEO, Ms. Guinan supervises the implementation of the vision, core values and principles of the organization. Supervised by Ms. Guinan, Ann Byrne, Vice President of Academic Programs, is a member of the Charter School Advisory Committee of the Board and will be responsible for the day-to-day implementation, operation and accountability of the School. The School Principal will use a model of distributed leadership so teachers feel supported and empowered. The Loyola University, Baltimore, Association Montessori Internationale (AMI) Montessori Training Directors at Loyola will provide ongoing training for our teachers. We will also work with interns from American University, University of Maryland, Trinity University, the Harvard Graduate School of Education, and Johns Hopkins Graduate School of Nursing.

Crossway Community, Inc. supports parent involvement by adhering to a philosophy that parents are the students' primary teachers. We believe that it is essential that both parents and teachers be involved in the actions needed to keep motivation high and to ensure that plans are implemented.

We will ensure that parents are afforded numerous opportunities for participation and involvement in decision making, including membership on our Board of Directors. We will encourage parents to join the Parent/Community Engagement Committee and the committees on fundraising, publicity, special events and enrichment/creative projects. We will have workshops and provide training specific to each committee. We will request a work commitment of 10 hours per year from each family. We know that dedicated parents and teachers provide the human capital to make the School a success. We will survey parents about their goals for their children and then help them reach those goals.

d. Performance History of Experienced Operator

Crossway Community, Inc. has operated a private Montessori school in Maryland for 20 years. The school is located in Kensington, Maryland and serves over 100 students ages 4-9. In 2012, the school became a charter school that follows the same model proposed in this application. Because the charter school does not have a track record of experience, we are not applying under the Experienced Operator application process. However, we do realize that the experience of the private school provides insight into the viability of the organization and its ability to provide a quality education to its students. Therefore, we are providing evidence of our history in this application when appropriate.

Crossway Community, Inc. is a pioneering, community-based non-profit organization that has been implementing an innovative way to end the cycle of generational poverty through education for over twenty years. In 1990, Crossway Community, Inc., in partnership with the Montgomery County Department of Housing and Community Affairs (DHCA) and the State of Maryland, Department of Housing and Community Development (DHCD), secured the funding to renovate a closed school in the Kensington-Wheaton neighborhood. In pursuit of its vision to end the cycle of poverty through education, Crossway Community, Inc. has raised millions of dollars from corporations, foundations, and individual donors. Crossway Community‘s dedicated, tireless Board of Directors and staff leverage additional millions of dollars in in-kind donations and services for the citizens of Montgomery County.

Since its founding in 1990, Crossway Community, Inc. has served over 600 families who have

participated in its residential program and over 20,000 who have benefited from its educational and referral services. At the center of all Crossway Community, Inc. programs is the research and experienced-based belief that education is the key to success and that every family, regardless of income or other factors, deserves a dignified, safe community and the opportunity to succeed. Families who are living in poverty, who left school before receiving a high school diploma, who are homeless, who have lived in foster care, or who are English language learners, or have other special needs, deserve the opportunity to ascend from stigma and impediments to be a part of a community in which they will learn ways to become effective teachers for their children.

Other programs operated by Crossway Community, Inc. include:

The Crossway Montessori Children's Program is an early intervention center for children ages three (3) months to six (6) years and includes both Maryland State Department of Education accredited and DHR child care based programs as well as parent education and home visiting for enrolled families. Part of Crossway Community, Inc.'s services include before and after school programs, summer programs, garden literacy program, and an evening child care program two nights a week. Crossway Community, Inc. successfully applies the educational approach developed by Dr. Maria Montessori which is consistently supported by current educational research. Dr. Montessori developed her approach for economically disadvantaged children. Therefore, Crossway Community, Inc. has embraced this learning approach as the core philosophy for the *Community Montessori Charter School* and the proposed School.

The Family Leadership School is a unique, on-campus housing (40 apartments), life-skill education program designed to give women who have experienced trauma, family violence and financial insecurity the tools they need to become effective parents and prepare them to succeed in college, in the workplace, and in the global economy.

The Lifelong Learning Center, like a community school, is both a place and a set of partnerships between Crossway Community, Inc. and the community. The *Lifelong Learning Center* has an integrated focus on academics, youth development, family support, health and social services and community development. Its curriculum emphasizes real-world learning for adult students through community problem solving and community service. By extending the school day and

week, Crossway is able to reach families and community residents at times they are most able to attend classes. Classes include GED preparation, ESOL, college preparation and tutoring, workforce development, CPR and First Aid, nutrition and cooking, financial literacy, and parent/child development. *The Lifelong Learning Center* hosts civic, fraternal, educational and other groups for meetings and conferences. Over one hundred organizations participate as community partners to make the *Lifelong Learning Center* a hub for adult and family education. *The Lifelong Learning Center* maintains a food pantry, a clothing and diaper pantry and provides resource and referral services.

The "wraparound approach" permeates Crossway Community, Inc.'s educational program and makes it possible to think broadly about children and family needs. This community is a living example of a singular vision—and once experienced by students and visitors alike, embodies the true meaning of wraparound approach philosophy--to transform funding and thinking silos with a unified understanding that all problems and their solutions must be interrelated. Everyone in every department shares responsibility for all goals and understands how their actions impact on goal attainment. The U.S. Department of Education has acknowledged the level of coordination and partnership necessary to provide comprehensive educational opportunities in the Executive Summary of the *Race to the Top* initiative:

> Horizontal alignment, that is, coordination of services across schools, state agencies, and community partners, is also important in ensuring that high-need students… have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

As a continuation of this vision, core philosophy and underlying purpose, Crossway Community, Inc. proposes to establish a charter school that provides the essential mission of *learning, creativity and community for all families.* The proposed School will serve District of Columbia children from Pre-K to Grade 3 using Dr. Maria Montessori's educational approach. In particular, the School envisions serving economically disadvantaged children. The School's curriculum is well-developed and research-based. The curriculum meets the academic needs of children and provides the necessary coordinated services so important to students and their families.

3. Finance

a. Anticipated Sources of Funds

Financial Resources:

The founding group members will leverage their resources to assist the school in applying for public grants (i.e. Walton Family Foundation Public Charter School Pre-Authorization Grant, Office of the State Superintendent of Education (OSSE) Charter Schools Program Planning and Implementation Grant, etc), soliciting private donations (CityBridge Foundation, New School Venture Fund, etc.), and running fundraisers to raise money for the school. If awarded, the grants will assist the school with the planning and start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the state as well as additional funds available during the school's first two years of operations. In the event that the grants are not awarded (or prove inadequate), the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

Budget Goals and Objectives

The main goal of the five-year budget is to generate surplus revenues annually. The close monitoring and appropriate management of funds may lead the school to establish significant reserves for operations and programming needs. The School intends to develop and fund, from such reserves, substantial additional educational programming for its students.

b. Planned Fundraising Efforts

The fundraising strategy will call for Crossway Community, Inc. to appeal to both private and corporate donors, as well as to national charitable organizations and foundations that have been identified as possible donors to charter schools. The fundraising strategy will place a strong emphasis on communicating the uniqueness of the School and its wrap-around services.

Crossway Community Inc. has had a very successful history in securing and leveraging donations from a host of donors including individuals, corporations, foundations, and faith-based institutions. Crossway Community, Inc. has received past support from the Cafritz Foundation, Barbara Bush

Foundation, Agnes and Eugene Meyer Foundation, Kellogg Foundation, George Preston Marshall Foundation, the Abell Foundation, as well as significant individual donors who have contributed gifts in the $50,000-$100,000 range. Crossway Community, Inc. has consistently raised on average more than $500,000 in donations, grants and individual gifts per year. Many of these grants have mobilized additional funders in supporting the organization and have enabled Crossway Community, Inc. to bring additional skills and resources to our work. These funds have also been instrumental in engaging the local community in our mission and making us a more effective organization.

c. Financial Management and Accounting

The Board's Treasurer chairs a standing Finance and Audit Committee. A certified Public Accountant (CPA) will be responsible for overseeing the day to day management of the funds of the school. A monthly Statement of Transactions and other budget and accounting reports will be prepared for the School management team.

The Finance and Audit Committee will choose a qualified independent auditor who will perform the school's year–end audit as required by Governmental Accounting Standards. The Finance Committee will then be responsible for developing any corrective action plans addressing any relevant weaknesses cited by the auditor. Crossway Community, Inc. understands and is willing to comply with internal and external audit requests of the PCSB and other regulatory agencies.

The Charter School Principal will provide oversight for the day-to-day management of the funds and report to the CEO. The School will be responsible for the day-to-day management of the funds and financial activities of the school in accordance with the standards set by the Governmental Accounting Standards Board (GASB) for a special purpose governmental unit. These standards include, but are not limited to, implementing internal control policies (as described below) to provide the school with the foundation to properly safeguard its assets, providing compliance with State and Federal laws and regulations, and producing timely and accurate financial information. Additionally, the school will maintain accounting records and related financial reports on the accrual basis of accounting as required by the Statement of Governmental Accounting Standards No. 34.

<u>Internal Accounting</u>

During the start-up year, the Board's Finance Committee will develop fiscal controls and management policies that will serve as the framework of Crossway Community, Inc.'s daily business operations. These policies will include such things as processing of cash receipts and disbursements, payroll and benefits, expense reports, inventory management, petty cash, procurement of goods and services, and budgeting. They will also detail such things as limits on check signatures, authority to enter into contracts, responsibility for cash flow and borrowing, reviewing investment and debt, review of monthly bank statements, and procurement practices.

These policies will be modified to ensure support of Crossway Community, Inc.'s educational goals, consistency with the Board approved budget, and compliance with Generally Accepted Accounting Principles (GAAP). The annual independent audit will provide secondary assurance that the implemented controls and policies are consistent with GAAP.

Fund Account: All money belonging to the School shall be deposited in a separate account or accounts in Washington DC local banks. The School Principal and the VP of Academic Affairs will be authorized to encumber and disburse funds according to budget guidelines established by OSSE and governing state regulations for public school funds.

All deposits of money shall be secured in a prudent manner as determined by the Crossway Community, Inc. Board of Directors. Funds maintained in the School's accounts shall, by definition, be dedicated to the Washington DC School program and not be commingled with the funds in use by other departments of Crossway Community DC, Inc. To reiterate, Crossway Community DC will be separated from the Crossway Community organization operating in Maryland and therefore there is no comingling of funds between these organizations.

Cash Flow Management Plan:

The Principal will adjust revenues and expenses as appropriate to ensure that the School's current and future cash flow is adequate. Monthly cash flow reports will be generated and the Principal will update the Board of Trustees regularly on the school's cash flow position. Account receivables will be managed to ensure revenue are received when expected and lines of credit will be established with vendors that will allow payment deferment if necessary.

d. Civil Liability and Insurance

Crossway Community, Inc. will contract with Selective Insurance and Hartford Insurance Company for the organization‘s insurance coverage. The organization maintains general and personal liability insurance, automobile liability insurance for hired autos and non-owned autos, excess/umbrella liability, and workers compensation and employers’ liability insurance. Crossway Community, Inc. will have insurance to cover fire and water damage, theft, and product liability.

e. Provision for Audit

Annual Audit: The Auditor of Public Accounts, or legally authorized representatives, shall annually audit the accounts of the School, and the cost of such audit services as shall be required shall be borne by the School. The audit shall be performed at least each fiscal year, in accordance with generally accepted auditing standards and, accordingly, will include such tests of the accounting records and such auditing procedures as are considered necessary under the circumstances. The School shall furnish copies of such audit to the Crossway Community Board, the PCSB and other oversight or regulatory agencies as required. The School will comply with audit regulations and procedures.

4. Facilities

a. Identification of a Site

The Founding Group of the School is working with Building Hope to assist in identifying a school site. Building Hope has committed to finding a site by looking to develop opportunities through commercial, co-location, and DCPS options. Building Hope’s Charter School Incubator Initiative can meet the needs of the School if a separate site is not found. Upon charter approval, Building Hope will immediately begin working to ensure Crossway Community DC has adequate space to open in the Fall of 2014.

b. Site Renovation

A site has not been identified at this time. Upon site selection, the Founders/Board will ensure that the facility is appropriate to the needs of the School. For the proposed school, the facility will be a one or multi-story structure (existing, built or renovated) meeting all requisite codes and life-safety regulations set forth by the applicable governing agency. The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards.

c. Financing Plan for Facilities

The charter school intends to work with experienced charter property development and finance organizations such as Building Hope, who have access to a network of financial institutions ready to commit the necessary capital for a school facility.

d. Building Maintenance

The School is committed to provide a healthy facility environment that is conducive to student learning, and employee productivity. We recognize our social responsibility to protect natural resources for future generations and will continue to educate our facility managers and building service staff to meet 'green housekeeping' requirements. The School will strive to earn 'green' cleaning & housekeeping innovation credit by complying with US Green Building Council (USGBC) LEED requirements.

We will abide by the commitment to purchase and use cleaning and grounds care products and methods that reduce adverse impacts on public health and the environment. We will use cleaning methods that remove indoor pollutants (including soils, particulates, microbes, etc.) while maintaining a safe and healthy environment for all students, workers and other building occupants. Additionally, we will use cleaning methods that minimize the amount of product used as well as the amount of waste that is created using recommended cleaning products certified as environmentally preferable by independent organizations such as Green Seal. The School will also follow best practices for accomplishing tasks such as Systematic Team Cleaning, Integrated Pest Management and the School Eco Response Team.

5. Recruiting and Marketing

a. Outreach to the Community

Publicizing the School

In order to publicize the School and its program, a comprehensive advertising and promotional plan will be implemented. The plan will include the use print, broadcast and online media – including minority and community periodicals -- to disseminate information about the school's educational

program. Promotional flyers and/or brochures will be distributed to, community centers, shelters, libraries, post offices and other locations of public access within the community. In order to best reach out to the community's diverse population, informational materials will be available in multiple languages as needed.

The goal of the outreach plan is to create partnerships with local community organizations and members, who share in the vision of the Founders of the School and who seek to assist in the carrying out of the school's mission. Partners will work cooperatively with the Founders and the School to enhance the program and provide opportunities for the students.

Building community partnerships is an important component of supporting the students at the School. Partnerships have been developed and will be sought as a collaboration of public, private, and non-profit sectors with the resources to support the School's innovations. Some collaborators and their respective contributions are detailed below:

- Schools with Similar Focus – The School will create partnerships with elementary schools for vertical curriculum planning, to ensure a smooth transition for students graduating from the School.
- Local Colleges and or Universities - technical assistance when requested, negotiations for articulation agreements with the School, professional development and training, resource for formal project evaluation services.
- Local Workforce - provision of career-related services, including referrals, assessments, employment searches, job placement, and job retention training for parents of students.
- Local businesses - provision of site visits, job shadowing, internships, employment, fundraising for parents of students.

The founding group has already established partnerships with a number of organizations including Latin American Youth Services, the Macy Center, Georgetown University, WEAVE, Knock Out Abuse Against Women and Children, Howard University, Delta Sigma Theta, Zeta Phi Beta, Wellesley Club of Washington, the Field School, the Moray School, and Holy Trinity Church and School and others that are committed to supporting the School's mission. The partnerships address areas such as student recruitment, student achievement, facility support, professional

development, and support for families.

Serving the Community

It is the intention of the Founders that the School not only provides an excellent education to its students, but that the School becomes a place the community takes ownership of and is proud of. The School may, during non-school hours, offer its facilities as a space for local community members and agencies to hold adult education courses, after-school programs, etc. The Founders of the school seek to be good neighbors to the community and have a positive and on-going relationship with the members of the community it serves.

b. Recruitment of Students

Student Recruitment

In order to effectively identify and draw students, the School will develop partnerships with community centers, churches and other organizations in the NoMa neighborhood which work with local children and families or focus on education. In close collaboration with these community organizations, the School will hold numerous informational sessions for prospective students; widely distribute recruitment materials and work to achieve balance among students that is reflective of the District and local area.

The School will make great efforts to reach families reflective of the demographic of the community it serves. A comprehensive advertising and promotional plan will include the use of print, broadcast and online media – including minority and community periodicals -- to disseminate information about the school's educational program and open enrollment period. Promotional flyers and/or brochures will be distributed to community groups, shelters, social service agencies, and churches to ensure that harder-to-reach families, those who do not contact the school directly, are aware of the school and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as the post office, community centers, shelters, libraries and other locations of public access. In order to best reach out to the community's diverse population, informational materials will be available in multiple languages as needed.

The School will distribute press releases and public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information.

The Founding Group and parent members will work cooperatively with the School to reach out to families in the community to expand the recruitment effort. This group is vital in the recruitment process as they are the visionaries responsible for the establishment of the School. Once the school has opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials will be invited to visit the School. They will also be given updates on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

It is the intent of the School to implement and maintain a comprehensive recruitment strategy in close collaboration with our community partners so that the School will continue to attract a broad and diverse group of students. The school will not limit enrollment on the basis of race, color, religion, or intellectual or athletic ability. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random lottery. Preference may be given to siblings of a student already attending or selected for admission.

c. Future Expansion and Improvements

The gradual increase in enrollment will allow the School to expand its programs at a controlled rate and recruit the viable number of staff. The School will continue community partnerships with groups to reach out to parents of 'underserved' student populations in the community in order to achieve its enrollment projections in subsequent years.

The Founders of the school are seeking a facility that will be able to house the program in its initial phases of enrollment with the possibility of expanding the facility to meet the school's intended maximum enrollment. If such a facility is not identified, the school will open at a temporary site while Building Hope assist the School in seeking a permanent facility that will allow the School to reach its maximum potential. As enrollment increases, the School will analyze what positions become necessary and hire new staff as appropriate. The school's budget reflects an increase in enrollment and can sustain the hiring of new members of faculty and staff, yearly.

C. OPERATIONS PLAN

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

Enrollment in the School, as a public charter school, shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who pay the tuition established by OSSE.

Below is a school calendar describing key dates for the registration and enrollment of students.

Timetable for Registering and Enrolling Students

Development of Student Application	*December, 2013*
Recruitment of Students and Dissemination of Application	*January-March 2014*
Application Deadline *(Common application cutoff date)*	*March 15, 2014*
Lottery Date *(random selection)*	*March 22, 2014*
Notification of Parents	*April 1, 2014*
Intent to Enroll Deadline	*June 1, 2014*
Verification of D.C. residency	*June 5, 2014*
Parent Orientation	*June 8, 2014*
Summer School	*June 15 - August 15, 2014*
First Day of Regular School Year	*August 26, 2014*

b. Policies and Procedures for Enrollment and Withdrawal of Students

Eligibility & Enrollment

In accordance with § 38-1802.06, DC School Reform Act, all students of appropriate grade level who are residents of the District of Columbia, and who have completed the application for enrollment, shall be eligible for enrollment at the School. The School will conduct an open enrollment process and shall not discriminate on the basis of race, religion, national or ethnic origin, language proficiency, aptitude or exceptionality in the admission of students. The School will participate according to the common application schedule. If the number of applicants after the common application deadline exceeds capacity, a lottery will be conducted. Students not selected in the lottery may be placed on a waiting list.

If student stations remain open after the lottery, the School may elect to enroll students who are not residents of Washington D.C. and who agree to pay tuition in the amount set forth by the Office of the State Superintendent.

Students selected for enrollment are required to provide the School with further documentation upon enrollment. Such documents include: Proof of their residency in the District, unless they are tuition paying nonresidents, immunization forms and in the case that the student has an Individualized Education Plan, this documentation will also be requested.

Withdrawal

A student may withdraw from the School at any time. Should a parent choose to withdraw their child, the School will ask that the parent/guardian complete a formal withdrawal request and conduct an exit interview.

2. Human Resource Information

a. Key Leadership Roles

The Crossway Community CEO is Ms. Kathleen Guinan, Ms. Guinan supervises the implementation of the vision, core values and principles of the organization. She will lead the start-up and development of the School. She will form partnerships with local organizations and promote the School's progress. She will dedicate one-half of her time to the new School.

Ann Byrne is the Vice President of Academic Programs and a member of the Charter School Advisory Committee of the Board. She will be responsible for the day-to-day implementation, operation and accountability of the School. She will be responsible for identifying the principal, who will most likely be an internal candidate. She will provide leadership opportunities for the principal-designee in the Maryland school during the planning year. She will also identify teachers who may want to transfer from the Maryland school to the Washington DC school. She will dedicate one-fifth of her time to the new School.

Mila Pasco is the Director of Finance and Operations for Crossway Community, Inc. She will design the systems and process to operate two independent organizations with a shared support team. She will manage the finances and compliance reporting requirements for the School. She

will dedicate one-fifth of her time to this effort during the planning year.

b. Qualifications of School Staff

Our Human Resource Committee, which includes the Vice President for Academic Programs, the School Principal, Montessori teachers and a parent will be responsible for creating and implementing the interview process. Recruitment of assistant teachers will be done through local publications and area colleges (i.e. University of Maryland, American University, George Washington University, Georgetown University, Catholic University, George Mason University, Loyola University and others). All employees will complete background checks. Our qualifications detailed below will help the School implement its vision and mission and achieve the goals of the charter.

The principal will develop and evaluate the performance of administrators, teachers, and support staff as well as supporting their professional development and needs. The Community Montessori Charter School will ensure appropriate training for staff.

Guidelines for Teacher Qualifications

Certification will be required for employment of professional staff in our school. The ideal candidate for our teaching positions will possess:

- Bachelor‘s degree in applicable field of education
- AMI primary/elementary diploma
- Montessori classroom teaching experience, preferably in a public school setting
- Experience collaborating and working as a team
- Experience utilizing classroom modifications to develop the full potential of each child
- Enthusiasm and commitment to our vision and mission
- Creative, energetic and nurturing personality
- Organizational and interpersonal skills
- Excellent oral and written communication skills
- Experience with families from diverse backgrounds

- Additional experience/training in special education, music, art, and/or physical education
- Fluency in a language other than English is a plus

While AMI Montessori teacher training with a Master‘s degree in Education is currently not considered ‘highly qualified’ under No Child Left Behind, we will be working with area colleges to analyze our teacher‘s transcripts to determine the required courses needed for certification.

The ideal candidate for assistant teacher positions will possess:

- High School diploma and some college coursework
- Willingness to engage in staff development regarding Montessori Education
- Enthusiasm and commitment to our vision and mission
- Creative, energetic and nurturing personality
- Demonstrate initiative
- Team player
- Excellent oral communication and interpersonal skills
- Additional experience/training in special education, music, art, and/or physical education
- Fluency in a language other than English is a plus.

Recruitment of Staff

The School will ensure that faculty members are highly-qualified and match the learning needs of its students. Accordingly, the School will:

- Recruit teachers through local and national employment websites, local colleges and universities;
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community that we serve.

The School's Governing Board will appoint a school screening committee to interview and recommend to the Board the hiring of all other employees. The plan is as follows:

1) The School Governing Board interviews and hires the School Principal; develops partnerships with local universities to attain qualified, certified teachers; and appoints a school site screening committee.
2) The Screening Committee, comprised of school administrators, teachers, counselors, and lead staff, posts positions on teacher recruitment websites, develops an interview questionnaire for specific positions and conducts initial screening interviews verifies credentials of interviewees (proper documentation/degrees obtained, and background checks are conducted), and makes official recommendations to the specific department or administrator
3) The Administrator conducts in-depth departmental interview, determines interviewee's expertise in regards to subject area or position, and makes official recommendations to the Principal or Board
4) The Principal conducts final interview; reviews recommendations of both interviewers; and makes final hiring decisions and reports to the Governing Board.

c. Staffing Plan

The School's administrative staffing plan in the first year of operations consists of the Principal and the Administrative Assistant. These individuals serve as the educational, business and administrative heads of the School. These positions operate the daily functions of the School along with central staff at the Crossway Community, Inc. home office.

The school staff will include the following positions:

- School Principal
- School Secretary
- Four Elementary teachers
- Four Assistant teachers

Together, this educational team works together to provide all students with the best education possible. This group will work cooperatively to make sure all students are performing to their maximum potential. Instructional staff will meet periodically and as often as necessary to discuss student performance and share information on ways to improve classroom instruction.

The growth of the school will be as follows:

- New classes and staff will be phased in over the first three years.
- We will open in August, 2014 with four PreSchool-PreK mixed-age classrooms (3-4 year olds)
- In 2015, we will add an additional Primary (3-6) Classroom and hire an additional Primary-trained teacher.
- In 2016, we will add a Lower Elementary (1-3rd grade), for our rising 6 year-olds.
- In 2017, we will add an additional Lower Elementary, for our 6 and 7 year olds.
- In 2018, we will add a 3rd Lower Elementary Class for a total three mixed age environment serving 1st through 3rd grade students.
- During each year of the program, instructional support staff (including teachers, assistant teachers), childcare providers, and volunteers will provide before/after school programs which may include individual and group tutoring, structured play, and Arts activities.
- Crossway Community, Inc. will accept Child Care Subsidy (CCS) vouchers (formerly POC), grants and private funding for this afternoon care.
- The School will work to ensure that all instructional positions are in place when the School opens.

d. Employment Policies

Salaries and Benefits

The School shall utilize local pay scales and benefit packages including other Public Charter School Board - authorized charter schools and private schools to create a pay scale and benefit package that allows it to be competitive while meeting budgeting concerns. Full time, salaried employees will be entitled to Health Insurance. For employee insurance and benefits selection, the Board of Trustees may choose to engage the services of a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization would allow the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

Hiring/Dismissal

All employees of the School shall demonstrate a commitment to the mission and educational philosophy of the School. A Personnel Manual/Employee Handbook will be created and approved by the School's Board of Trustees and its legal counsel.

Policies to be covered in the Employee Handbook include, but are not limited to:

- Hiring policies and practices
- Dismissal/Termination policies
- Employment eligibility requirements
- Wages/benefits
- Evaluation
- Vacation/Holidays
- Personnel Policies

The School will not discriminate in its hiring practices based on race, religion, national origin or ancestry, sex, or disability. All employees will provide proof of eligibility to work in the United States. Additionally, the School's employment policies will include provisions for hiring DCPS employees who request a leave of absence from DCPS for two years. During their time at the School, the School will pay into the employee's DCPS retirement plan.

The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. However, such listing cannot identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Ninety-Day Probation Period

Employees will be given annual employment contracts agreed upon by the Board, Principal and potential employee. All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with the School's termination provisions.

Voluntary Termination

The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the District of Columbia and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees.

Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

Job Performance

Employees may be disciplined/discharged for poor job performance, including but not limited to, the following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

Misconduct

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

- Insubordination
- Dishonesty
- Theft
- Discourtesy (to students, parents, peers, supervisors, etc.)
- Misusing or destroying school property or the property of another
- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others
- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.

- Possessing a firearm or other dangerous weapon on school property or while conducting school business
- Conduct which raises a threat to the safety and well-being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Drug Free Workplace

The School will have a policy establishing it as a drug, alcohol and tobacco free workplace. The policy will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol free.

Evaluation of Administrator

The Board of Trustees will evaluate the principal annually. The Board will use a comprehensive assessment form in order to validate principal competence and effectiveness. Administrative performance will be measured in terms of meeting or exceeding said competencies with emphasis in the areas of: improved student achievement; overall school site leadership; information and analysis; strategic quality planning; management of processes; human resources and customer focus. Other data included as part of the school leader's evaluation may include: results of parental involvement efforts; student performance reports in terms of continuous improvement efforts; professionalism and attendance statistics; and results of parent, and staff climate surveys.

Evaluation of Staff

The Principal will conduct all faculty evaluations. A performance appraisal system will be established to validate teacher competence. The standards upon which teachers will be evaluated will be comprised of the knowledge, skills and abilities needed by all teachers to effectively support high student achievement around the following standards:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments
- Understanding and Organizing Subject Matter
- Planning Instruction and Designing Learning Experiences
- Assessing Student Learning
- Developing as a Professional Educator

Because every effective teacher must be able to integrate and apply all of the skills involved in the aforementioned areas of professional practice, competent demonstration of the above standards will be evaluated. Formal teacher observations will be conducted at least four times a year for new teachers and bi-annually for experienced teachers. Additional appraisals may be effected, as needed, to address areas of concern and/or to inform completion of plans that may include specific strategies, resources, and timelines for improvement deficiencies.

A walk-through of each classroom will be conducted weekly to provide feedback on: objective setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies, (as evidenced in Bloom's Taxonomy) and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction.

Other support staff, such as clerical staff and teacher assistants will also receive feedback on their performance via in-house assessment tools and individual conferences with the Principal or his/her designee. School staff performance will be continually improved through a number of strategies. The Principal, or his/her designee will complete performance evaluations.

e. Volunteers

Parental Involvement enhances learning when a school encourages parents to stimulate their children's intellectual development. Parental 'investment' in a student's education is crucial to

student success as well as to the advancement of the School's mission and vision. Parental involvement agreements will encourage parents to contribute volunteer hours to ensure parents actively participate in their child's education. Parental involvement will also be encouraged through (Parent Teacher Student Association) PTSA and other such school commitments. Home-based volunteer projects will be available to parents who are unable to volunteer on-site due to work or family constraints.

Community partnerships will provide opportunities for community members to volunteer and be involved in the enhancement of the School's program. Volunteers will be recruited to: serve as classroom assistants, provide tutoring services, assist with school fundraising projects, assist during fieldtrips, community service activities, and in the lunchroom.

A background check shall be conducted on all volunteers who contribute 10 hours or more at the school. Volunteers will be supervised by a staff member at all times and will attend a training session prior to volunteering onsite. Volunteers interacting with students will be required to have a tuberculosis test on file.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety

Crossway Community, Inc. currently ensures that all Health Performance Standards are met. This includes children's immunizations and physical examinations. We have a system in place to ensure that medications are properly administered, that staff health requirements are met, and that all of the Crossway Community, Inc. staff has first aid certification and CPR training. The School will collaborate with the District of Columbia County Health Department regarding any health issues that may arise.

The School will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property. In the event of an emergency, teachers are responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall take steps deemed necessary to ensure student safety. They shall:

- Direct students in their charge according to established Universal Emergency Procedures (to assembly area, Severe Weather Safe Area, etc.)
- Render first aid if necessary.
- Take roll book or attendance sheet with them for student accounting.
- Take roll when the class relocates in Assembly area
- Assist as directed by the Principal, or representative of the Emergency Management Team.

The School will comply with all applicable Health and Safety laws, specifically §38-1802.02(11) and §38-1802.04(c)(4), of the DC School Reform Act

b. Enrollment Data

The School will collect and maintain accurate enrolment records for all students. The Principal will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. The Board will review the budget and make revisions, as necessary. All student enrollment data will be compiled in order to provide the OSSE with said data as required by law.

c. Maintenance and Dissemination of Student Records

The School will maintain both student and financial records in accordance with District of Columbia School Reform Act. Additionally, the School will maintain both active and archival records for current and former students in accordance with federal and local laws and with the regulations prescribed in the District of Columbia School Reform Act. The school ensures that all student records are kept confidential as required by applicable law.

All permanent records of students leaving the school, whether by graduation or transfer to another school are transferred to the school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

All student and financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage vault. Only certain school personnel have access to student records, and

computerized student records are backed up regularly and stored in a secure area.

The School teachers will be responsible for recording student attendance in an attendance roster which will be considered a source document generated at the beginning of each week. After teachers record the attendance on the roster, it will be returned to the attendance secretary who will enter the information into the Web-based Daily Attendance System.

Source documents will be retained in the school for the current year. At the end of the current year, the source documents retained in hard copy form will be sent to Central Records where they will be retained for three additional years for auditing purposes. Electronic source documents will be placed on a compact disc by the Office of Information and Organizational Systems (OIOS) and sent to Central Records where they will be retained for three additional years for auditing purposes.

d. Compulsory Attendance Laws

The School will follow OSSE definitions of what constitutes an absence.

The School Principal, in cooperation with the school faculty, will establish the school‘s procedures for follow-up on absences and will distribute the approved procedures to parents and students at the beginning of each school year.

At the beginning of the school year, the School Principal will request that parents notify the school when their child is to be absent for any reason on any given day. Whenever possible, parents of elementary school-age children will be contacted by noon of each first day of absence, if the parents have not previously notified the school of the absence.

Elementary school students with excessive absences and/or ‘tardiness,’ both lawful and unlawful, may be referred for appropriate intervention. At the discretion of the School Principal, students who have been absent ten (10) days by the end of the second quarter may be referred to appropriate staff and/or outside agencies for intensive interventions designed to increase regular attendance.

The student‘s record of absence will be reported to parents on the report card.

Excused Absence:

An absence will be determined lawful or unlawful based on the following criteria:

- A written explanation of each absence is required from the parent/guardian.
- Requests for late arrivals or early dismissals must be authorized by the parent/guardian.

Absences will be recorded using the ‘Student Information System’ approved by OSSE. Students will be considered lawfully (excused) absent from school, including absence for any portion of the day, under the following conditions:

- Death in the immediate family
- Illness of the student (The School Principal may require a physician‘s certificate from the parent or guardians.)
- Student in cases in which a student has chronic or extended absences for an illness
- Court summons
- Hazardous weather conditions (Hazardous weather conditions shall be interpreted to mean weather conditions which would endanger the health or safety of the student when in transit to and from school.)
- Observance of religious holiday
- State emergency
- Suspension
- Other emergency or set of circumstances which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school.

Certain absences may be determined ‘excused’ at the discretion of the School based on extenuating circumstances. Regular family travel will not be considered an excused absence. Attendance policies will be aligned with OSSE policies and regulations for reporting.

Certain other specific circumstances that prevent a child from being physically in the

classroom are considered excused absence. These include:

- Volunteer service/participation in outdoor education programs
- Sports participation
- Field trips
- Health room visits
- Home and hospital teaching
- In-school suspension

Students who are removed from school by their parent for more than 15 consecutive school days are to be withdrawn, and parents will be informed that the student will be withdrawn and that OSSE assumes that they will fulfill their responsibility to continue the student's education at another location.

e. Title I of the Elementary and Secondary Education Act

It is expected that the School will receive Title I funds. These funds will be used to provide intensive academic support programs within the school. All use of funds will comply with federal and local laws.

f. Civil Rights Statutes and Regulations of the Federal Government and the District of Colombia

Crossway Community, Inc. abides by The Civil Rights Act of 1964 as amended, prohibiting discrimination on the basis of race, color, religious creed, ancestry, national origin, sex, sexual orientation, marital status, age, and physical or mental handicap. Crossway Community, Inc. is committed to providing equal access to educational services for all children and families.

Crossway Community, Inc.'s procedure for responding to individual discrimination complaints is guided by the regulations of the Equal Employment Opportunity Commission. Any employee or applicant for employment who believes that unlawful discrimination has occurred must consult with the Chief Executive Officer or his/her designee within a reasonable period of time following the alleged discriminatory action. The Chief Business Officer will then conduct an investigation and advise the employee or applicant of the findings, or any remaining steps that may be taken.

The School will also be in compliance with the Americans with Disabilities Act (ADA). The facility is fully handicapped accessible. We maintain accessible parking spaces, passenger loading zones, curb ramps, bathrooms, and classrooms. The School will function in full accord with federal, state, and local laws and regulations with regard to children with special needs. We are committed to providing an inclusive learning community where every child develops his/her full potential and individual differences are respected and embraced.

g. Other

The School, anticipating a significant minority population, will ensure that it adheres to all applicable provisions of Federal law relating to students who are limited English proficient and additionally adhere to the Equal Educational Opportunities Act of 1974. Hence, ensuring equal educational opportunities to all individuals and strictly prohibiting denial of said opportunities on account race, color, sex, or national origin.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

In order for the School to be successful, the school culture, (partnership and commitment required among the school, staff, parents, and community) must be formed prior to the opening of school. Parents must understand the mission and vision of the School and in turn the School will integrate the needs and values of parents and their students into the school design. Accordingly, the implementation plan and timeline for the school's instructional program, pending the charter approval process, will be as follows:

TIMETABLE AND TASKS FOR 2013 and 2014

MARCH – JUNE 2013

- Expected charter approval by PCSB
- Apply for private, corporate, foundation, and govt. grants
- Continue community outreach and build parent support.
- Continue facility search.
- Continue market analysis.
- Focus on how to attract ‚hard to reach' families.

- Board and administration collaborate on design concepts of marketing strategy.

JULY - DECEMBER 2013

- Work with recruitment partners and community organizations to set up recruitment process.
- Meet with community organizations and school leaders to explain target student population, especially high-needs students.
- Make presentations to community leaders and groups.
- Begin recruiting master teachers.
- Further narrow facility options and create complete costs spreadsheet on each potential property.
- Design bilingual website, bilingual radio advertisements, newspaper advertising, local community newsletter advertising, and promotional flyers and brochures.
- Finalize all parent, student and staff handbooks.
- Assess facility needs.

JANUARY –MARCH 2014

- Recruit teachers/staff.
- Finalize facility lease.
- Design, collect bids and prepare for renovations if necessary.
- Obtain all necessary insurances and permits.
- Design financial systems.
- Begin official student enrollment process.
- Implement marketing plan.
- Put up signage at school site directing interested parents and students to website.
- Send mailers to target families.
- Advertise on radio.
- Advertise in city and local newspapers, newsletters, website, bus benches, political offices, post offices, afterschool programs and other public locations.
- Hold parent meetings, recruitment events and make additional presentations to community organizations and churches.

- Application forms accepted through Common Application date.

APRIL-MAY 2014

- Continue student recruitment.
- Implement enrollment process/Lottery if necessary.
- Hire all teachers.
- Recruit and hire classified personnel.
- Begin staff planning process.
- Facility renovations, if necessary.
- Obtain all necessary permits.
- Purchasing: secure textbooks, computers, software, furniture and equipment.
- Contract with food provider and/or other contractual services necessary e.g. janitorial, security.
- Finalize all financial systems.
- Analyze student records to target deficiencies and implement special program schedules.

JUNE-JULY 2014

- Finalize master schedule.
- Management system training for classified personnel.
- Conduct property inventory/ final walk-through.
- Prepare facility for school opening.
- Hold Student and Parent Orientation meetings.
- Set up all instructional technology.
- All teachers report for in-service training.
- Open School

Specific implementation plans and accommodations will be outlined and reviewed prior to the School's opening in the case that any unforeseen emergency or unanticipated event, including: but not limited to, those involving fire, medical, hazardous weather, security, or any other unplanned event that endangers the well-being and/or life of students and staff occurs.

b. Maintenance and Reporting of Academic and Non-Academic Performance Data

The School will implement a technology plan, approved by the Board of Trustees, and in compliance with all DCPCSB reporting requirements. A technology infrastructure will be developed which will allow for the effective use of a Student Information System (SIS) which will be used to keep data on students and provide information to teachers, administration and the Public Charter School Board.

The SIS will keep comprehensive student records including:

- Attendance
- Demographics
- Discipline
- Contact information
- Assessment results

This information will be made available to all parents through the school's newsletter and through written communication, as we understand that not all parents have access to the latest technology. The school will make important information available via the school's website and teachers will have school email accounts made available to parents.

Computers and internet access will be available throughout the school's facility. Ideally, the school site will have or be fitted with a high speed wireless internet connection (T-1 or better). Technology will be used to complement classroom instruction and in other developmentally appropriate ways for students.

The Principal has the ultimate responsibility for ensuring that data is collected, stored and reported appropriately. The school anticipates that one member of the administrative staff will be identified to support the collection of data and who has significant experience with technology and data management and the school's SIS.

c. Major Contracts Planned

We anticipate entering into the following contracts that may equal or exceed $25,000:

- Food service, food service equipment
- Professional and staff development
- Information technology and communication systems and services
- Lease for facility space
- Insurance

All major contracts will be carefully reviewed by the board. The School will be consulting with other charter schools, foundations, and small business for advice on selecting the best vendors for these services.

Before the School enters into contracts equal to or exceeding $25,000 it will submit a copy of the contract to the District of Columbia Public Charter School Board ("PCSB") for review. All contracting and procurement will also be in accordance with public notice and other requirements established by the PCSB.

d. Services Sought from the District of Columbia Public Schools

The School has elected to be its own LEA and does not anticipate the need to retain any services from DCPS.

Assurances Form

(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(h), D.C. School Reform Act.*

2. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See §2204(c)(2), D.C. School Reform Act.*

2. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), D.C. School Reform Act.*

3. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), D.C. School Reform Act.*

4. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), D.C. School Reform Act.*

5. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*

6. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), D.C. School Reform Act.*

7. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.

8. Will provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.

9. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.

10. Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.

11. Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

Kathleen Shurtz Signature of Authorized Certifying Official	CEO Title
Crossway Community Applicant Organization	3-1-13 Date Submitted

Community Montessori – Budget Narrative

Enrollment Projections – Years 1 through 5

Grade Level	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19
Pre-School	35	35	35	35	35
Pre-Kindergarten	35	35	35	35	35
Kindergarten		35	35	35	35
Grade 1			35	35	35
Grade 2				35	35
Grade 3					35
Total	**70**	**105**	**140**	**175**	**210**

The school will open in SY14-15 with 70 students in Early Childhood and increase by one grade level per year until Year 5 when the program reaches 3rd Grade as detailed in the above table. Enrollment numbers increase yearly until each grade level reaches a maximum of 35 students in Year 5.

Revenue Assumptions – Years 1 through 5 and Two Year Budget

- **UPSFF (Per Pupil Funding**) – In Years 1 through 5, Per Pupil Funding is based on the PCSB's FY2013 Per Pupil Funding Budget. In order to ensure that the revenue projections were conservative, the school's five year operating budget assumes that Per Pupil Funding will remain flat to the FY 2013 Per Pupil Funding.
- **Facilities Allowance –** As with the Per Pupil Funding, the facilities allowance is held flat to the FY 2013 at $3,000 per student.
- **Title V Part B** – The federal public charter school grant administered by OSSE is assumed at $175K and $150K in the Planning Year and Years 1 & 2, respectively.
- **SPED / ELL –** The school anticipates a comparable percentage of the students from the surrounding neighborhood will be SPED and/or ELL. This is blended with a low rate of SPED and ELL from parents who are from outside the neighborhood and who provide a diverse socio-economic mix of students. The two year budget and five year projections assume 10% SPED / and 5% ELL.
- **Free & Reduced Lunch –** Assumed at 40%
- **Line of Credit** – In order to backstop a potential monthly cash flow shortfall, the school can tap a $100K line of credit from Building Hope. This is not shown in the reports.
- **Income From Private Grants / Donations** – None assumed in Years 1 through 5
- **School Activity Fees** – None assumed in Years 1 through 5
- **Summer School & Other Income** – None assumed in Years 1 through 5

The above assumptions result in the following revenue breakdown in Years 1-5:

- Year 1 – Per Pupil Payment – 88% of Total Revenue
- Year 2 – Per Pupil Payment – 89% of Total Revenue
- Year 3+ – Per Pupil Payment – 100% of Total Revenue

Expense Assumptions – Years 1 through 5 and Two Year Budget

All Expenses – Grown annually at rate of 3%. The following assumptions are in Year 1 dollars and include a 3% escalation unless otherwise noted.

- **Total Personnel Costs**
  - The five year operating budget assumes that Total Personnel Costs will represent the following percentage of Total Revenues: Year 1 – 49%, Year 2 – 45%, Year 3 – 50%, Year 4 – 54% and Year 5 – 55%.
  - **Student Teach Ratio** – The student teach ratio is modeled at 1 full-time teacher and 1 part-time teacher for every 20 students.
  - **Teachers (Regular Education)** – are budgeted at 4, 6, 7, 9 and 11 teachers in years 1, 2, 3, 4 and 5, respectively. The Base Year (Year 1) is modeled at a salary of $55,000 + 18% benefits per teacher.
  - **SPED Teachers –** The required number of teachers will also be certified for special education.

- **Direct Student Expense Assumptions –** the student expenses begin at $650/student in the first year when the school is buying new materials and equipment. Over time, this number decreases to $400/student and stabilizes.
- **Office Expense Assumptions –** the budge for office equipment and materials is consistently around $80,000 each year.
- **Administrative Expenses** – the school enjoys the convenience of a relationship with its central office. The central office employs specialized staff to manage the operations of the school, including finances, human resources, compliance, facilities, and risk management. The school will pay 5% of the local per pupil funding to the central office for this service. This does not include 5% of the per pupil facility allotment or any allocation of federal funds – it is only for local funding.

- **Facilities**
  - The school anticipates a third party developer/philanthropist/corporate social responsibility entity will provide space. Early talks have already proven exciting, although the talks are still early. Another option is space in a Building Hope incubator facility. These options would fix occupancy expense at 80% to 90% of the facilities allowance for the first five years. They have been budgeted at 95% for these purposes.
  - The budget assumes that the capital expenses for annual tenant improvements are built into the lease payments.

District of Columbia Public Charter Schools (GC0)
Per Pupil Funding Analysis (D.C. Act 12-494)
FY 2013 BUDGET

Foundation level per pupil	**$ 9,124**
Non-Residential Facilities Allotment:	**$ 3,000**
Residential Facilities Allotment:	**$ 8,395**

Grade Level	Weighting	Total Proposed Enrollment	Total Enrollment	Per Pupil Allocation	Total Dollars
Pre-School	1.34	0	0	$ 12,226	$ -
Pre-Kindergarten (Pre-K)	1.30	0	0	$ 11,861	$ -
Kindergarten	1.30	0	0	$ 11,861	$ -
Grades 1	1.00	0	0	$ 9,124	$ -
Grades 2	1.00	0	0	$ 9,124	$ -
Grades 3	1.00	0	0	$ 9,124	$ -
Grades 4	1.00	0	0	$ 9,124	$ -
Grades 5	1.00	0	0	$ 9,124	$ -
Ungraded ES	1.00	0	0	$ 9,124	$ -
Grades 6	1.03	0	0	$ 9,398	$ -
Grades 7	1.03	0	0	$ 9,398	$ -
Grades 8	1.03	0	0	$ 9,398	$ -
Ungraded MS/ JHS	1.03	0	0	$ 9,398	$ -
Grades 9	1.16	0	0	$ 10,584	$ -
Grades 10	1.16	0	0	$ 10,584	$ -
Grades 11	1.16	0	0	$ 10,584	$ -
Grades 12	1.16	0	0	$ 10,584	$ -
Ungraded SHS	1.16	0	0	$ 10,584	$ -
Alternative	1.17	0	0	$ 10,675	$ -
Special Ed Schools	1.17	0	0	$ 10,675	$ -
Adult	0.75	0	0	$ 6,843	$ -
SubtotalGeneral Education		**0**	**0**		**$ -**
Special Education					
Level 1	0.58	0	0	$ 5,292	$ -
Level 2	0.81	0	0	$ 7,390	$ -
Level 3	1.58	0	0	$ 14,416	$ -
Level 4	3.10	0	0	$ 28,284	$ -
Special Education Capacity	0.40	0	0	$ 3,650	$ -
Subtotal for Special Ed		**0**	**0**		**$ -**
Blackman Jones Compliance	0.07	0	0	$ 639	$ -
Attorney's Fees Supplement	0.09	0	0	$ 821	$ -
Subtotal Special Ed Compliance				$ 1,460	$ -
English as a Second Language					
LEP/NEP	0.45	0	0	$ 4,106	**$ -**
Special Education-Residential					
Level 1 Residential	0.374	0	0	$ 3,412	$ -
Level 2 Residential	1.360	0	0	$ 12,409	$ -
Level 3 Residential	2.941	0	0	$ 26,833	$ -
Level 4 Residential	2.924	0	0	$ 26,678	$ -
Subtotal for Special Ed Residential		**0**	**0**		**$ -**
Unidentified SPED allowance					**$ -**
English as a Second Language Residential					
LEP/NEP Residential	0.68	**0**	**0**	$ 6,204	**$ -**
Residential					
Residential	1.70	**0**	**0**	$ 15,511	**$ -**
Summer School	0.17	0	0	$ 1,551	**$ -**
Extended School Year allowance					
Total FY 2013 Instructional Dollars					**$ -**
Facilities Allowance					
Non-Residential Facilities Allotment		**0**	**0**	$ 3,000	**$ -**
Residential Facilities Allotment		0	**0**	$ 8,395	**$ -**
			Total FY 2013 Facilities Allowance		**$ -**
				Total FY 2013 Budget	**$ -**

Index: 20301

District of Columbia Public Charter Schools (GC0)
Per Pupil Funding Analysis (D.C. Act 12-494)
FY 2013 BUDGET

Foundation level per pupil

Non-Residential Facilities Allotment:	**$ 3,000**
Residential Facilities Allotment:	**$ 8,395**

Foundation Per Pupil Funding Level				
$ 9,124	$ 9,124	$ 9,124	$ 9,124	$ 9,124

		Projected Number of Students					Per Pupil	Projected Revenue in SY13 Base Dollars				
Grade Level	**Weighting**	**SY14-15**	**SY15-16**	**SY16-17**	**SY17-18**	**SY18-19**	**Allocation**	**SY13-14**	**SY14-15**	**SY15-16**	**SY16-17**	**SY17-18**
Pre-School	**1.34**	35	35	35	35	35	**$ 12,226**	$ 427,911	$ 427,911	$ 427,911	$ 427,911	$ 427,911
Pre-Kindergarten (Pre-K)	**1.30**	35	35	35	35	35	**$ 11,861**	$ 415,137	$ 415,137	$ 415,137	$ 415,137	$ 415,137
Kindergarten	**1.30**		35	35	35	35	**$ 11,861**	$ -	$ 415,137	$ 415,137	$ 415,137	$ 415,137
Grades 1	**1.00**			35	35	35	**$ 9,124**	$ -	$ -	$ 319,337	$ 319,337	$ 319,337
Grades 2	**1.00**				35	35	**$ 9,124**	$ -	$ -	$ -	$ 319,337	$ 319,337
Grades 3	**1.00**					35	**$ 9,124**	$ -	$ -	$ -	$ -	$ 319,337
Grades 4	**1.00**						**$ 9,124**	$ -	$ -	$ -	$ -	$ -
Grades 5	**1.00**						**$ 9,124**	$ -	$ -	$ -	$ -	$ -
Ungraded ES	**1.00**						**$ 9,124**	$ -	$ -	$ -	$ -	$ -
Grades 6	**1.03**						**$ 9,398**	$ -	$ -	$ -	$ -	$ -
Grades 7	**1.03**						**$ 9,398**	$ -	$ -	$ -	$ -	$ -
Grades 8	**1.03**						**$ 9,398**	$ -	$ -	$ -	$ -	$ -
Ungraded MS/ JHS	**1.03**						**$ 9,398**	$ -	$ -	$ -	$ -	$ -
Grades 9	**1.16**						**$ 10,584**	$ -	$ -	$ -	$ -	$ -
Grades 10	**1.16**						**$ 10,584**	$ -	$ -	$ -	$ -	$ -
Grades 11	**1.16**						**$ 10,584**	$ -	$ -	$ -	$ -	$ -
Grades 12	**1.16**						**$ 10,584**	$ -	$ -	$ -	$ -	$ -
Ungraded SHS	**1.16**						**$ 10,584**	$ -	$ -	$ -	$ -	$ -
Alternative	**1.17**						**$ 10,675**	$ -	$ -	$ -	$ -	$ -
Special Ed Schools	**1.17**						**$ 10,675**	$ -	$ -	$ -	$ -	$ -
Adult	**0.75**						**$ 6,843**	$ -	$ -	$ -	$ -	$ -
SubtotalGeneral Education		**70**	**105**	**140**	**175**	**210**		**$ 843,048**	**$ 1,258,186**	**$ 1,577,522**	**$ 1,896,859**	**$ 2,216,195**
Special Education												
Level 1	**0.58**	4	5	7	9	10	**$ 5,292**	$ 21,167	$ 26,459	$ 37,043	$ 47,627	$ 52,919
Level 2	**0.81**						**$ 7,390**	$ -	$ -	$ -	$ -	$ -
Level 3	**1.58**						**$ 14,416**	$ -	$ -	$ -	$ -	$ -
Level 4	**3.10**						**$ 28,284**	$ -	$ -	$ -	$ -	$ -
Special Education Capacity	**0.40**						**$ 3,650**	$ -	$ -	$ -	$ -	$ -
Subtotal for Special Ed		**4**	**5**	**7**	**9**	**10**		**$ 21,167**	**$ 26,459**	**$ 37,043**	**$ 47,627**	**$ 52,919**
Blackman Jones Compliance	**0.07**	0	0	0	0	0	**$ 639**	$ -	$ -	$ -	$ -	$ -
Attorney's Fees Supplement	**0.09**	0	0	0	0	0	**$ 821**	$ -	$ -	$ -	$ -	$ -
Subtotal Special Ed Compliance							**$ 1,460**	$ -	$ -	$ -	$ -	$ -
English as a Second Language												
LEP/NEP	**0.45**	3	3	3	3	3	**$ 4,106**	$ 12,317	$ 12,317	$ 12,317	$ 12,317	$ 12,317
Special Education-Residential												
Level 1 Residential	**0.37**	0	0	0	0	0	**$ 3,412**	$ -	$ -	$ -	$ -	$ -
Level 2 Residential	**1.36**	0	0	0	0	0	**$ 12,409**	$ -	$ -	$ -	$ -	$ -
Level 3 Residential	**2.94**	0	0	0	0	0	**$ 26,833**	$ -	$ -	$ -	$ -	$ -
Level 4 Residential	**2.92**	0	0	0	0	0	**$ 26,678**	$ -	$ -	$ -	$ -	$ -
Level 5 Residential	**9.40**	0	0	0	0	0	**$ 85,765**	$ -	$ -	$ -	$ -	$ -
Subtotal for Special Ed Residential		**0**	**0**	**0**	**0**	**0**		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Unidentified SPED allowance								**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
English as a Second Language Residential												
LEP/NEP Residential	**0.68**	**0**	**0**	**0**	**0**	**0**	$ 6,204	$ -	$ -	$ -	$ -	$ -
Residential												
Residential	**1.70**	**0**	**0**	**0**	**0**	**0**	$ 15,511	$ -	$ -	$ -	$ -	$ -
Summer School	**0.17**	0	0	0	0	0	$ 1,551	$ -	$ -	$ -	$ -	$ -
Extended School Year allowance												
Total FY 2013 Instructional Dollars								**$ 876,533**	**$ 1,296,962**	**$ 1,626,883**	**$ 1,956,803**	**$ 2,281,431**
Facilities Allowance												
Non-Residential Facilities Allotment		**70**	**105**	**140**	**175**	**210**	**$ 3,000**	**$ 210,000**	**$ 315,000**	**$ 420,000**	**$ 525,000**	**$ 630,000**
Residential Facilities Allotment		0	0	0	0	0	$ 8,395	$ -	$ -	$ -	$ -	$ -
							Total FY 2013 Facilities Allowance	**$ 210,000**	**$ 315,000**	**$ 420,000**	**$ 525,000**	**$ 630,000**

	Projected Revenue in SY13 Base Dollars				
	SY14-15	**SY15-16**	**SY16-17**	**SY17-18**	**SY18-19**
Total Revenue	**$ 1,086,533**	**$ 1,611,962**	**$ 2,046,883**	**$ 2,481,803**	**$ 2,911,431**
Per Student	**$ 15,521.90**	**$ 15,352.02**	**$ 14,620.59**	**$ 14,181.73**	**$ 13,863.96**

School Name **Community Montessori**

Contact Kathleen Guinan **Phone #** (301) 929-2505

	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19
Fiscal Year					
Projected Student Enrollment	70	105	140	175	210

REVENUES	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19
Per Pupil Charter Payments	876,533	1,296,962	1,626,883	1,956,803	2,281,431
Per Pupil Facilities Allowance	210,000	315,000	420,000	525,000	630,000
Federal Entitlements / Grants	150,000	150,000			
Income From Private Grants / Donations					
School Activity Fees					
Other Income					
TOTAL REVENUES:	**$1,236,533**	**$1,761,962**	**$2,046,883**	**$2,481,803**	**$2,911,431**
EXPENSES					
Personnel Salaries and Benefits					
Administration Salaries	130,000	133,900	180,200	185,300	274,400
Custodian Salaries					
Maintenance Salaries					
Security Salaries					
Transportation Salaries					
Food Service Salaries					
Instructional Salaries	360,000	556,200	667,800	882,900	1,108,800
Special Education Salaries					
After School Service Salaries					
Health Services	5,000	5,000	5,000	5,000	5,000
Employee Benefits	93,100	201,102	225,169	262,197	270,063
Payroll Taxes / Fees	39,200	84,674	94,808	110,399	113,711
Subtotal Personnel Costs:	**$627,300**	**$980,876**	**$1,172,977**	**$1,445,796**	**$1,771,974**
Direct Student Costs					
Staff Development Costs	8,000	12,000	14,000	18,000	22,000
Textbooks	8,979	11,365	13,415	15,094	15,547
Instructional Supplies / Materials	6,100	7,500	8,600	9,400	9,682
Library / Media Center Materials	11,972	15,154	17,886	20,126	20,730
Instructional Computers / Materials	5,000	5,000	5,000	5,000	5,150
Other Instructional Equipment	0	0	0	0	0
Instructional Furnishings / Supplies	2,500	2,500	2,500	2,500	2,500
Student Assessment Materials	1,220	1,500	1,720	1,880	1,936
Contracted Instructional / Student Services					
Miscellaneous Student Costs	2,440	3,000	3,440	3,760	3,873
Subtotal Direct Student Costs:	**46,211**	**$58,019**	**$66,561**	**$75,760**	**$81,418**
Occupancy Expenses					
Rent / Lease	168,000	252,000	336,000	420,000	504,000
Mortgage Payments					
Building Supplies / Materials					
Building Equipment Purchase					
Building Equipment Rental / Lease					
Building Equipment Maintenance / Repairs					
Building Maintenance / Repairs					
Utilities (Electric / Gas / Water)	28,000	42,000	56,000	70,000	84,000
Janitorial Supplies					
Contracted Building Services	10,500	15,750	21,000	26,250	31,500
Subtotal Occupancy Expenses:	**$206,500**	**$309,750**	**$413,000**	**$516,250**	**$619,500**
Office Expenses					
Office Supplies / Materials	15,000	15,000	15,000	15,000	15,000
Office Equipment Purchase	5,000	5,000	5,000	5,000	5,000
Office Equipment Rental / Lease	4,000	4,000	4,000	4,000	4,000
Office Equipment Maintenance / Repairs	1,000	1,000	1,000	1,000	1,000
Telephone / Telecommunications	15,000	15,000	15,000	15,000	15,000
Legal Fees	10,000	10,000	10,000	10,000	10,000
Accounting / Auditing Fees	10,000	10,000	10,000	10,000	10,000
Printing / Copying	15,000	15,000	15,000	15,000	15,000
Postage / Shipping	4,600	4,600	4,600	4,600	4,600
Advertising					
Other	2,000	2,000	2,000	2,000	2,000
Subtotal Office Expenses:	**$81,600**	**$81,600**	**$81,600**	**$81,600**	**$81,600**
General Expenses					
Insurance	8,400	12,600	16,800	21,000	25,200
Licenses / Permits					
Bank Fees					
Entertainment					
Local Travel / Student Transportation					
Out Of Town Travel	1,000	1,200	1,400	1,600	1,600
Food Service	14,000	21,000	28,000	35,000	42,000
After School Service Expense					
Management Fee					
Administration Fee	52,592	77,818	97,613	117,408	136,886
Board Of Education Oversight Fee	12,365	17,620	20,469	24,818	29,114
Other General Expense (Com Serv)	6,539	9,416	10,627	7,389	7,611
Subtotal General Expenses:	**$94,896**	**$139,653**	**$174,909**	**$207,215**	**$242,411**
TOTAL EXPENSES:	**$1,056,507**	**$1,569,898**	**$1,909,047**	**$2,326,621**	**$2,796,902**
EXCESS (OR DEFICIENCY)	**$180,026**	**$192,064**	**$137,836**	**$155,182**	**$114,529**

School Name	Community Montessori	
Contact	Kathleen Guinan	Phone #
Fiscal Year	SY14-15	SY15-16
Projected Student Enrollment	70	105

DESCRIPTION	Budget Amounts	
REVENUES	**SY14-15**	**SY15-16**
Per Pupil Charter Payments	876,533	1,296,962
Per Pupil Facilities Allowance	210,000	315,000
Federal Entitlements / Grants	150,000	150,000
Income From Private Grants / Donations	0	0
School Activity Fees	0	0
Other Income	0	0
TOTAL REVENUES:	**$1,236,533**	**$1,761,962**
EXPENSES		
Personnel Salaries and Benefits		
Administration Salaries	130,000	133,900
Custodian Salaries	0	0
Maintenance Salaries	0	0
Security Salaries	0	0
Transportation Salaries	0	0
Food Service Salaries	0	0
Instructional Salaries	360,000	556,200
Special Education Salaries	0	0
After School Service Salaries	0	0
Health Services	5,000	5,000
Employee Benefits	93,100	201,102
Payroll Taxes / Fees	39,200	84,674
Subtotal Personnel Costs:	**$627,300**	**$980,876**
Direct Student Costs		
Staff Development Costs	8,000	12,000
Textbooks	8,979	11,365
Instructional Supplies / Materials	6,100	7,500
Library / Media Center Materials	11,972	15,154
Instructional Computers / Materials	5,000	5,000
Other Instructional Equipment	0	0
Instructional Furnishings / Supplies	2,500	2,500
Student Assessment Materials	1,220	1,500
Contracted Instructional / Student Services	0	0
Miscellaneous Student Costs	2,440	3,000
Subtotal Direct Student Costs:	**$46,211**	**$58,019**
Occupancy Expenses		
Rent / Lease	168,000	252,000
Mortgage Payments	0	0
Building Supplies / Materials	0	0
Building Equipment Purchase	0	0
Building Equipment Rental / Lease	0	0
Building Equipment Maintenance / Repairs	0	0
Building Maintenance / Repairs	0	0
Utilities (Electric / Gas / Water)	28,000	42,000
Janitorial Supplies	0	0
Contracted Building Services	10,500	15,750
Subtotal Occupancy Expenses:	**$206,500**	**$309,750**
Office Expenses		
Office Supplies / Materials	15,000	15,000
Office Equipment Purchase	5,000	5,000
Office Equipment Rental / Lease	4,000	4,000
Office Equipment Maintenance / Repairs	1,000	1,000
Telephone / Telecommunications	15,000	15,000
Legal Fees	10,000	10,000
Accounting / Auditing Fees	10,000	10,000
Printing / Copying	15,000	15,000
Postage / Shipping	4,600	4,600
Advertising	0	0
Other	2,000	2,000
Subtotal Office Expenses:	**$81,600**	**$81,600**
General Expenses		
Insurance	8,400	12,600
Licenses / Permits	0	0
Bank Fees	0	0
Entertainment	0	0
Local Travel	0	0
Out Of Town Travel	1,000	1,200
Food Service	14,000	21,000
After School Service Expense	0	0
Management Fee	0	0
Administration Fee	52,592	77,818
Board Of Education Oversight Fee	12,365	17,620
Other General Expense (Com Serv)	6,539	9,416
Subtotal General Expenses:	**$94,896**	**$139,653**
TOTAL EXPENSES:	**$1,056,507**	**$1,569,898**
EXCESS (OR DEFICIENCY)	**$180,026**	**$192,064**

School Name **Community Montessori**

Contact Kathleen Guina **Phone #** (301) 929-2505

CASH FLOW - YEAR 1	Pre-Opening	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Cash on Hand	**175,000**	**2,792**	**223,883**	**135,840**	**47,798**	**268,889**	**180,847**	**92,805**	**313,896**	**225,853**	**137,811**	**358,902**	**270,860**	**182,817**
CASH RECEIPTS														
Per Pupil Charter Payments		219,133			219,133			219,133			219,133			876,533
Per Pupil Facilities Allowance		52,500			52,500			52,500			52,500			210,000
Federal Entitlements / Grants		37,500			37,500			37,500			37,500			150,000
Income From Private Grants / Donations														0
School Activity Fees														0
Other Income														0
TOTAL REVENUES:	**$0**	**$309,133**	**$0**	**$0**	**$309,133**	**$0**	**$0**	**$309,133**	**$0**	**$0**	**$309,133**	**$0**	**$0**	**$1,236,533**
TOTAL CASH AVAILABLE	**$175,000**	**$311,925**	**$223,883**	**$135,840**	**$356,931**	**$268,889**	**$180,847**	**$401,938**	**$313,896**	**$225,853**	**$446,944**	**$358,902**	**$270,860**	**$1,419,350**
EXPENSES														
Personnel Salaries and Benefits														
Administration Salaries	60,000	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
Custodian Salaries		0	0	0	0	0	0	0	0	0	0	0	0	0
Maintenance Salaries		0	0	0	0	0	0	0	0	0	0	0	0	0
Security Salaries		0	0	0	0	0	0	0	0	0	0	0	0	0
Transportation Salaries		0	0	0	0	0	0	0	0	0	0	0	0	0
Food Service Salaries		0	0	0	0	0	0	0	0	0	0	0	0	0
Instructional Salaries	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	360,000
Health Services		0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education Salaries		0	0	0	0	0	0	0	0	0	0	0	0	0
After School Service Salaries		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Employee Benefits	18,000	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	93,100
Payroll Taxes / Fees	9,000	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	3,267	39,200
Subtotal Personnel Costs:	**$117,000**	**$52,275**	**$52,275**	**$52,275**	**$52,275**	**$52,275**	**$52,275**	**$52,275**	**$52,275**	**$52,275**	**$52,275**	**$52,275**	**$52,275**	**$627,300**
Direct Student Costs														
Staff Development Costs	5,000	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Textbooks		748	748	748	748	748	748	748	748	748	748	748	748	8,979
Instructional Supplies / Materials	10,000	508	508	508	508	508	508	508	508	508	508	508	508	6,100
Library / Media Center Materials		998	998	998	998	998	998	998	998	998	998	998	998	11,972
Instructional Computers / Materials		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Other Instructional Equipment		0	0	0	0	0	0	0	0	0	0	0	0	0
Instructional Furnishings / Supplies		208	208	208	208	208	208	208	208	208	208	208	208	2,500
Student Assessment Materials		102	102	102	102	102	102	102	102	102	102	102	102	1,220
Contracted Instructional / Student Services		0	0	0	0	0	0	0	0	0	0	0	0	0
Miscellaneous Student Costs		203	203	203	203	203	203	203	203	203	203	203	203	2,440
Subtotal Direct Student Costs:	**$15,000**	**$3,851**	**$3,851**	**$3,851**	**$3,851**	**$3,851**	**$3,851**	**$3,851**	**$3,851**	**$3,851**	**$3,851**	**$3,851**	**$3,851**	**$46,211**
Occupancy Expenses														
Rent / Lease	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	14,000	168,000
Mortgage Payments		0	0	0	0	0	0	0	0	0	0	0	0	0
Building Supplies / Materials		0	0	0	0	0	0	0	0	0	0	0	0	0
Building Equipment Purchase		0	0	0	0	0	0	0	0	0	0	0	0	0
Building Equipment Rental / Lease		0	0	0	0	0	0	0	0	0	0	0	0	0
Building Equipment Maintenance / Repairs		0	0	0	0	0	0	0	0	0	0	0	0	0
Building Maintenance / Repairs		0	0	0	0	0	0	0	0	0	0	0	0	0
Utilities (Electric / Gas / Water)	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	28,000
Janitorial Supplies		0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted Building Services	875	875	875	875	875	875	875	875	875	875	875	875	875	10,500
Subtotal Occupancy Expenses:	**$17,208**	**$17,208**	**$17,208**	**$17,208**	**$17,208**	**$17,208**	**$17,208**	**$17,208**	**$17,208**	**$17,208**	**$17,208**	**$17,208**	**$17,208**	**$206,500**
Office Expenses														
Office Supplies / Materials	10,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Office Equipment Purchase		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Office Equipment Rental / Lease		333	333	333	333	333	333	333	333	333	333	333	333	4,000
Office Equipment Maintenance / Repairs		83	83	83	83	83	83	83	83	83	83	83	83	1,000
Telephone / Telecommunications		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Legal Fees		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Accounting / Auditing Fees		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Printing / Copying		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Postage / Shipping		383	383	383	383	383	383	383	383	383	383	383	383	4,600
Advertising		0	0	0	0	0	0	0	0	0	0	0	0	0
Other		167	167	167	167	167	167	167	167	167	167	167	167	2,000
Subtotal Office Expenses:	**$10,000**	**$6,800**	**$6,800**	**$6,800**	**$6,800**	**$6,800**	**$6,800**	**$6,800**	**$6,800**	**$6,800**	**$6,800**	**$6,800**	**$6,800**	**$81,600**
General Expenses														
Insurance	3,000	700	700	700	700	700	700	700	700	700	700	700	700	8,400
Licenses / Permits		0	0	0	0	0	0	0	0	0	0	0	0	0
Bank Fees		0	0	0	0	0	0	0	0	0	0	0	0	0
Entertainment		0	0	0	0	0	0	0	0	0	0	0	0	0
Local Travel		0	0	0	0	0	0	0	0	0	0	0	0	0
Out Of Town Travel		83	83	83	83	83	83	83	83	83	83	83	83	1,000
Food Service		1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	14,000
After School Service Expense		0	0	0	0	0	0	0	0	0	0	0	0	0
Management Fee		0	0	0	0	0	0	0	0	0	0	0	0	0
Administrative Fee	10,000	4,383	4,383	4,383	4,383	4,383	4,383	4,383	4,383	4,383	4,383	4,383	4,383	52,592
Board Of Education Oversight Fee		1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	12,365
Other General Expense		545	545	545	545	545	545	545	545	545	545	545	545	6,539
Subtotal General Expenses:	**$13,000**	**$7,908**	**$7,908**	**$7,908**	**$7,908**	**$7,908**	**$7,908**	**$7,908**	**$7,908**	**$7,908**	**$7,908**	**$7,908**	**$7,908**	**$94,896**
TOTAL EXPENSES:	**$172,208**	**$88,042**	**$88,042**	**$88,042**	**$88,042**	**$88,042**	**$88,042**	**$88,042**	**$88,042**	**$88,042**	**$88,042**	**$88,042**	**$88,042**	**$1,056,507**
FUND BALANCE	**$2,792**	**$223,883**	**$135,840**	**$47,798**	**$268,889**	**$180,847**	**$92,805**	**$313,896**	**$225,853**	**$137,811**	**$358,902**	**$270,860**	**$182,817**	

School Name **Community Montessori**

Contact Kathleen Guinan **Phone #** (301) 929-2505

CAPITAL BUDGET	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19
FF&E	55,000	20,000			
Design / Build	150,000	120,000			
Contracted Services	30,000	10,000			
LAN and Installation	15,000				
Maintenance & Repair			10,000	10,000	10,000
TOTAL CAPEX	**$250,000**	**$150,000**	**$10,000**	**$10,000**	**$10,000**

School Name Community Montessori

Contact Kathleen Guinan **Phone #** (301) 929-2505

PRE OPENING EXPENSES	
Personnel Salaries and Benefits	
Administration Salaries	60,000
Custodian Salaries	0
Maintenance Salaries	0
Security Salaries	0
Transportation Salaries	0
Food Service Salaries	0
Instructional Salaries	30,000
Special Education Salaries	0
After School Service Salaries	0
Employee Benefits	18,000
Payroll Taxes / Fees	9,000
Subtotal Personnel Costs:	**$117,000**
Direct Student Costs	
Staff Development Costs	5,000
Textbooks	0
Instructional Supplies / Materials	10,000
Library / Media Center Materials	0
Instructional Computers / Materials	0
Other Instructional Equipment	0
Instructional Furnishings / Supplies	0
Student Assessment Materials	0
Contracted Instructional / Student Services	0
Miscellaneous Student Costs	0
Subtotal Direct Student Costs:	**$15,000**
Occupancy Expenses	
Rent / Lease	14,000
Mortgage Payments	0
Building Supplies / Materials	0
Building Equipment Purchase	0
Building Equipment Rental / Lease	0
Building Equipment Maintenance / Repairs	0
Building Maintenance / Repairs	0
Utilities (Electric / Gas / Water)	2,333
Janitorial Supplies	0
Contracted Building Services	875
Subtotal Occupancy Expenses:	**$17,208**
Office Expenses	
Office Supplies / Materials	10,000
Office Equipment Purchase	0
Office Equipment Rental / Lease	0
Office Equipment Maintenance / Repairs	0
Telephone / Telecommunications	0
Legal Fees	0
Accounting / Auditing Fees	0
Printing / Copying	0
Postage / Shipping	0
Advertising	0
Other	0
Subtotal Office Expenses:	**$10,000**
General Expenses	
Insurance	3,000
Licenses / Permits	0
Bank Fees	0
Entertainment	0
Local Travel	0
Out Of Town Travel	0
Food Service	0
After School Service Expense	0
Management Fee	0
Administration Fee	10,000
Board Of Education Oversight Fee	0
Other General Expense	0
Subtotal General Expenses:	**$13,000**
TOTAL EXPENSES:	**$172,208**

Chief Administrative Officer: Kathleen Guinan

Kathleen Guinan is a leader of the effort to use Montessori to bring about social change for women, children and families. She is Chief Executive Officer of Crossway Community, Inc., a position she has held since the organization's inception in 1990. Over the past twenty-two years, Crossway Community has been transforming the lives of low-income mothers and children by using Montessori to re-vision and transform transitional housing programs, homeless shelters and domestic violence centers into communities of learning. Ms. Guinan is a pioneer in developing programs that work with two or more generations of families simultaneously to provide transformative education experiences.

At Crossway Community, she has demonstrated the power of transformative education in a program that combines, in one large campus facility:

- clean and safe housing for low-income single mothers and their children;
- education and coaching for the mothers in financial literacy, parenting, career development, and health and safety;
- a Montessori school that provides high quality early childhood education for the children;
- wrap-around services including educational reviews and practical life skills coaching for the mothers; and
- a Montessori community garden and playground.

Ms. Guinan has more than 25 years of experience in family education program development. For the past 20 years the Crossway Montessori Program has served children ages 3 months to 6 years old. In August 2012, Crossway Community opened the Crossway Montessori Charter School, the first charter school to be approved in Montgomery County, Maryland. This public Montessori school will serve children ages 3 years through third grade.

Ms Guinan has an extensive background in initiating and managing programs serving families and seniors across socioeconomic lines, including Rachel's Women's Center, Bread for the City (formerly Zacchaeus Clinic and Zacchaeus Community Kitchen.) She has presented at local, regional, and national conferences on family support, education, and community development. She has served as President of the Wheaton Neighborhood Collaborative, a partnership of local schools, Montgomery County government, civic groups, residents, the local police department, religious organizations, businesses, and non-profit organizations. Ms. Guinan also serves on the District of Columbia Human Trafficking Task Force and she has forged partnerships with international development organizations such as Vital Voices and Shared Hope International. She has chaired the Housing and Education Subcommittee of the Wheaton Redevelopment effort and currently serves as co-chair of the Wheaton/Kensington Chamber of Commerce.

Under her leadership, Crossway Community was designated a "Community Solution for Education" by *USA Today*. Crossway Community was also selected by Community

Wealth Ventures to participate in its Entrepreneur Program and in the George Mason University and Yale School Management Non-Profit Excellence Program.

Ms. Guinan received an Honorary Doctorate of Humanities degree from Kings College in Wilkes-Barre, Pennsylvania in 2010. She also was awarded the Metropolitan Life Enterprise Foundation "Best Practice Award" as well as the 2005 "Bridge Builders Award from Partners for Livable Communities. This national award recognized Crossway Community's commitment to building bridges of understanding and cooperation across racial, economic, cultural and geographical barriers. In November 2009, she was selected by WETA as a Hometown Hero for her lifelong focus on creating organization that endorse positive change for economically-disadvantaged people in the Greater Washington DC area over the past twenty-five years.

Crossways Community, Inc.
Board Member Agreement

Board Member Name: KATHLEEN GUINAN

Board Member Agreement:

I agree to be an active board member and be an active ambassador for the values, mission, and vision of Community Montessori DC. I will work with fellow board members to fulfill the obligations of the Board of Directors.

General Responsibilities:
The members of the Board of Directors ensure that the programs and operations of Crossways Community are faithful to its mission and that the organization is viable.

Specific Responsibilities:

1. Serve as the ultimate steward of the mission of the organization.
2. Recruit, support, and review the CEO.
3. Provide effective and appropriate financial oversight.
4. Promote the organization and enhance its public reputation.
5. Ensure legal and ethical integrity and maintain accountability.
6. Recruit and orient new board members and assess board performance.

Kathleen Guinan — 3-1-13

Signature, Board of Directors Member — Date

Community Montessori DC
Board Member Statement of Interest, Qualifications

Board Member Name: KATHLEEN GUINAN

Statement of Interest:

I hereby declare my statement of interest to continue to serve as a Board Member of Crossways Community and to support the application for a charter school in Washington, DC.

My interest is in providing educational options for students in need. Based on the success of our first school, we are prepared to offer a quality educational program to the children of Washington, DC.

My role in the development of the application has been to support our CEO and provide introductions where necessary to develop relationships and partnerships for the school.

My role as a board member is outlined in the Board Member Agreement.

Qualifications:

My qualifications and expertise of this position include:

1. My current position as a Board Member of Crossways Community, Inc.,
2. My proven dedication and support to create a successful Montessori school,
3. My technical understanding of the challenges of creating a charter school.

Kathleen Guinan

Signature, Board of Directors Member

3-1-13

Date

Donna S. Morea

[redacted]

Donna Morea is a nationally recognized executive, with over thirty years of experience building large scale IT services and software practices that focus on strategic, enterprise-wide solutions for clients in industry and government. Donna's commitment to her clients; her ability to build high performing executive teams; and her success at rapidly building large scale profitable operations, including turnaround situations, have earned her numerous industry accolades.

In December 2011, Donna retired from a successful 31-year career at American Management Systems (AMS) and CGI Group, which acquired AMS in 2004. As past President of U.S., Europe, and Asia for CGI, one of the largest independent information technology firms in North America, she led CGI's IT and business process services in these geographies. Her clients included some of the world's largest and most complex organizations in government, healthcare, financial services, and telecommunications. In addition, Ms. Morea was responsible for a major portfolio of CGI enterprise software solutions that service government and commercial clients globally. Her organization included more than 15,000 professionals, representing over $2.5 Billion in annual revenue. In 2010, she led the acquisition and integration of Stanley Associates, a $900M public company serving the defense and intelligence markets. In October 2011, Ms. Morea transitioned these responsibilities to 3 successors.

She is currently the Chairman and CEO of Adesso Group, a private consulting and advisory firm, helping businesses of all sizes develop profitable growth strategies and improve operational performance.

Ms. Morea was elected to CGI's Board of Directors in February 2012 and to the Board of Directors of SunTrust in April 2012. She also serves on the Board of Directors of Harmony Information Systems.

Highlights of Capabilities and Experience

- Leadership of $2B+ enterprise with consistent record of profitable growth
- IT/BPO services for largest organizations in government and industry
- Software portfolio with over $500 million annual revenues
- International management, including Europe and Asia Pacific
- Acquisition and integration experience of companies from $20M - $900M
- Public policy and political engagement
- Industry and community service
- Public board service

Selected Past Experience

CGI, President, U.S., Europe and Asia (May 2004 –December 2011)

In 2004, Ms. Morea was appointed President, U.S. Operations, when AMS was acquired by CGI Group, Inc (CGI). In 2005, her responsibilities were expanded to include CGI's operations in India. In 2009, her responsibilities were expanded again to include all CGI's operations in Europe and Asia for government and commercial clients. In 2010, she led the acquisition of Stanley Inc. a public company serving the defense and intelligence markets, which brought 5000 new employees and over $900 million in annual revenues. In addition, Ms. Morea had responsibility for a major portion of CGI's intellectual property portfolio, which included mission-critical proprietary software solutions for global financial services and government enterprises. Highlights of achievements include:

- Grew US revenues from $850M to $2.2 billion in 7 years, with top and bottom line double digit organic growth.
- Grew sales bookings 125% in each year of operation, with average book-to–bill ratio of 150% and renewal rates of over 90%, culminating in $3.1 billion in bookings in FY2011.
- Organically tripled revenues from software portfolio to over $500 million annually, with company-leading margins
- Successfully expanded US IT and Business Processing outsourcing portfolio, with key outsourcing wins in all industry sectors.
- Established a secure Federal subsidiary with double digit organic growth and a major acquisition.
- Led acquisition of Stanley group, with 85% of planned synergies and EPS accretion achieved in first 90 days.
- Grew India business over 40% annually, from 700 members in 2005 to 4500 in 2011.
- Led turnarounds in Europe & Australia reaching profitability and double digit organic growth in 15 months.
- Launched innovative on-shore IT development and BPO centers creating over 1000 new jobs in rural America, gaining national recognition.

Highlights of American Management Systems, Inc (AMS) Experience (1980-2004)

Co-COO and General Manager Public Sector Group (April 2002- April 2004)

Ms. Morea began her IT career with American Management System (AMS) in 1980, where she rose to the rank of Executive Vice President and Co-COO. In April 2002, Ms. Morea was named General Manager of AMS's Global Public Sector Group, which included state and local government, federal civilian, defense and intelligence and global government clients, and Co-COO of the company. She had P & L accountability for the largest unit in AMS, with over 3,600 employees and responsibility for all aspects of sales and marketing, operations, service delivery, proprietary software products and government relations. She played a lead role in developing AMS into one of the largest and most successful systems integrators in the global public sector, with over 400 clients, 90+% repeat business, and over $675 million in revenue.

Highlights of achievements:

- Delivered 70% of AMS revenues ($675M) and over 90% of operating contribution ($150M) in 2003.
- Created integrated sales and marketing organization. Closed $1.4 billion of new business in first year of operations.
- Achieved 95% repeat business rate and 70% win rate for new business, including 5 programs over $100 million in first year.
- Led two strategic acquisitions - Synergy Consulting, leading to a $225 million program win in California and RM Vredenberg, delivering $175 million in new defense business in first quarter after transaction close.
- Doubled size of Defense and Intelligence group from $125M to $250M in annual revenues in 2 years.

EVP and General Manager State and Local Solutions Group (October 2000 – March 2002)

In this capacity, Ms. Morea consolidated and managed all the Company's worldwide business with state, local and provincial governments and educational entities, with approximately $300 million in annual revenues and 1500 employees.

SVP and General Manager Human Services Group (November 1995 - September 2000)

Ms. Morea was the General Manager and Founder of the Human Services Group, a business unit formed in 1994 to help public sector social service organizations deliver better services through technology. Under her leadership, the Human Services Group organically grew revenues and profits at over 40% annually. In 2000, the unit reached $100 million in revenues, with over 500 professionals and was the most profitable unit within AMS.

Various positions at American Management Systems (July 1980 – November 1995)

Ms. Morea joined American Management Systems in 1980 as a business analyst and rose to positions of successive responsibility. In 1989, Ms. Morea was promoted to VP. In 1990 she served as the CIO on loan to Columbia University. From 1990- 1995, she managed AMS's College and University Business Unit.

Selected External Affiliations

- Board member, Wolf Trap Foundation, 2011 - current
- Board member, Share Our Strength, 2010 – current
- Board member, Crossway Community, 1993 - current
- Trustee, Wesleyan University, Middletown Connecticut, 2008 - current
- Trustee, Capital Area National Kidney Foundation, 2008 – 2012
- Chairman Emeritus, Northern Virginia Technology Council
- Trustee and Secretary, George Mason University Foundation, 2005 - 2010
- Trustee, Committee for Economic Development, 2004 - 2011

Selected Awards and Recognition

- Woman of the Year, Learning for Life (National Capital Area Boy Scouts), 2010
- Industry Leader of the Year, Association for Federal Information Resources Management, 2010
- Community Leader of the Year, Northern Virginia Community Foundation, 2008
- Federal 100 Winner and Recipient of Eagle Award, Federal Computer Week Community, 2008
- Women Who Mean Business, Washington Business Journal, 2006
- Top 5 Women in Virginia Public Companies, Virginia Business, 2005
- Corporate Leadership Award, Women in Technology, 2002
- Tech Titan, Washingtonian Magazine, 2011

Additional Information

Ms. Morea holds an MBA with distinction from the Wharton School of Business at the University of Pennsylvania and a BA with high honors from Wesleyan University, Middletown CT. She and her family live in the greater Washington, DC area. In 2001, she and her husband launched an e-business, selling fine Italian olive oil over the Internet, at olio2go.com and continue to indulge their passion for all things Italian at their daughter's specialty food store, Piazza Italian Market in Easton, MD.

In addition, Ms. Morea has served on commissions for 3 successive governors of the Commonwealth of Virginia, most recently for Governor Bob McDonnell on the Economic Development and Jobs Creation Commission.

Crossways Community, Inc.
Board Member Agreement

Board Member Name: Donna S. Mora

Board Member Agreement:

I agree to be an active board member and be an active ambassador for the values, mission, and vision of Community Montessori DC. I will work with fellow board members to fulfill the obligations of the Board of Directors.

General Responsibilities:
The members of the Board of Directors ensure that the programs and operations of Crossways Community are faithful to its mission and that the organization is viable.

Specific Responsibilities:

1. Serve as the ultimate steward of the mission of the organization.
2. Recruit, support, and review the CEO.
3. Provide effective and appropriate financial oversight.
4. Promote the organization and enhance its public reputation.
5. Ensure legal and ethical integrity and maintain accountability.
6. Recruit and orient new board members and assess board performance.

D S. [illegible]
Signature, Board of Directors Member

2-27-13
Date

Community Montessori DC
Board Member Statement of Interest, Qualifications

Board Member Name: Dana S. Mosca

Statement of Interest:

I hereby declare my statement of interest to continue to serve as a Board Member of Crossways Community and to support the application for a charter school in Washington, DC.

My interest is in providing educational options for students in need. Based on the success of our first school, we are prepared to offer a quality educational program to the children of Washington, DC.

My role in the development of the application has been to support our CEO and provide introductions where necessary to develop relationships and partnerships for the school.

My role as a board member is outlined in the Board Member Agreement.

Qualifications:

My qualifications and expertise of this position include:

1. My current position as a Board Member of Crossways Community, Inc.,
2. My proven dedication and support to create a successful Montessori school,
3. My technical understanding of the challenges of creating a charter school.

D S. C

Signature, Board of Directors Member

2-27-13

Date

Angela V. Elkins

[redacted]

Professional Experience:

20012-present Adjunct Clinical Instructor and Faculty Liaison, University of Maryland School of Social Work

2006-2012 Clinical Assistant Professor and Coordinator for MSW off campus program, at USG (Shady Grove) Rockville, MD

Responsibilities include teaching SOWK 630 (Practice course),
coordinating program which offers 5 courses each semester for approximately 60 students; orient students and new faculty, arrange for classrooms, serve as liaison between UMB and USG administration and faculty; advise students, attend meetings both at USG and UMB; attend USG Open Houses three times /year; link with other UMB programs, i.e. Pharmacy and Nursing when appropriate, see both current and prospective students on an ad hoc basis, maintain a data base of students at USG(Shady Grove) and keep them connected with UMB via electronic updates and in person meetings
Serve on Clinical Faculty and Admissions Committees at UMB
Serve as Faculty Liaison for approximately 15 students each semester.
Serve as Academic Advisor for approximately 15students each semester

2004 - 2006 Clinical Assistant Professor for Field Education University of Maryland, School of Social Work

1990 - 2004 Clinical Instructor and Coordinator for Field Instruction University of Maryland School of Social Work

Faculty position with responsibilities that include, but are not limited to, the development of placement sites in the Metropolitan Washington area; placement of students; serving as liaison to students, and general assistance in the administration of a large diverse field education program. Other responsibilities include teaching, administrating orientation seminars to new students, membership on faculty committees and other duties that are central to the school's mission.

1987-1990 Lecturer, University of North Carolina at Charlotte Department of Sociology, Anthropology and Social Work

Faculty position with teaching responsibilities in undergraduate social work courses; academic advising; and participation on faculty committees, one of which was preparation of BSW accreditation of program.

1986-1987 Instructor, Central Piedmont Community College, Department of Human Services

Faculty position with teaching responsibilities, advising and serving as liaison to field sites.

1973 -1986 Director of Children's Services, Associated Catholic Charities, Washington, DC

Responsibilities included administration of services to children and families under a contractual relationship with the District of Columbia Department of Human Services and non contractual services involving family counseling, services to adolescent parents, adoptions, field instruction and media and public relations. (Began in social work position with increasing responsibilities to the Department Director).

Angela V. Elkins

[redacted]

Education:

1973 M.S.W.
1965 A.B. The Catholic University of America
Hunter College of the City University of New York

Various seminars and courses to maintain licensure and enhance knowledge base- including course in Motivational Interviewing at UMB Summer 2008

Professional Memberships and associations:

NASW - Metro Chapter

CSWE

Licensed Clinical Social Worker - Maryland and Washington, DC

Mid Atlantic Consortium of Field Educators - Elected Co-Chair 2005
(Second time serving in this position)

Crossway Community Board Member - Vice President since 2002, re-elected 2005

Secreatary 2006-present

Kalorama Citizens Association

These memberships have included consulting assignments, committee assignments, conference planning and participation.

Ex- officio member Mid Atlantic Consortium..

References available upon request.

Angela Elkins
2/28/2013

Crossways Community, Inc.
Board Member Agreement

Board Member Name: ____Angela V. Elkins_____

Board Member Agreement:

I agree to be an active board member and be an active ambassador for the values, mission, and vision of Community Montessori DC. I will work with fellow board members to fulfill the obligations of the Board of Directors.

General Responsibilities:
The members of the Board of Directors ensure that the programs and operations of Crossways Community are faithful to its mission and that the organization is viable.

Specific Responsibilities:

1. Serve as the ultimate steward of the mission of the organization.
2. Recruit, support, and review the CEO.
3. Provide effective and appropriate financial oversight.
4. Promote the organization and enhance its public reputation.
5. Ensure legal and ethical integrity and maintain accountability.
6. Recruit and orient new board members and assess board performance.

Signature, Board of Directors Member

2/28/2013
Date

You are currently viewing: [ ] Statement of Interest Form.docx (20 KB)

You can either click the link to open the original attachment or right click the link to save the file. If you have a wide-button mouse, press the CTRL key and click the link, and then save the attachment.

Community Montessori DC
Board Member Statement of Interest, Qualifications

Board Member Name: Angela Elkins

Statement of Interest:

I hereby declare my statement of interest to continue to serve as a Board Member of Crossways Community and to support the application for a charter school in Washi DC.

My interest is in providing educational options for students in need. Based on the success of our first school, we are prepared to offer a quality educational program to th of Washington, DC.

My role in the development of the application has been to support our CEO and provide introductions where necessary to develop relationships and partnerships for the

My role as a board member is outlined in the Board Member Agreement.

Qualifications:

My qualifications and expertise of this position include:

1. My current position as a Board Member of Crossways Community, Inc.,
2. My proven dedication and support to create a successful Montessori school,
3. My technical understanding of the challenges of creating a charter school.

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

---

1. Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes___ No✓
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?	Yes___ No✓
3. Did or will you or your spouse lease or sell property to the proposed charter school?	Yes___ No✓
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes___ No✓
5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money?	Yes___ No✓
6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors?	Yes___ No✓
7. Did you or your spouse provide any start up funds to the proposed charter school?	Yes___ No✓
8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?	
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?	Yes___ No✓
10. Do you currently serve as a member of the board of any public charter school?	Yes___ No✓
11. Do you currently serve as a public official?	Yes___ No✓
12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school?	Yes___ No✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school?	Yes___ No✓

Signature Kathleen Greene	Title CEO
Applicant Organization Crossway Community	Date Submitted 3-1-13

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes___ No✓
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?	Yes___ No✓
3. Did or will you or your spouse lease or sell property to the proposed charter school?	Yes___ No✓
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes___ No✓
5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money?	Yes___ No✓
6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors?	Yes___ No✓
7. Did you or your spouse provide any start up funds to the proposed charter school?	Yes___ No✓
8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?	
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?	Yes___ No✓
10. Do you currently serve as a member of the board of any public charter school?	Yes___ No✓
11. Do you currently serve as a public official?	Yes___ No✓
12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school?	Yes___ No✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school?	Yes___ No✓

Signature Donna S. Morea (DONNA S. MOREA)	Title Board Member Crossway Community
Applicant Organization Crossway Community	Date Submitted 2-27-13

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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1. Do or will you or your spouse have any contractual agreements with the proposed charter school?	Yes___ No ✓
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?	Yes___ No ✓
3. Did or will you or your spouse lease or sell property to the proposed charter school?	Yes___ No ✓
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?	Yes___ No ✓
5. Have you, your spouse or any member of your family guaranteed any loans for the proposed charter school or loaned it any money?	Yes___ No ✓
6. Are or will you, your spouse, or any member of your family be employed by the proposed charter school, its ESP or other contractors?	Yes___ No ✓
7. Did you or your spouse provide any start up funds to the proposed charter school?	Yes___ No ✓
8. Did or do you, your spouse, or other member of your family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?	
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?	Yes___ No ✓
10. Do you currently serve as a member of the board of any public charter school?	Yes___ No ✓
11. Do you currently serve as a public official?	Yes___ No ✓
12. Have you, your spouse, or any member of your family applied to establish or participated in the establishment of a charter school?	Yes___ No ✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school?	Yes___ No ✓

Signature [signature]	Title Board Member
Applicant Organization Rosaneau Community	Date Submitted 2/28/2013

Demographic Analysis Form

Name of Proposed School: Crossway Community DC

Proposed Location: NoMa NW/NE

(Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2013-2014 From age/grade 3 to age/grade 5 Number of students 70

b. At Full Capacity From age/grade 3 to age/grade 9 Number of students 210

1. Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the neighborhood where you propose to establish your charter school:

Name	Projected Enrollment/ Capacity 2011-2012[1]	Actual Enrollment 2011-2012	Type[2]	% Low Income	DCCAS Performance (% Proficient) SY 2011-2012	Percentage of Highly Qualified Teachers[3]
KIPP LEAD	302	302	CHARTER	88.1	N/A	100
Walker Jones	850	418	PUBLIC	n/a	30%	n/a
Langley	375+	375		88	35-40%	n/a

NOTES:

[1]For charter schools, enter projected enrollment; for all other schools, enter capacity.
[2]Type = DCPS, public charter school, private, parochial, independent, other
[3]Not applicable to private, parochial, and independent schools

2. Please check the **ONE** statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

✓ I will recruit exclusively in the neighborhood where I plan to locate my charter school.

___I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods._____

___I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.)_____

___I will conduct a citywide recruitment effort for my school.

Rationale:
The parents of small children want a neighborhood school to minimize transportation needs.

3. Based on the information provided above, provide the following information:

a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.

There are limited options for a quality education for young children in the neighborhood. Highly talented Montessori teachers will be attracted by the previous success of the parent organization. Prospective landlords are already approaching the organization about facility options.

b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short- and long-term impact of such a strategy.

The school will target parents from the intended location should the facility be in another neighborhood. The school would consider providing transportation should this be necessary.

c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.

There is a large ~~unmet~~ shortage ~~supply~~ of pre-school Montessori options in the general area. The prior experience and track-record of the organization is an advantage. The organization's wrap-around services are an additional draw for parents and families.

The Role of the Board of Directors

General Responsibilities:
The members of the Board of Directors ensure that the programs and operations of Community Montessori DC are faithful to its mission and that the organization is viable.

Specific Responsibilities:

1. Serve as the ultimate steward of the mission of the organization.
    - Guide organizational planning, decision-making, and priorities among competing demands for scarce resources.
    - Evaluate program activities and goals against the mission of the organization.

2. Recruit, support, and review the CEO.
    - Conduct a search process to find and retain the most qualified individual as the CEO.
    - Oversee and approve the role and responsibilities for the CEO.
    - Provide continuous constructive feedback and an annual written performance review.

3. Provide effective and appropriate financial oversight.
    - Review and approve the annual budget.
    - Monitor budget implementation through periodic financial reports.
    - Approve accounting and personnel policies, inclusive of an Internal Controls Policy.
    - Provide for an independent annual audit by a qualified CPA firm.
    - Ensure adequate insurance is in force to cover the board and assets.

4. Promote the organization and enhance its public reputation.
    - Serve as ambassadors of the organization.
    - Ensure that the organization has adequate resources and partnerships to fulfill its mission
    - Participate in special events and serve as spokespeople for the organization.
    - Ensure that no board member represents her/himself as speaking for the board unless authorized.
    - Provide for a written annual report that details Community Montessori DC's mission, programs, and financial condition.

5. Ensure legal and ethical integrity and maintain accountability.
    - Establish policies to guide the organization's board members and staff.
    - Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
    - Adhere to the provisions of the bylaws and articles of incorporation.
    - Adhere to local, state, and national laws and regulations.
    - Provide for the filing of accurate and timely reports as required by national, state and local governments.
    - Protect the organization's staff, volunteers, and clients from harm of injury by ensuring compliance with occupational safety, health, labor and related regulations.

6. Recruit and orient new board members and assess board performance.
    - Define board membership needs in terms of skills, experience and diversity.
    - Cultivate prospective board members and vet candidates prior to nominating.
    - Provide for a written board self-assessment on an annual basis and make such assessments available to regulators and supporters as appropriate.

Community Montessori DC
Individual Board Member Performance Expectations

Board Member Name:_____

General Responsibilities:
Each member of the Board will actively participate in the work of the Community Montessori DC Board of Directors. Each board member is expected to affirm and strive to fulfill the performance expectations outlined below. In addition to the responsibilities below, individual directors are expected to work cooperatively to fulfill board responsibilities outlined in the Role of the Board of Directors.

Specific Responsibilities:

1. Be an active ambassador for the values, mission, and vision of Community Montessori DC.
2. Work with fellow board members to fulfill the obligations of the Board of Directors.
3. Behave in ways that clearly contribute to the effective operation of the Board of Directors:
    - Focus on the good of the organization and group, not on personal agenda.
    - Support board decisions once they are made.
    - Participate in an honest appraisal of one's own performance and that of the board.
    - Build awareness of and vigilance toward governance matters rather than subsuming management responsibilities.
4. Attend Board and committee meetings in accordance with absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the Board Chair, Secretary or committee chair.
5. Keep informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.
6. Use personal and professional contacts and expertise for the benefit of Community Montessori DC.
7. Serve as a committee or task force chair or member.
8. Inform the Board of Directors of Community Montessori DC of any potential conflicts of interest and abide by the decision of the Board related to the situation.

_____ _____
Signature, Board of Directors Member Date

_____ _____
Signature, Board of Directors Chair Date

o. ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION

OF

CROSSWAY COMMUNITY, INC.

approved and eived for record by the State Department of Assessments and Taxation of Maryland December 21, 1981 at 8:30 o'clock A. M. as in conformity with law and ordered recorded.

Recorded in Liber 2527, folio 03814 one of the Charter Records of the State Department of Assessments and Taxation of Maryland.

Bonus tax paid $ 20.00 Recording fee paid $ 20.00 Special Fee paid $ _____

To the clerk of the Circuit Court of Montgomery County

IT IS HEREBY CERTIFIED, that the within instrument, together with all indorsements thereon, has been received, approved and recorded by the State Department of Assessments and Taxation of Maryland.

AS WITNESS my hand and seal of the said Department at Baltimore.

STATE OF MARYLAND

fy that this is a true and complete copy of the on file in this office. DATED: 3-13-08

STATE DEPARTMENT OF ASSESSMENTS AND TAXATION

A 121190 Custodian

8103312

places our previous certification system. Effective: 6/95

ME

CROSSWAY COMMUNITY, INC.

ARTICLES OF INCORPORATION

FIRST: The undersigned persons, being at least eighteen years of age, do hereby form a not-for-profit non-stock corporation under the general laws of the State of Maryland, Md. Corps. & Assns. Code Ann. § 5-201 et seq. and § 2-101 et seq. (1975).

SECOND: The name of the corporation (hereinafter "the Corporation") is Crossway Community, Inc.

THIRD: The Corporation is organized and shall be operated solely for charitable and educational purposes including, but not limited to, the creation of a transitional setting where single-parent families can live inexpensively while they work toward the financial and emotional stability necessary for them to lead productive and rewarding lives back in the mainstream of society. To achieve this end, the Corporation has as its the following specific purposes and goals:

1. To provide a safe, economical living (housing) situation for single-parent families at the lowest feasible cost;
2. To assist single parents by providing affordable, convenient, and dependable child-care facilities at the lowest feasible cost;
3. To assist single parents with job placement, further education or skill development, so they can achieve economic self-reliance;
4. To offer counseling services and a supportive environment where single-parent families can explore difficulties and develop solutions;
5. To offer support services to needy nonresidents on an as-available basis; and

(c) To develop a broad base of community understanding of and involvement in Crosspark Community Inc.'s goals and programs.

FOURTH: The Corporation shall be empowered to do whatever acts are necessary to achieve the above goals, including owning, leasing, or otherwise dealing with real estate, employing persons, making contracts, soliciting funds, and engaging in any other activities permitted under law.

FIFTH: The mailing address of the principal office of the corporation in Maryland is 7551 Spring Lake Drive, Apartment B1, Bethesda, Maryland, 20817. The name and mailing address of the resident agent of the corporation in Maryland are Debra Poretsky Ekman, 7551 Spring Lake Drive, Apartment B1, Bethesda, Maryland, 20817.

SIXTH: In accordance with Md. Corps. & Assns. Code Ann. § 5-202(a) (1975), the Corporation shall not be authorized to issue capital stock. No part of the Corporation's net earnings shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons; except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THREE hereof. No substantial part of the Corporation's activities shall involve the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publishing or distribution of materials) any political campaign on behalf of any candidate for public office. Notwithstanding any other

provision of these Articles, the Corporation shall not promote, participate, or engage in any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

SEVENTH: The affairs of the Corporation shall be managed by its Board of Directors, who shall be elected by the members in the manner set out in the Corporation's by-laws. The number of directors of the Corporation shall be three, which number may be increased or decreased pursuant to the by-laws of the Corporation. The names of the directors who shall act until the first meeting or until their successors are duly chosen and qualified are:

Debra Poretsky Ekman
Mable Granke
Arlene Simons
Gene Sieminski

EIGHTH: The duration of the Corporation shall be perpetual.

NINTH: Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making adequate provision for the payment of the Corporation's liabilities, dispose of the Corporation's net assets exclusively for the charitable and educational purposes of the Corporation, in such manner and to such other entity organized and operated exclusively for charitable and educational purposes under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Code) as the Board of

Directors shall determine. Any such assets not so disposed of shall be disposed of by the court having jurisdiction over such matters in the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations as said court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, we have signed these Articles of Incorporation and severally acknowledged the same to be our act on October 16, 1981.

WITNESS: Debra Peretsky Ekman

Debra Peretsky Ekman
7551 Spring Lake Drive, Apartment B1
Bethesda, Maryland 20817

WITNESS: Maple Granke

Maple Granke
1311 Downs Drive
Silver Spring, Maryland 20904

WITNESS: Arlene Simons

Arlene Simons
708 Carr Avenue
Rockville, Maryland 20850

WITNESS: Gene Sieminski

Gene Sieminski
7358 Dartford Drive, Apartment 3
McLean, Virginia 22102

BYLAWS OF CROSSWAY COMMUNITY, INC.

AS
VS.03

A NON-PROFIT CORPORATION ORGANIZED PURSUANT TO THE LAWS OF THE STATE OF MARYLAND

ARTICLE I
Name and Offices

Section 1. Name. The name of the corporation is Crossway Community, Inc. (hereinafter referred to as the "Corporation").

Section 2. Principal Office. The principal office of the Corporation shall be located at Pleasant View Apartments, 3015 Upton Drive, Kensington, Maryland 20895.

Section 3. Other Offices. The Corporation may have such other offices as the Board of Directors may designate from time to time pursuant to Article V of these Bylaws.

ARTICLE II
Purposes

The Corporation is organized and shall be operated exclusively for charitable and educational purposes and such other activities as are permitted by law and by the Articles of Incorporation, including primarily the creation and operation of transitional communities in which single parent families can live inexpensively while working toward financial and emotional stability.

ARTICLE III
Conduct of Corporate Business

Section 1. Accordance with Articles of Incorporation. The business and affairs of the Corporation are to be conducted in accordance with the Articles of Incorporation and, where not

inconsistent therewith, in accordance with these Bylaws and such other and future Bylaws as may be adopted by the Board of Directors from time to time.

Section 2. Prohibited Activities. The Corporation shall not be authorized to issue capital stock. No part of the Corporation's net earnings shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons; except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the Corporation's activities shall involve the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publishing or distribution of materials) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Bylaws, the Corporation shall not promote, perform, or engage in any activities not permitted to be carried on: (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE IV
Government

Section 1. Board of Directors. The general management of the affairs of the Corporation shall be vested in the Board of Directors (the "Board"), the members of which shall be elected as provided in Article V of these Bylaws.

Section 2. Executive Committee. The Executive Committee shall manage the affairs of the Corporation as directed by the Board and in accordance with Article VIII of these Bylaws.

Section 3. Officers. The officers of the Corporation shall consist of a President, an Executive Vice President, a Vice President, a Secretary and a Treasurer, selected from the Board, as provided in Article VI of these Bylaws.

ARTICLE V
Board of Directors

Section 1. General Powers. Subject to the limitations of law and those contained in the Articles of Incorporation, and except as otherwise provided in these Bylaws, all the lawful powers of the Corporation shall be vested in and exercised by or under the authority of the Board. The Board shall manage the affairs and business of the Corporation and shall direct and supervise the activities of the officers and employees of the Corporation.

Section 2. Number, Term of Office and Qualification. The Board shall consist of not less than fifteen (15) and not more than twenty-one (21) members. The number of Directors, in the discretion of the Board, may be increased or decreased within the limits set forth in these Bylaws. No reduction in the aforesaid

minimum number of Directors may be made in violation of applicable law, and no such decrease shall have the effect of shortening the term of any incumbent Director. The Directors shall be elected annually in accordance with Section 3 of this Article V and shall serve in staggered three year terms.

Section 3. Election of Directors. In accordance with Article VIII of these Bylaws, at least one (1) month prior to each Annual Meeting, the Nominating Committee shall present to the President and the Secretary a slate of candidates to replace the Directors whose regular three (3) year terms are expiring and shall confirm with said candidates that they are willing to accept Directorship responsibility. Upon receipt of the report of the Nominating Committee, the Secretary shall immediately notify the Board by mail of the names of persons nominated as candidates for Directorship. The Nominating Committee shall present its slate of nominees at an Annual Meeting of the Board at which a quorum has been found to exist. Nominations other than those recommended by the Nominating Committee may be made by any Director from the floor, provided the consent of the nominee has been obtained. Elections shall then be conducted by the president. Directors shall be elected to office by the affirmative vote of a majority of Directors then in office present at the Annual Meeting. Directors shall hold office until their successors have been elected and have qualified. A Director may be re-elected without limitation on the number of terms. Directors must be of legal age, as determined by the law of the State of Maryland, but need not be residents of Maryland.

Section 4. Resignation of Directors. Directors of the Corporation may resign their offices at any time, subject to the limitations contained in this section. Resignations shall be made in writing, shall be submitted to the Secretary and shall take effect at the time received unless otherwise specified in the resignation. Acceptance of resignations shall not be required to make them effective.

Section 5. Removal of Directors. A Director may be removed only for cause and only by the affirmative vote of two-thirds (2/3) of the total number of Directors. The Director involved shall be given a ten (10) day written notice specifying the reason or reasons for removal and shall be given an opportunity to be present and to be heard at the meeting at which the removal is considered. Unexcused absences from two (2) or more meetings of the Board during any given fiscal year of the Corporation shall constitute sufficient cause for removal of any Director.

Section 6. Vacancies. Upon the death, resignation, removal or inability to serve of any Director, the unexpired portion of such Director's term shall be filled by a willing successor whose name is placed in nomination by the Nominating Committee or by any Director from the floor and who is elected by an affirmative vote of the majority of the Board then in office present at any meeting of the Board at which a quorum has been found to exist.

Section 7. Compensation. Directors as such shall not receive any compensation from the Corporation for their services. Notwithstanding the foregoing, however, by resolution of the Board, reimbursements may be allowed for expenses incurred in connection

with such services, for attendance at any meeting of the Board, and for attendance at any other meeting, conference or the like, pertaining to the business and affairs of the Corporation.

Section 8. Delegation of Powers. For any reason deemed sufficient by the Board, the Board may delegate all or any of the powers and duties of any officer to any other officer or Director, except that the powers and duties of the Treasurer shall not be delegated to any officer or Director who is not bonded.

Section 9. Meetings. An Annual Meeting of the Board shall be held in May for the purpose of electing new Directors. In addition to its Annual Meeting, the Board shall hold annually four (4) "Regular Meetings" of the Board, the schedule for which shall be set at each Annual Meeting. "Special Meetings" of the Board shall be called by the President on his or her own initiative whenever in his or her judgment such meetings may be deemed necessary, or by the Secretary upon request of any two members of the Board. Written notice of each Special Meeting of the Board shall be sent in accordance with the provisions of Section 13 of this Article V and shall specify the purpose or purposes of the meeting.

Section 10. Annual Meeting--Order of Business. The first order of business at each Annual Meeting of the Board at which a quorum has been found to exist shall be the nomination and election, by a majority of the Directors then in office, of new Directors. Upon the adjournment of the Annual Meeting, the new Board shall reconvene immediately for purposes of electing officers and conducting any other outstanding Board business.

Section 11. Quorum. The presence, in person, by telephone conference call, or by proxy, of forty percent (40%) of the Directors then in office shall constitute a quorum at each meeting of the Board. If less than a quorum of the Directors are present at any meeting, a majority of the Directors present may adjourn the meeting without further notice.

Section 12. Voting. Each Director shall have one vote, and a majority vote of the Directors present at any meeting of the Board at which a quorum has been found to exist shall be necessary for the exercise of the powers of the Board, unless the act of a greater or particular number is required by law, the Articles of Incorporation, or these Bylaws.

Section 13. Notice. For any meeting of the Board, notice shall be mailed to each Director at his or her address as shown by the records of the Corporation on or before the fifth day preceding the day on which the meeting is to be held, or shall be sent to him or her at such address by telegram, facsimile, or cable, or be delivered personally to him or her on or before the third day preceding the day on which the meeting is to be held. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed with postage thereon prepaid. If notice is given by telegram or cable, then such notice shall be deemed to be delivered when either the telegram or cable is delivered to the proper authorities. If notice is given by facsimile, then such notice shall be deemed delivered when sent. Such notice shall specify the place, day and hour of the meeting. Unless otherwise required by law or these

Bylaws, such notice need not specify the purposes of such meeting or the business to be transacted at such meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meetings shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened.

Section 14. Actions Without Meetings. Any action required or permitted under these Bylaws or the applicable laws of the State of Maryland to be taken at a Regular, Annual or Special Meeting of the Board may be submitted to the Directors then in office in writing, by mail, for vote and decision. Any matter to be considered by the Board in the aforesaid manner shall require the unanimous written consent of the Board. Such consent shall have the same force and effect as a unanimous vote of the Board and may be stated as having such effect at any time and for any purpose.

ARTICLE VI
Officers

Section 1. Election and Term of Office. The officers shall be elected by a majority of the Directors immediately following the Annual Meeting. The officers so elected shall take office immediately and shall serve until their successors are chosen and qualify. An officer may be reelected without limitation on the number of terms and may be removed from the office by the Board at any Annual, Regular or Special Meeting of the Board. Upon the death, removal, resignation, or inability to serve of any officer, the unexpired portion of such officer's term shall be filled by a

successor elected by the Board at its next Regular or Annual Meeting, or at a Special Meeting called for such purpose.

Section 2. Removal of Officers. Any officer elected by the Board may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby. Such removal shall be accomplished by the affirmative vote of tho-thirds (2/3) of the total number of Directors. The officer involved shall be given a ten-day written notice specifying the reason or reasons for removal, and shall be given an opportunity to be present and to be heard at the meeting at which the removal is considered.

Section 3. Resignation of Officers. Any officer of the Corporation may resign at any time by giving written notice of his or her resignation to the Board, the President, or the Secretary. Such resignation shall take effect at the time it is received unless another time is specified therein. The acceptance of the resignation shall not be necessary to make it effective.

Section 4. Vacancies. Any vacancy in any office because of death, resignation, incapacity, removal, disqualification, or any other cause may be filled for the unexpired portion of the term by the Board at any meeting thereof at which a quorum has been found to exist.

Section 5. Compensation. Officers shall not receive compensation for their service as officers.

ARTICLE VII
Duties of Officers

Section 1. General Powers and Duties. The officers of the Corporation shall have such powers and shall perform such duties

as may from time to time be specified in the resolutions and other directives of the Board. In addition to such specifications, officers shall have the powers and the authority and shall perform and discharge such duties normally associated with the respective offices.

Section 2. President. The President shall be the chief executive officer of the Corporation and, subject to the control and direction of the Board, shall have general supervisory powers over the property, business and affairs of the Corporation and over its officers, agents and employees. The President shall execute on behalf of the Corporation all contracts, deeds, conveyances and such other instruments in writing as may be required or authorized by the Board for the proper and necessary transaction of the business of the Corporation. The President shall authenticate by his or her signature when necessary, all acts, orders and proceedings of the Corporation. The President shall be a member of the Board and shall preside over any meeting of the Board. The President also shall have general supervisory powers over all committees of the Board, shall define the duties and responsibilities of each such committee, and shall appoint all members and shall designate a chairperson thereof. The President, or the Executive Vice President, as designated by the President, shall be an ex officio non-voting member of all committees of the Board and may attend all such committee meetings.

Section 3. Executive Vice President. The Executive Vice President shall be the President elect and, upon the vacancy of the President's office, shall assume the duties and powers of the

President. Furthermore, in the absence or during the disability of the President, the Executive Vice President shall perform the duties and exercise the powers of the President, including the power to sign documents in the name of the Corporation. In addition, the Executive Vice President shall perform such duties as the Board from time to time may direct.

Section 4. Vice President. The Vice President, in the absence or during the disability of the President and the Executive Vice President, shall perform the duties and exercise the powers of the President, including the power to sign documents in the name of the Corporation. The Vice President shall perform such other duties as the Board from time to time may direct.

Section 5. Secretary. The Secretary shall attend all meetings of the Board. The Secretary shall be responsible for maintaining all records of the Corporation and shall give, or cause to be given, all notices pertaining to the meetings of the Board and all other notices required by law or these Bylaws. The Secretary shall submit to each member of the Board the minutes of each meeting thereof within twenty-five (25) days after the day such meeting was held. The Secretary shall keep, or cause to be kept, all minutes of the meetings of the Board and of each committee thereof. The Secretary shall see that all books, reports, documents, statements, certificates and all other documents and records required by law or these Bylaws, including a current list of Directors then in office and their terms of office, the Articles of Incorporation and these Bylaws, are properly kept and filed. The Secretary shall sign such instruments or papers as shall

require the signature of the Secretary. In addition, the Secretary shall perform such other duties as the Board from time to time may direct.

Section 6. Treasurer. The Treasurer shall have custody of the Corporation's funds and securities, shall keep accurate accounts of all receipts and disbursements in the Corporation's fiscal records, and shall deposit all money and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board. The Treasurer shall be bonded by a reputable bonding company in such amount as determined periodically by the President or the Board, and shall authorize the disbursement of the funds of the Corporation in accordance with the directions of the Board, taking and preserving proper vouchers for such disbursements, and shall render an account of all transactions and of the financial condition of the Corporation whenever called upon to do so. The Treasurer shall submit, or cause to be submitted to the Board regular and annual budgets and financial reports showing receipts and disbursements by budget category, and shall make, or cause to be made, all books and records of the Corporation available for audit. The Treasurer shall cause to be prepared and filed all applicable annual tax returns and shall provide assistance in the auditing process and shall have general supervisory powers over such processes. The Treasurer shall sign all documents, instruments and papers that require signature of the Treasurer. In addition, the Treasurer shall perform such other duties as the Board from time to time may direct.

ARTICLE VIII
Committees

Section 1. Committees. The Board, by resolution adopted by the affirmative vote of a majority of the Directors present at any meeting of the Board at which a quorum has been found to exist, may name one or more standing committees, each consisting of at least two (2) directors, one of whom shall serve as chair, to exercise the powers of the Board in the management of the Corporation. The Board may also name one or more ad hoc committees in the manner described in this section for specific purposes and for a prescribed period of time. Non-Directors may be appointed to serve as members of any committee except the Executive Committee. Each committee shall have the power and duties which the Board may prescribe. Each committee shall keep regular minutes of its formal proceedings and report the same to the Board and file a copy with the Secretary at the next regular Board meeting following each committee meeting.

Section 2. Executive Committee. The Board shall establish an Executive Committee of the Corporation which is authorized to act for the Board between meetings of the Board. The Executive Committee shall meet each month with the exception of those months during which the Board holds a Regular or Annual Meeting. Such committee shall consist of the officers of the Corporation, the Chairs of each standing committee and the immediate Past President of the Corporation. The President shall serve as Chair of the Executive Committee. Such committee shall oversee and manage the

business and affairs of the Corporation in between meetings of the Board and shall have such other powers and shall perform such other duties as the Board may delegate to it in writing from time to time. The Committee shall act by majority of the members thereof and shall report its actions to the Board for discussion and approval at the next Regular or Annual Meeting of the Board. Any action duly taken by the Executive Committee within the course and scope of its authority in accordance with these Bylaws shall be binding on the Corporation.

Section 3. Nominating Committee. At the Annual Meeting, the President shall appoint, with the concurrence of the Board, a Nominating Committee and its Chairman. The Committee is charged with presenting recommendations for Directors to fill vacancies on the Board and a slate of candidates for election at the Annual Meeting. The latter information shall be sent to the President and Secretary for disbursement to the Board at least one (1) month before the Annual Meeting. The Nominating Committee also is charged with presenting to the Board recommendations for membership on the Advisory Board.

Section 4. Audit Committee. The President shall appoint, with the concurrence of the Board, at the Annual Meeting, an Audit Committee and its Chair, who shall not be the Treasurer of the Corporation. The Audit Committee is charged with recommending an auditor to the Board at the Annual Meeting and with assuring the operational integrity of the Corporation. The Audit Committee shall establish written procedures concerning Corporate bank accounts and authorized signatures for such accounts.

Section 5. Other Committees of the Board. The designation of other committees and the delegation thereto of authority shall not operate to relieve the Board or any individual Director of any responsibility imposed on it or on him or her by law.

ARTICLE IX
Advisory Board

Section 1. Establishment of Advisory Board. The Board is authorized to establish an Advisory Board to be composed of such persons and to carry out such functions as the Board deems advisable.

Section 2. Size. There shall be no limitation on the size of the Advisory Board.

Section 3. Election. Candidates for membership on the Advisory Board shall be nominated from time to time by the Nominating Committee and shall be elected by the affirmative vote of a majority of the Directors present at any meeting of the Board at which a quorum has been found to exist.

Section 4. Term of Office. Members of the Advisory Board shall serve in staggered five (5) year terms and may be reelected without limitation on the number of terms.

Section 5. Annual Meeting. There shall be one annual meeting of the Advisory Board. The President shall preside at said Annual Meeting.

ARTICLE X
Administration of Funds

Section 1. Discretion of Directors. The Directors, except as herein otherwise provided, shall have unlimited discretion in all matters relating to the acquisition, holding, management, control, investment and disposition of the property of the Corporation. No Director or any other person acting at the direction of or with the approval of the Directors shall be liable to the Corporation or to any other person for any loss or damage resulting from any action taken or not taken, except for his own gross negligence or willful misconduct. The following enumeration of specific powers of the Directors shall not be deemed a limitation of the generality of the foregoing, except as specifically so provided.

Section 2. Management of Funds. The Directors may: (i) retain and hold funds or property of any kind given to the Corporation by will, deed, gift, or otherwise; (ii) acquire by purchase or otherwise and may dispose of by sale or otherwise funds or property of any kind from any source; (iii) manage, control and exercise all rights of ownership with respect to any funds or property or proceeds of the sale of funds or property coming to the Corporation from any source; (iv) invest and reinvest the same in such loans, stocks, bonds, securities or other property of any kind as they shall from time to time determine; and (v) compromise, settle, and adjust any claims on behalf of or against the Corporation arising from or by reason of any devises, gifts, contributions

or donations of property to the Corporation, or otherwise, on such terms and conditions and at such time or times as they may decide.

No person or organization, being or claiming to be a beneficiary of any of the purposes of the Corporation, shall, as such, have or be given any claim or right of action against the Corporation by reason thereof; nor shall any person have or be given at any time any authority to bind or commit the Corporation to make any future advance, gift or contribution, to render any assistance or to take any other action in the future in any manner whatever, excepting only such engagements as shall be necessary or expedient for the proper fiscal management of the assets of the Corporation, and any advance, gift or contribution made, assistance rendered or any other action taken in furtherance of the purpose of the Corporation shall be done or made solely in the exercise of the discretion of the person or person duly authorized thereto and when so made or done shall be and remain the voluntary act of the Corporation.

Section 3. Use of Funds to Fulfill Corporate Purposes. Any money or other property of the Corporation, whether income or principal, shall be used or distributed by the Directors as they may determine from time to time as follows:

(a) For the payment of all charges and expenses which in their opinion are necessary for the proper care, management and preservation of the property of the Corporation, including, but without limiting the generality of the foregoing, charges and expenses for purchases of equipment, maintenance, taxes, rental, clerical services, fees of attorneys, accountants and other experts

and reasonable compensation to any person or persons whom the Directors may deem it necessary to employ, in order effectively and fully to carry out the purposes of the Corporation.

(b) For the furtherance and accomplishment of the purposes for which the Corporation is formed, as stated and subject to the limitations contained in its Articles of Incorporation, at such time or times, in such amount or amounts and in such manner as may be determined by the Directors in the exercise of their discretion, subject to any directions or limitations expressly given or imposed by the members by action taken at a meeting of the members.

Section 4. Auditor. The Directors shall select at the Annual Meeting of the Board a qualified auditor to audit the books of the Corporation and to report his/her findings and recommendation to the Directors at the next Regular, Annual or Special Meeting of the Board following the completion of the Auditor's report.

ARTICLE XI
Indemnification

Section 1. Right of Indemnification. The Corporation may indemnify each and every person against any and all expenses and liabilities incurred by him or her or imposed on him or her in connection with any claim, action, suit or proceeding (whether actual or threatened, brought by or in the right of the Corporation or otherwise, civil, criminal, administrative or investigative, including appeals) to which he or she may be or is made a party by reason of being or having been a director, officer, or employee of

the Corporation; provided, however, that there shall be no indemnification (i) as to the amounts paid in settlement or other disposition of any threatened or pending action, or in satisfaction of a judgment rendered in an action by or in the right of the Corporation, or (ii) as to matters in respect of which it shall be adjudged in such action, suit or proceeding that such person was liable for negligence or misconduct in the performance of his or her duty to the Corporation and, in the case of any criminal action or proceeding, that he or she had reasonable cause to believe that his or her conduct was unlawful.

Section 2. Requirement of Good Faith. Any such person shall be entitled to indemnification as of right (i) if he or she has been wholly successful, on the merits or otherwise, with respect to any claim, action, suit or proceeding, or (ii) except as hereinabove provided, in respect of matters as to which the Board, acting by a quorum consisting of Directors not parties to such claim, action, suit or proceeding, or a court or independent legal counsel shall have determined that he or she acted in good faith for a purpose which he or she reasonably believed to be in the best interests of the Corporation, and, in addition, in the case of any criminal action or proceeding, had no reasonable cause to believe that his or her conduct was unlawful. The Board or such court or independent counsel shall have the power to determine that such person is entitled to indemnification as to some matters even though he or she is not so entitled as to others. The termination of any claim, action, suit or proceeding by judgment, settlement, conviction or upon plea of nolo contendre or its equivalent, shall

not in itself create a presumption that any such person did not act in good faith for a purpose which he or she reasonably believed to be in the best interest of the Corporation and, in the case of any criminal action or proceeding, that he or she had reasonable cause to believe that his or her conduct was unlawful.

Section 3. Amounts Payable. Amounts paid in indemnification of expenses and liabilities may include but shall not be limited to, counsel fees and other fees, costs and disbursements, and judgments, fines or penalties against and amounts paid in settlement by such person. The Corporation may advance expenses to, or where appropriate may itself at its expense undertake the defense of, any such person, provided, however, that he or she shall have undertaken to repay or to reimburse such expense if it should be ultimately determined that he or she is not entitled to indemnification under this Article.

Section 4. Applicable Proceedings. The provisions of this Article shall be applicable to claims, actions, suits or proceedings made or commenced after the adoption hereof.

Section 5. Non-Exclusive Right. The rights of indemnification provided for in this Article shall not be deemed to exclude any rights to which any such person may otherwise be entitled by any provision of law, articles of incorporation, bylaw, contract, or otherwise; and all such rights shall inure to the benefit of the heirs, executors, administrators, or other legal representatives of such persons.

Section 6. Partial Invalidity. If any part of this Article shall be found in any action, suit or proceeding, to be invalid or

ineffective, the validity and the effectiveness of the remaining parts shall not be affected.

ARTICLE XII
Seal

The Corporation's seal shall be circular in form and shall bear the name of the Corporation, the words "Corporate Seal", and an indication that the Corporation was incorporated in the State of Maryland on December 21, 1981. The form of, or inscription on, the seal may be changed at any time by the Board of Directors.

ARTICLE XIII
Duration

The period of the Corporation's duration shall be perpetual, subject to dissolution upon the resolution of the Board and approval by the members at an annual or special meeting. Upon dissolution of the Corporation, the Board shall, after paying or making adequate provision for the payment of all of the liabilities of the Corporation, dispose of all of the Corporation's net assets exclusively for the charitable and educational purposes of the Corporation in such manner and to such other entity organized and operated exclusively for charitable and educational purposes as the Board shall determine. Any net assets not so disposed of by the Board shall be placed in the custodianship of, and shall be disposed of by, a court of competent jurisdiction exclusively for and in furtherance of the charitable purposes set forth in the Articles of Incorporation and these Bylaws.

ARTICLE XIV
Parliamentary Authority

Robert's Rules of Order, Revised, shall govern the conduct of business at all meetings of the Board and of the committees thereof.

ARTICLE XV
Amendments

The Bylaws of the Corporation shall be subject to amendment or repeal, and new Bylaws may be adopted at any Annual, Regular or Special Meeting of the Board by a majority vote of the Directors, provided that each Director has been notified in writing at least ten (10) days in advance of the meeting of the specific amendment to be considered. No Bylaw may be amended, repealed, or adopted in contravention or derogation of the Articles of Incorporation of the Corporation.

ARTICLE XVI
Suspension of the Rules

The rules of the Board of the Corporation may be suspended by a vote of three-fourths (3/4) of the Directors attending any Board meeting which has at least a quorum representation in attendance and voting.

ARTICLE XVII
Accounting Period

The Corporation shall keep its books and accounting records on a fiscal year basis, which shall be determined from time to time by the Board.

Signed: _____

_____
President

Adopted with modifications May 3, 1982
Amended February 1, 1984
Amended March 19, 1984
Amended April 3, 1984

MAJOR PROPOSED REVISIONS TO BYLAWS OF CROSSWAY COMMUNITY, INC.

1. Article V, "Board of Directors."

This Article has been completely rewritten and reorganized. The key provisions are:

(a) The number of directors is limited to not less than fifteen (15) and not more than twenty-one (21) members.

(b) The amendment provides for the resignation and removal of directors.

(c) A quorum consists of forty percent (40%) of the Directors.

(d) Actions may be taken without meetings where the unanimous written consent of the Board is obtained.

2. Article VI, and VII "Officers."

This Article has been amended as follows:

(a) The Bylaws provide for the removal and resignation of officers.

(b) The duties of the officers have been expanded and discussed in greater detail. (Note: the existing officers of the corporation should study these new requirements very carefully.)

3. Article VIII, "Committees."

This Article provides for standing and ad hoc committees. It also provides that the Executive Committee will manage the affairs of the Corporation between meetings of the Board.

4. Article VIIII, "Advisory Board."

This Article provides criteria concerning the size, election and term of office of Advisory Board members.

5. Article XV, "Amendments."

This Article provides that, in the future, each Director must be notified of any proposed change to the Bylaws at least ten (10) days in advance of the meeting where the amendment is to be considered.

Code of Ethics

Each member of the Community Montessori School DC Board of Directors not only must do what is required by law, but must also observe a strict code of ethics. The Board desires to operate in the most ethical and conscientious manner possible and hereby adopts the following code of ethics under which each Board member will:

1. Give his/her first and greatest concern to the students directly impacted by the school, without any distinction as to who they are or what their backgrounds might be.

2. Recognize that authority rests only with the Board as a whole and make no personal promises or take any independent action that might compromise the Board as a whole.

3. Work with fellow Board members in a spirit of harmony and cooperation even when there are differences of opinion.

4. Base his/her decisions upon all available facts, voting his/her convictions in every case, unswayed by bias of any kind and upholding the majority decision of the Board once that decision is made.

5. Maintain the confidentiality of privileged information, including statements made in an Executive Session of the Board.

6. Avoid being placed in a position of conflict of interest and refrain from using his/her position as a Board member for personal or partisan gain, including intervention in the administration of the school on behalf of any employee or entity doing business with the school.

7. Confine Board actions to policy-making and evaluation and recognize that the Principal, not the Board, is responsible for the day-to-day administration of the school.

8. Refer all complaints, comments, and criticism through the proper chain of command.

9. Support and protect school personnel in the proper performance of their duties.

10. Vote in accordance with the best interest of the school as a whole and not a particular segment thereof.

11. Communicate to other Board members and the Board Chairs expressions of public reaction to Board policies and school programs.

12. Refrain from voting on or influencing in any way any decision or action by the Board or any employee of the School that directly affect him/her as an individual or any of his/her immediate relatives, without public disclosure of the benefit to be derived from such decision or action.

13. Disclose by January 1 of each year (through a written report to be maintained by the Board Liaison) the source, nature, and amount of any income or other item of value received by him/her

or any of his/her immediate relatives directly or indirectly from the School, any employee of the School, or any entity doing or seeking to do business with the School. The disclosure of any salary received by a Board member from the School or any entity doing business with the School may be accomplished by naming the entity and the position held by the Board member with such entity. Interest and dividends from entities doing business with the School that are listed on a national stock exchange or have more than 100 stockholders do not have to be disclosed. Likewise, the disclosure of any salary received by an immediate relative of a Board member may be accomplished by naming the relative and the position(s) held.

14. Provide full documentation in the form of receipts (or other evidence of payment in accordance with accepted accounting practices) or a daily mileage log for any expenses for which reimbursement is requested from the School.

15. Since Community Montessori School DC is a nonprofit school, the board members must conduct themselves accordingly in order to maintain the federal tax exemptions. In that regard, Board members individually and the board as a whole must engage primarily in activities that accomplish one or more of the stated tax exempt purposes and do not result in unreasonable or excessive economic benefit to private individuals or entities.

16. For the purpose of this policy, an immediate relative is defined as a spouse, child, mother, father, brother, sister, grandmother, grandfather, grandchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, or any relative living in the household of the Board member.

I have read and understand the policy and agree to comply.

_____

Please Print Name

_____ _____

Signature Date

Community Montessori School DC is committed to providing a safe and orderly school environment for our students.

- Teachers will actively model and instruct students regarding personal and group responsibilities with regard to citizenship.
- A student handbook will be developed by a team of Community Montessori School DC members who will define these expectations.
- The Community Montessori School DC will work with DCPS to further develop their student conduct and parent engagement documents.
- Present strategies will be updated and revised in collaboration with DCPS, staff, and county, state and federal regulations.

Our philosophy regarding student behavior, consistent with our mission and philosophy, is described in our code of conduct as follows:

Code of Conduct: Each member of the Community Montessori School DC learning community will take responsibility and show respect for themselves, others and the environment. Each classroom and common area in the school will have this posted. Teachers will guide the children to identify the meaning of key vocabulary terms in the code of conduct and how they apply to real-life situations. The following words need to be defined in each classroom: learning, community, responsibility, respect, others and environment. Depending on the age level, this will be accomplished through grace and courtesy lessons, literature and role-play. Reading literature, including non-fiction, is a wonderful way to explore the meaning of "respect" and it can be modeled using role-play. The orderly environment that characterizes a Montessori classroom, with older peer models and choices to

enhance motivation, helps most children develop self-control and self-discipline. Parent participation is encouraged through volunteer activities, parent education, and opportunities to serve on the Board, giving everyone a feeling of belonging.

Community Montessori School DC's Parent Handbook will include the code of conduct with suggestions to use at home. Peace Education to help students understand and resolve interpersonal issues is an integral component of Montessori Education. Within the classroom, students are guided to use the peace table or peace rose for conflict resolution. Community meetings are held regularly to discuss classroom issues. Teachers will have buddy classrooms and adult mentors available to give each child the support that he/she may need. We will use the Positive Discipline methods of Jane Nelsen, Ph.D., a program teaching children how to become responsible, respectful and resourceful members of their communities. It teaches essential social and life skills in a manner that is deeply respectful and encouraging for both children and adults. All staff will participate in Positive Discipline workshops and we will hold information meetings for parents as well. Teachers will work in partnership with parents and maintain regular contact through classroom newsletters, work plans, conferences and student progress reports. Furthermore, if a student is disrupting the class on a regular basis, he/she will be referred to the Student Support Team.

College & Career Readiness Anchor Standards	Kindergarten CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
Anchor Standards for Reading	**Kindergarten Reading Standards for Literature:**			
Key Ideas and Details	**Key Ideas and Details**			
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.	1. With prompting and support, ask and answer questions about key details in a text.	Asking questions about stories read aloud by self and others.	story analysis; scaffolding	cognitive development; vocabulary enrichment; externalizing ideas, thoughts; comprehension development
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. With prompting and support, retell familiar stories, including key details.	conversations with peers and adults	Share time; circle time; informal and spontaneous conversations	cognitive development; preparation for future literary studies
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. With prompting and support, identify characters, settings, and major events in a story	Asking questions about stories read aloud by self and others.	book corner; story time; circle time	cognitive development; book characteristics; preparation for future literary studies
Craft and Structure	**Craft and Structure**			
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.	4. Ask and answer questions about unknown words in a text.	Inquiring about new words; How to use a dictionary	Word lists; Child's dictionary-site word library-	cognitive development; vocabulary expansion;
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.	5. Recognize common types of texts (e.g., storybooks, poems).	Storytime: Reading various types of texts; how to use a library; classroom exploration	story corner; characteristics of books; types of books	preparation for further literary studies
6. Assess how point of view or purpose shapes the content and style of a text.	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Author and Illustrator identification	identifying parts of a book; job of author and illustrator	book characteristics; preparation for furtuer literary studies
Integration of Knowledge and Ideas	**Integration of Knowledge and Ideas**			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	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).	Story dictation; story writing; conversations about drawn pictures and written words; sharing stories;	word, sentence and story writing with appropriate writing papers; classroom books	picture & word relationship; vocabulary enrichment; comprehension; oral articulation
8. Decircleate 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.	(Not applicable to literature)			
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.	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Variety of diverse stories available in classroom for exploration as well as for reading aloud and listening to books and CDs		cognitive development; vocabulary enrichment and expansion; oral articulation;
Range of Reading and Level of Text Complexity	**Range of Reading and Level of Text Complexity**			
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. Actively engage in group reading activities with purpose and understanding.	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	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, botony, biology, zoology, geography and physical science provide enhanced vocabulary with associated concrete examples for understanding	cognitive development; vocabulary expansion and enrichment; oral articulation; picture and word relationships; comprehension; preparation for future literary studies
College & Career Readiness Anchor Standards	**Kindergarten CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Reading Standards for Informational Text:	**Reading Standards for Informational Text:**			
Anchor Standards for Reading cont…	**Key Ideas and Details**			
	1. With prompting and support, ask and answer questions about key details in a text.	Asking questions about stories read aloud by self and others.	story analysis; scaffolding	cognitive development; vocabulary enrichment; externalizing ideas, thoughts; comprehension development

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 corner; 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

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;		cognitive development; vocabulary expansion;
5. Identify the front cover, back cover, and title page of a book.	Using a book;	Parts of a book; Story reading, telling, listening and creating activities	characteristics of books;
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 furtuer literary studies

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;		oral articulation; comprehension; 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 alound 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;

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, botony, biology, zoology, geography and physical science provides enhanced vocabulary with associated concrete examples for understanding	sitting concentration; vocabulary enrichment; visual discrimination; auditory discrimination; independence; explore language; preparation for further language studies

College & Career Readiness Anchor Standards	Kindergarten CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
Anchor Standards for Reading cont…	**Kindergarten Reading Standards: Foundational Skills:**			
	Print Concepts			
	1. Demonstrate understanding of the organization and basic features of print. 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, Modeled writing, direct instruction in encoding, direct instuction in Alphabetic Principle	Practical life activities; Sequencing and Patterning Exercises (bead stringing, parquet tiles etc.); Sandpaper Letters; Sand Tray; Chalkboard Exercises, Moveable alphabet; classroom library; nomenclature 3-part cards, picture/word 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			

	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 rimes 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.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	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	See above including initial, middle and end sound objects for sorting; object picture matching, object letter match; object/picture and label matching; lotto; vowel substitution chart; Sandpaper letter blending; word building with moveable alphabet; Rhyming cards/lists; short vowel books; short sentence strips; word cards; "I Spy" sound work, Literature with rhyming patterns, word family activities, rhyming songs and games	See above including strengthening vocabulary development; reinforcement of sounds, consonent/vowel blends, articulation of phonemes; receptive auditory awareness of phonemes
	Phonics and Word Recognition			
	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.	Instruction in high frequency word Identification and grade level vocabulary; introduction of consonants and consonant blends (diagraphs), Phonics instruction in consonants and long and short vowels; Word Building; Sentence building, Direct instruction of Alphabetic Principle,	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,	See above including ability to identify phonograms within words; awareness and understanding of phonetic rules in English language, increase high-frequency word reading vocabulary,
	Fluency			
	4. Read emergent-reader texts with purpose and understanding.	reading and comprehension instruction	Leveled Readers; student made text	emergent literacy
College & Career Readiness Anchor Standards	**Kindergarten CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Writing	**Kindergarten Writing Standards:**			
Text Types and Purposes	**Text Types and Purposes**	**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.	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...).	distinquishing 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,	Transfering activities; Patterning Exercises (bead stringing, parquet 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,	Visual and tactile perception, thinking analytically & creatively, hand-eye coordination, recognition of patterns, reinforcement of oral expression and vocabulary; visual memory; strengthening prehensil grip; increase written communication skills
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.	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.	Direct instruction of animal/object Research in geography, history, biology, zoology, botany, and physical science	See above, including 3-part cards on living/non-living; vertebrate/invertabrate; plants/animals/minerals; 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	Visual and tactile perception, thinking analytically & creatively, hand-eye coordination, recognition of patterns, reinforcement of oral expression and vocabulary in geograhy and science; visual memory; strengthening prehensil grip; increase written communication skills; picture, letter, and word matching; understanding geography of the world

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.	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.	graphic organizer; story sequencing cards, retell stories (cards), Trade books, leveled readers, moveable alphabet, chalkboard, chart paper, journals, lined paper	Visual perception, thinking analytically & creatively, hand-eye coordination, recognition of patterns and sequencing, reinforcement of oral expression and vocabulary; visual memory; strengthening prehensil grip; creative writing
Production and Distribution of Writing	**Production and Distribution of 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.	4. (Begins in grade 3)			
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Daily conversations; rules of engagement (speaking and listening), direct instruction of the writing process, writing conferences with individual students, peer mentors and peer editing	peer to peer and adult to peer conversations; lesson in grace and courtesy,	oral expression; comprehension; peer mentoring and grace and courtesy; critical analyzing of one's own work, knowledge of the writing process.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	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.	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.	Philosophical Disagreement--public school; increase writing skills, Practical Life exposure to real world technologies.
Research to Build and Present Knowledge	**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.	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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, Continent and Cultural studies	Writing papers; variety of multi-cultural books; journals, non-fiction readers, classroom library, school library, poetry books, Montessori Cultural curriculum, Montessori Continent works	written and oral expression; externalize ideas, thoughts and opinions; vocabulary expansion and enrichment; increase mechanics and content writing skills
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.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	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).	classroom library; story time; circle time; school library, classroom field trips, key experience lessons, research tools (internet), non-fiction books	strenghthen memory recall (cognitive development); increase oral communication skills, increase comprehension skills, vocabulary development
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. (Begins in grade 4)			
Range of Writing	**Range of Writing**	**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.	10. (Begins in grade 3)			
College & Career Readiness Anchor Standards	**Kindergarten CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Speaking and Listening	**Kindergarten Speaking and Listening Standards:**			
Comprehension and Collaboration	**Comprehension and Collaboration**	**Comprehension and Collaboration**		

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Sharing; Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Listening Exercises are provided on a daily basis to sharpen receptive auditory skills. Adults ask open-ended questions-- Bloom's Taxonomy and higher level questions. 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).	Circle Time Share; Sharing personal observations; How to interrupt (hand on arm); general classroom environmental care: lessons in practical life. Working in pairs on rugs or at tables. Listening Exercises: "Who am I", Montessori Bells, Sound Cylinders, Musical Instruments, Listening to books on CD, Simon Says, Moving to music, Call and Response, Clapping exercises, the silence game, classroom teacher and peers as role model, Grace and Courtesy lessons (manners, personal hygiene {nose blowing}, introducing self, etc.), large and small group activities.	Verbal articulation; conversational rhythm, flow and logic; auditory discrimination; cognitive development, conflict resolution skills
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Question & Answer Games; story-retelling; repetition, higher level questions (Bloom's Taxonomy), read alouds, small group reading instruction, main idea lessons, retell cards, activities related to read alouds and trade books (such as Montessori Images works).	Three period lesson (see glossary for further explaination...this is, show me, what is) for all concrete materials, retell cards, classroom library, school library, reading extension materials from sources such as Montessori Images, leveled readers	vocabulary enrichment; auditory discrimination; comprehension; cognitive development; preparation for further language studies; preparation for writing
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	How to get another adult or child's attention; what to do if you have a question or need help; problem solving through conversation; how to be a peer resource	Lessons in Grace and Courtesy (using manners, how and when to interrupt, conflict resolution skills); informal conversations and problem-solving terminology/communication; peer modeling, teacher modeling	choosing appropriate speech; positive self-efficacy and self-concept; externalize ideas, thoughts & opinions; cognitive development, develop positive peer and social interactions

Presentation of Knowledge and Ideas	**Presentation of Knowledge and Ideas**	**Presentation of Knowledge and Ideas**		
4. Present information, findings, and supporting evidence such that listeners can follow the circle of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Environmental Awareness; Geography Lessons; Read alouds, receptive comprehension, expressive comprehension, higher level questions; personal share time; birthday celebrations; daily schedule; how to describe observations, affirmations, make detail drawings, leveled reading groups	The Farm; Envrironmental Language Cards; Language 3-part Cards; Parts-of Puzzles and cards; Puzzle Maps; classroom jobs and daily schedule; picture descriptions, I-spy; informal/spontaneous conversations, classroom library, leveled readers	vocabulary enrichment; choosing appropriate speech; positive self-efficacy and self-concept; oral expression; vocabulary enrichment; cognitive development; preparation for further language studies, preparation for writing
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	story writing; art creation, illustration labeling	Story Dictation on various writing and drawing papers; art materials, story writing and illustrating, illustration labeling,	externalize ideas; non-verbal communication skills; cognitive development, ability to express detail, understading the importance of using detail in expressive language; preparation for further development of writing skills and the writing process
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Speak audibly and express thoughts, feelings, and ideas clearly.	Lessons in conflict resolution; Share time; read alouds, small group leveled readers, character education activities (feelings poster, cards, etc.), peer and social interactions, Grace and Courtesy (manners, how to interrupt, expressing needs), conversational exchange, question answer sessions	Social stories; Exercises in grace and courtesy, character education activities, classroom library, school library, leveled readers	externalize ideas; vocabulary enrichment; expressive language; cognitive development; awareness of affect, ability to communicate feelings verbally
College & Career Readiness Anchor Standards	**Kindergarten CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**

Anchor Standards for Language	Kindergarten Language Standards:			
Conventions of Standard English	**Conventions of Standard English**	**Conventions of Standard English**		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	how to engage in social informal conversations; word/sentence building and writing; identification of parts of speech; appropriate responses to who, what, when, where, why and how; formal letter writing lessons (configuration), using concrete and abstract representations of prepositions, higher level questions, question and answer sessions, read alouds, small reading group instruction, leveled readers	Sandpaper Letters; moveable alphabet (large and small); Writing Papers; Farm; noun game; singluar & plural noun classification; mascucircle & feminine noun classification; article identification; object adjective work; logical adjective game; detective adjective game; verb classification; noun and verb categorization; preposition game; adverb identification; logical adverb game; conjunction game; command cards; Grammar Symbols; word and sentence symbolizing; adults and peers asking questions;	Function of words and parts of speech; preparation for logical analysis; cognitive development; proper formation and configuration of letters of the alphabet, understanding sentence structure, preparation for sentence analysis, preparation for writing and the writing process,
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Letter sizing; Three-period lesson with sounds; writing letters; writing words; proper spacing when writing, writing sentences; word-building (with objects and pictures); direct instruction of capitalization rules, direct instruction of punctuation, simple sentence structure, blending, modeled and shared writing, read alouds, think alouds, small reading group instruction	Sandpaper Letters (including capitals); sandtray; moveable alphabet (large and small); writing papers (sentence strips, story paper); phonogram boxes; chalkboard, dry erase boards, Pink Level Montessori works (CVC objects/labels, pictures/labels, loose letters, large word cards, phonetic baskets, phonetic booklets, etc.)	Function of words and parts of speech; preparation for logical analysis; cognitive development, preparation for writing and the writing process, increase writing mechanics, preparation for sentence analysis

Knowledge of Language	**Knowledge of Language**	**Knowledge of Language**		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	3. (Begins in grade 2)			

Vocabulary Acquisition and Use	**Vocabulary Acquisition and Use**	**Vocabulary Acquisition and Use**		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Adult, peer, and self reading of a variety of small books, readers and story books, dictionary, thesaurus, direct instruction in small reading groups, read alouds, think alouds	classroom library; word lists; nomenclature (3-part cards), short phrases, school library, classroom dictionary, student generated dictionary	vocabulary building; identification of unknown words; English language speech and phonetic rules; cognitive development, increase expressive and receptive language skills
5. Demonstrate understanding of word relationships and nuances in word meanings.	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Sorting and matching activities; circle time (variety of movements-marching, walking, galloping etc.); language to describe variances (ex: short, shorter, shortest etc.), read alouds, think alouds, authors as mentors, opposite sorting, opposite cards, access prior knowledge, classroom field trips and/or outings	Go together objects, pictures and puzzle cards representing event sequence, opposites, represented categories; circle time action games; speech classification games; logical adjective game; command cards; sensorial activities; classroom library, school library, outdoor and indoor environment	vocabulary enrichment; expressive language and phonetic rules; cognitive development, concept skills, receptive language

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Blending; 3-letter, short vowel word identification; reading simple sentences; spontaneous/informal conversation; read alouds, small reading group instruction, leveled readers, modeling word usage	Picture and word books; making handmade books; sentence strips; small leveled books and readers, classroom library, school library, Short Vowel Books (books with CVC words), Montessori Pink Level works (Bob Books, phonetic baskets, phonetic booklets, short phrases, objects and sentences, pictures and sentences, etc.)	appropriate conversation; externallize personal ideas, expresses thoughts and opinions; cognitive development, increases expressive and receptive language, develop rich vocabulary
College & Career Readiness Anchor Standards	**Kindergarten CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Mathematics	**Kindergarten Mathematics Standards:Counting and Cardinality**			
Know number names and the count sequence.	**Know number names and the count sequence.**			
	1. Count to 100 by ones and by tens.	gradation of size (what is small-what is large etc.) sequence of numbers; learning number patterns; building/creating numbers 0-9999; associating number symbol and quantity; odd and even numbers; skip counting(1's, 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's, 10's)	pink tower; red rods; brown prisms; Red and Blue Rods; small red and blue table rods; sandpaper numerals; spindle box; cards and counters; memory game; short bead stair (short bead stair hanging rack); teen boards; ten boards; teen beads hanging rack; introduction tray; 9-Layout Tray; one hundred board; bead cabinet with short (1-10 squared) and long bead chains (1-10 cubed); roll work	one to one coorespondance; accuracy in counting; route memorization; fine motor control; hand-eye coordination; subconcious experience with base ten system; number patterns; associating number symbol and quantity; left to right and top to bottom orientation; hierarchy of decimal system; cognitive development
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	sequential counting;skip counting	all the above including the addition strip board; 45-layout; snake game for the research of tens; handful exchanging; bank game	See above including memory recall
	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).	Number writing and associating number symbol and quantity for numbers 0-9999; number sizing; recordkeeping;	see above for foundation including focus on practical life activities; art activities; chalkboard exercises; metal insets; sandpaper numerals; sandtray; roll work; number work extentions for various "math" activities that include math papers; spindle box	strengthening prehensil grip; left to right, top to bottom orientation; association of number symbol and quantity; cognitive development; introducing concept of zero; correctly recording numerals
	Count to tell the Number of Objects			
	4. Understand the relationship between numbers and quantities; connect counting to cardinality. **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.**	association of quantity and symbol from 0-9999	Red and Blue Rods with Number cards; small red and blue table rods; sandpaper numerals; spindle box; cards and counters; memory game; short bead stair (short bead stair hanging rack); teen boards; ten boards; teen beads hanging rack; introduction tray; 9-Layout Tray; one hundred board; bead cabinet with short (1-10 squared) and long bead chains (1-10 cubed); roll work	one to one coorespondance; accuracy in counting; route memorization; fine motor control; hand-eye coordination; subconcious experience with base ten system; number patterns; associating number symbol and quantity; left to right and top to bottom orientation; hierarchy of decimal system; cognitive development
	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.	Base Ten foundation in Montessori Environment provides many materials for counting, sorting and grading; associating quantity and symbols	practical life activities; pink tower, brown prisms; knobbed cylinders; knobless cylinders; red rods; constructive triangle boxes; geometric solids; geometric cabinet; montessori bells; metal insets; the farm;	visual recognition of without counting

	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	Graphing;gradation; odd/even	Red and Blue Rods; red and blue table rods; bead bar stair; graphing activity; making charts; cards and counters	one to one coorespondance; accuracy in counting; route memorization; fine motor control; hand-eye coordination; subconcious experience with base ten system; number patterns; associating number symbol and quantity; left to right and top to bottom orientation; hierarchy of decimal system; cognitive developmentvisual discrimination of numbers
	7. Compare two numbers between 1 and 10 presented as written numerals.	comparing numeric symbols between 0-9999	sandpaper numerals; numeral cards; written extensions; graphing activity; making charts	
College & Career Readiness Anchor Standards	**Kindergarten CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Mathematics	**Kindergarten Mathematics Operations and Algebraic Thinking**			
Operations and Algebraic Thinking	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**			
Understand addition as putting together and adding to, and understand subration as taking apart and taking from.	**1. Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.**	concept of sumation; static addition for numbers 0-9999; dynamic addition (introduction of "carrying") for numbers 0-9999; static subtraction for numbers 0-9999; dynamic subtraction (introduction of "borrowing") for numbers 0-9999); exchanging and borrowing from place holders	Addition strip board; red and blue table rods; Addition with bead bars (numbers 0-10); addition finger chart with 6 control charts; addition with golden bead (numbers 10-9999); subtraction strip board; subtraction with beads (0-10); subtraction with golden bead material (numbers 10-9999); subtraction charts; equation boxes; circle problems; problem tickets; equation booklets; handful exchanging; exchange game; stamp game; small bead frame; dot game; positive and negative snake game	accuracy in counting;fine motor control; hand-eye coordination; putting groups of numbers together to make a larger group (addition concept); taking a group of objects away from a larger, single group (concept of subtraction); distinguishing units, tens, hundreds and thousands place; memorization of simple facts; cognitive development;various concrete activities lead to memorization; correctly recording equasion.
	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	see above; child uses maniplatives to solve problems	see above	see above
	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).	research and composition of numbers; possible combination of numbers to make a specific sum	see above; 0-10 materials; colored bead bars (including all the possible activities with colored beads); sequence of numbers; addition strip board; bead stair; positive and negative snake game; deconomial box of bead bars; equation papers (problem tickets, circle problems, etc.) and booklets	see above
	4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	research and composition of numbers; possible combination of umbers to make 10	addition strip board; snake game for the research of 10s; deconomial box; equation papers (problem tickets, circle problems etc) & booklets	see above
	5. Fluently add and subtract within 5	memorization of facts through the use of hands on materials	bead stair; red and blue rods; red and blue table rods; addition strip board; addition finger charts; subtraction strip board; subtraction finger charts; snake game for the research of 10s	see above

		product of combining groups of numbers; dividing large group into equal parts; introduction to division with remainder;	multiplication with bead bars; deconomial bead bar box; multiplication board;multiplication charts;pythagoras board; multiplication with golden bead material (numbers 10-9999); short and long bead chains (square of 1 through cube of 10) division board; division charts; stamp game	accuracy in counting;fine motor control; hand-eye coordination; concept of multiplication; concept of division (sharing);foundation of multiplication table; cognitive development
College & Career Readiness Anchor Standards	**Kindergarten CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Mathematics	**Anchor Standards for Mathematics: Number & Operations in Base Ten**			
	Work with numbers 11-19 to gain foundations for place value.			
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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.**	teen number building; teen number identification; teen number writing; continue number building from 0-9999 with a focus on the teens	see above with focus on teen boards; teen hanging rack; beads for number building; 45-layout; bank game	fine motor control; distinguishing units, tens, hundreds and thousands place; cognitive development
College & Career Readiness Anchor Standards	**Kindergarten CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Mathematics	**Anchor Standards for Mathematics: Measurement and Data**			
	Describe and compare measurable attributes.	**Measurement and Data**		
	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	exercises in practical life; lessons in conservation; language associated with measurable attributes (heavy, light, long, short, thick, thin etc.) sorting and grading objects based on attributes,	dry and wet transferring (pouring, spooning, tonging etc.) cooking with measuring spoons, cups, bowls and ingredients; red rods; pink tower; brown prisms; knobbed cylinder blocks; knobless cylinders; constructive triangles; geometric cabinet; botony cabinet; 3 various color boxes; mystery bag; rough and smooth boards and tablets; geometric solids; thermic tablets; baric tablets;pressure cylinders; montessori bells; red rods with red/blue rods;	relationship of materials in environment; conservation; visual/perception discrimination; auditory discrimination; tactile discrimination; cognitive development,
	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.	object classification; number association; creating simple graphs	see above materials list which includes consistent exploration, comparing, contrasting and evaluating through given terminology; graphing activities; written/drawn findings;	one-to-one corespondence; accuracy in counting; fine motor control; hand-eye coordination; comparing objects on more than one level; cognitive development, relationship to materials/objects in the environment
	Classify objects and count the number of objects in each category.			
	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	object classification; number association; creating simple graphs	Practical life activities; various sensorial grading activities; cards and counters; association extention activities	one-to-one corespondence; accuracy in counting; fine motor control; hand-eye coordination; comparing objects on more than one level; cognitive development, relationship to materials/objects in the environment
College & Career Readiness Anchor Standards	**Kindergarten CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Mathematics	**Anchor Standards for Mathematics: Geometry**			
	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	**Geometry**		

	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.	Grading shapes by size/shape with associated language (-er, -est); identifying shape attributes; introduction to prepositions	pink tower, brown prisms, red rods; knobbed cylinder blocks; knobbed less cylinders; Geometric cabinet; geometric solids and all appropriate extensions; constructive triangles; metal insets; botany cabinet; the farm; pronoun game	visual discrimination and perception; descriptive language vocabulary; foundation for geometry; cognitive development
	2. Correctly name shapes regardless of their orientations or overall size.	Making new shapes from other shapes; properties of triangles, squares, rectangles, paralellograms, trapezoids and 4-sided figures; introduction to angles.	see above including 5 boxes of constructive triangles; oragami	see above including congruent and non-congruent; length, width and height; cognitive development
	3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	2-d and 3-d shape identification by name	geometric cabinet; geometric solids botany cabinet; metal insets, oragami	see above including added vocabulary enrichment and space awareness

	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).	Grading shapes by size/shape with associated language (-er, -est); identifying shape attributes; comparing and contrasting forms	pink tower, brown prisms, red rods; knobbed cylinder blocks; knobbed less cylinders; Geometric cabinet; geometric solids and all appropriate extensions; constructive triangles; metal insets; botany cabinet;	visual discrimination and perception; descriptive language vocabulary; foundation for geometry; congruent and non-congruent; identifying length, width and height, angles, points etc.; cognitive development
	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	finding and identifying shapes in the environment; creating shapes using various media and tools	clay; playdough; art activities using various medium;	see above including hand strength; hand-eye coordination; preoperational thought
	6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	creating larger shapes from smaller ones	5 boxes of constructive triangles	see above

	Fractions	**Fractions**		
no Anchor standard established for this concept	**no national standard established for this age range.**	Introduction to whole and parts-of-whole; exploring fraction families 1 whole, halves, thirds, fourths, fifths, sixths, sevenths, eighths, ninths, and tenths; writing fractions	Large Fraction Skittles; Fraction circless for families (1-10);	Make parts from whole; visual representation of fractions; congruent vs. non-congruent; cognitive development
		Adding same denomiter fractions 1 whole through tenths	Fraction circles	see above; sumation
		Subtraction with same denomiter fractions 1 whole through tenths	Fraction circles	see above;

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
Anchor Standards for Reading	**3rd Grade Reading Standards for Literature:**			
Key Ideas and Details	**Key Ideas and Details**			
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.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ability to read, ability to identify and extract key components, compose a sentence, ask questions, use language from the text to answer questions and to demonstrate understanding	Vocabulary cards, Variety of genres and media	
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	Ability to read, ability to identify and extract key components, reads and understands a variety of materials, locates main idea, supporting details and different components of stories, engages in guided discussion, ability to show understanding through creative expression like visual art, drama, music, and written expression	Variety of books; ancient creation stories, ancient myths and fables as related to our "Cosmic Education" curriculum, ancient civilization timelines, Blooms Taxonomy command cards	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Ability to read, ability to identify characters, ability to have a text to self connection, reads and understands a variety of materials,ability to identify and name a variety of feelings, recognizes literature as an expression of human experience, can sequence the events in the stories, engages in guided discussion, ability to show understanding through creative expression like visual art, drama, music, and written expression, uses descriptive language, understand cause and effect, identify inferences	Variety of books, adjective key lesson, command cards, grammar boxes and symbols, character education materials, blooms taxonomy cards, sequencing materials, timelines, cause and effect cards	
Craft and Structure	**Craft and Structure**			
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.	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Analyzing, decomposing, transposing and reconstructing sentences, participates in guided discussion, uses metaphors and similes in spoken and written expression	Sentence and reading analysis and extended studies, grammar symbols, Parts of Speech materials, oral commands and activities, grammar boxes, command cards, teacher made material	
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.	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.	Identify vocabulary for parts of stories and can name, reads a variety of materials, participates in guided discussion, ability to sequence	Variety of books, teacher made materials, sequencing activities,	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Distinguish their own point of view from that of the narrator or those of the characters.	Ability to infer, identify characters, identify feelings and character traits, compare self to text, apply complex thinking skills, show understanding of text, participate guided discussion	Variety of literature, command cards, bloom's taxonomy cards	
Integration of Knowledge and Ideas	**Integration of Knowledge and Ideas**			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	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).	Ability to infer, participate in guided discussions, look, attain to and compare and connect, and evaluate the illustration to text	Variety of literature, bloom's taxonomy cards	
8. Decircleate 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.	(Not applicable to literature)			

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.	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Use a variety of graphic organizers, demonstrates knowledge of comparing and contrasting, can identify characters, reads and understands stories	Variety of literature, teacher made manipulative	

Range of Reading and Level of Text Complexity	**Range of Reading and Level of Text Complexity**			
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. Actively engage in group reading activities with purpose and understanding.	Effectively participates and communicates in group reading activities, responds appropriatly and asks questions, obtains answers from a variety of resources, demonstrates understanding	Variety of literature	

College & Career Readiness Anchor Standards	**Third Grade CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
	3rd Grade Reading Standards for Informational Text:			
	Key Ideas and Details			
	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Effectively participates and communicates in group discussions, responds appropriatly and asks questions, obtains answers from a variety of resources, demonstrates understanding	3 part cards, variety of texts	
	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identifies main idea and can describe key details, ability to sequence key details and can determine importance of key details	nomenclature cards, sequencing materials, Variety of texts, main idea command cards	
	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.	Follows directions, ability to measure time, ability to sequence and determine cause and effect, demonstrates understanding of the passage of time, engages in scientific thought and process, makes predictions, using the scientific method	Vertical and horizontal presentation of Fundamental needs of Humans, science experiment cards, timelines, clock work, science materials, measurement tools, scientific texts, like a cookbook or how-to book	
	Craft and Structure			
	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	read for content; make inferences, analyze and draw conclusions; identify and use contextual clues for meaning	nomenclature cards, variety of literature and text, command cards, science experiments, science vocabulary materials	
	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	identify various text features and tools using appropriate vocabulary, familiar with current technologies available in classroom	presentations on research tools, like dictionary, thesaurus, etc., presentation on parts of a book, use of a computer for research, research materials	
	6. Distinguish their own point of view from that of the author of a text.	Identify point of view, participation in group discussion, verbalize opinion and ability to support opinion	Variety of text	
	Integration of Knowledge and Ideas			
	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).	navigation of non-fiction text features (e.g. hyperlinks, glossary, bold text, digarams, captions, photographs, etc)	variety of factual books, newspapers, magazines, reference and resource materials	
	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	beginning guided research, introduction to scientific method, reading response, group discussions	sequencing cards, graphic organizers, timelines, guided questions (command cards), experiment cards,	

	9. Compare and contrast the most important points and key details presented in two texts on the same topic.	finding main topic, guided discussion, written response, graphic organizers	sequencing cards, graphic organizers, timelines, guided questions (command cards), experiment cards,	
	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 2–3 text complexity band independently and proficiently.	reading assessments, observations, interim assessments, formative (normed tests) and summative assessments, performance, daily documentation, rubrics	informational texts, including history/social studies, science and technical texts	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	3rd Grade Reading Standards for Foundational Skills:			
	Phonics and Word Recognition			
	3. Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.	Demonstrates symbol-sound relationship, recognizes combinations of letters, identifies root words, understands meaning of suffix and prefix, demonstrates ability to construct and deconstruct, ability to decode, identify and uses different parts of words, recognizes and uses patterns	Listening activities, sandpaper letters-single and double sound, movable alphabet, word lists, 3 part cards, phonogram booklets or readers, prefix and suffix manipulatives, definition and etymology cards, syllabication interactive presentation, teacher made materials, word cards	
	Fluency			
	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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Ability to read, demonstrates understanding, recognizes words, ability to decode, asks questions, interacts with peers and adults, participates in discussion groups	Exposure to a variety of trade books, read aloud activities, Command Cards, sequencing activities, teacher made activities	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
Anchor Standards for Writing	**3rd Grade Language Arts Standards: Writing**			
Text Types and Purposes	**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.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.	writing process, introduction to parts of speech, outlining, paragraphing, sequencing, introduction to sentence types, introduction to writing genres and associated linking language	graphic organizers, journals, grammar boxes, reference materials (magazine's newspapers as examples)	
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.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.	writing process, outlining, paragraphing, sequencing, introduction to sentence types, using contextual clues, introduction to writing genres along with linking words and phrases	graphic organizers, journals, grammar boxes, reference materials,	

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.	writing process, introduction to parts of speech (especially function of adjective), outlining, paragraph sequencing, introduction to sentence types, introduction to character development, using quotation marks	graphic organizers, journals, grammar boxes, reference materials, sentence analysis	
Production and Distribution of Writing	**Producation and Distribution of Writing**			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.)	writing process, assignments that reflect presentations given in these particular areas, manuscript and cursive handwriting, grammar mechanics	student created written reports, research papers, Young Author's projects, grammar boxes, sentence analysis and symbolization,	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	writing process, assignments that reflect productions of writing materials	rough drafts edits and final drafts, spelling lessons, use of dictionary/thesaurus, alphabetical order	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	Microsoft word, word processing	use technology to create student reports, research papers, Young Author's projects	
Research to Build and Present Knowledge	**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.	7. Conduct short research projects that build knowledge about a topic.	construct knowledge of the research process	reference books, three part cards, guided questions, command cards, animal and plant question cards, animal and plant stories, history question charts, timelines, fundamental needs chart plant; and animal charts, botnay and geography charts, cultural subjects charts and timelines	
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.	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	classification, field experiences, graphic organizing, scientific method,	classification materials (language, zoology, botany, history, geography, science), plant and animal care	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. (Begins in grade 4)			
Range of Writing	**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.	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.	portfolio of writing samples related to activities listed above; journaling	journals, research papers, nomenclature books	
College & Career Readiness Anchor Standards	**Third Grade CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Speaking and Listening	**3rd Grade Language Arts Standards: Speaking & Listening**			
Comprehension and Collaboration	**Comprehension and Collaboration**			

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. 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. 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	group time, class meetings and lessons, children learning protocols to group interaction, collaborative decision making, peer mediation, problem solving, book groups, learning active listening techniques	peace center and materials, conflict resolution materials, child developed code of conduct; general classroom materials and books	
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2.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.	verbal responses to read aloud information	trade books, charts, graphs, maps, teacher read aloud, , PowerPoint	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	verbal responses to read aloud information	trade books, charts, graphs, maps, teacher read aloud, , PowerPoint, audio tapes, documentaries, videos	
Presentation of Knowledge and Ideas	**Presentation of Knowledge and Ideas**			
4. Present information, findings, and supporting evidence such that listeners can follow the circle of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.	delivering a speech, improvisation, story telling, current events, show and tell, student feedback from a presentation	resource materials,	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.	creating an assignment that reflect the goals listed	materials and tape recorders, books with CDs	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	modeling, description, making requests and having needs met	language rich environment	

College & Career Readiness Anchor Standards	**Third Grade CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Language	**3rd Grade Language Arts Standards: Language**			
Conventions of Standard English	**Conventions of Standard English**			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.	teacher presentation followed by independent student work	grammar boxes, sentence analysis, language boxes (synonyms, prefixes, homophones, etc), word study, trade materials	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	adult language modeling, guided work followed by independent student work; using reference materials, sentence structure	grammar boxes, sentence analysis, language boxes (synonyms, prefixes, homophones, etc), word study, trade materials	

Knowledge of Language	**Knowledge of Language**			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	3.Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.	teacher presentation, guided work followed by independent student work	grammar boxes, sentence analysis, language boxes (synonyms, prefixes, homophones, etc), word study, trade materials	
Vocabulary Acquisition and Use	**Vocabulary Acquisition and Use**			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	teacher presentation, sentence structure and word meaning, guided work followed by independent student work	grammar boxes, sentence analysis, language boxes (synonyms, prefixes, homophones, etc), word study, trade materials	
5. Demonstrate understanding of word relationships and nuances in word meanings.	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	teacher presentation, guided work followed by independent student work, poetry, telling jokes, idioms	grammar boxes, sentence analysis, language boxes (synonyms, prefixes, homophones, etc), word study, trade materials	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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., After dinner that night we went looking for them).	vocabulary building, words related to content, specific vocabulary related to sequencing,	past, present and future cards, chinese boxes,	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	3rd Grade Reading Standards for Mathematics: Operations and Algebraic Thinking			
	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.	understanding place value, understanding symbol and quantity relationship, ability to group and regroup, demonstrates multiplication math vocabulary, can identify the product of given equations, recognizes patterns	Multiplication Bead Board, colored bead box, equation boxes, squaring chains, cubing chains, multiplication snake game	
	2.Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 ÷ 8.	understanding place value, understanding symbol and quantity relationship, ability to distribute, demonstrates division math vocabulary, can identify the quotient of given equations, recognizes patterns	unit division board, equation boxes with equation and quotients	
	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	Read and interpret displays of data, models understanding, construct and deconstruct algorithms	Word problem cards, decanomial bead box	

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 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	Demonstrates and applies a knowledge of multiplication and division operations, ability to recognize symbols, solve problems using systems of numbers and their properties.	Multiplication and division working charts, multiplication equation and product box, division equation and quotient box, decanomial bead box, squaring and cubing chains, decanomial layout, multiplication and division tables	
Understand properties of multiplication and the relationship between multiplication and division.			
5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	Recognizes properties, relationships of algorithms	Decanomial layout, decanomial bead box, Mulitplication working chart 1 and 2, binomial cube, trinomial cube, cubing material, colored counting bars, binomial of a square, trinomial of a square, Multiplication tables	
6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	Demonstrates and applies a knowledge of multiplication and division operations, ability to recognize symbols, solve problems using systems of numbers and their properties.	Division working charts, unit division board, multiplication bead board	
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 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit number	Solve problems using number facts	Multiplication and Division Working Charts, Multiplication Tables, Division Tables, Prepared Equations	
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.	Read and interpret displays of data, models understanding, construct and deconstruct algorithms	Teacher made materials, word problem cards	
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	Identify patterns, knowledge of operations, solve problems using number facts	hundred board, addition strip board, Decanomial bead box, Golden bead material, stamp game, addition snake game, dot game, table rods, cards and counters, red and blue rods, pythagoras board, addition working charts, addition equation and sums, addition tables, subtraction snake game, subtraction strip board, subtraction working charts, subtraction equations and sums box, subtraction tables, multiplication board, multiplication working charts, multiplication snake game, multiplication working charts, unit division board, division working charts, division equation and dividends box, teacher created materials	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	3rd Grade Reading Standards for Mathematics: Number & Operations in Base Ten			
	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.			
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.		Golden Bead material, decimal cards, stamp game, small bead frame, large bead frame, golden mat	
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.		Ten squaring chain, hundred board, pythagoras board, golden bead materials, checkerboard, small bead frame, large bead frame, golden bead frame (flat bead frame), small and large bead frame paper, dot board, dot board paper,	

3rd Grade Reading Standards for Mathematics: Number & Operations--Fractions			
Develop understanding of fractions as numbers.			
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.		Fraction skittles, Fraction circle, Cut-out Labled Fraction Circle, Fraction Mat, Teacher made materials	
2.Understand a fraction as a number on the number line; represent fractions on a number line diagram. 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. 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.		Fraction skittles, Fraction circle, Cut-out Labled Fraction Circle, Fraction Mat, Teacher made materials	
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. 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. 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		Fraction skittles, Fraction circle, Cut-out Labled Fraction Circle, Fraction Mat, Teacher made materials	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	3rd Grade Reading Standards for Mathematics:Measurements and Data			
	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.		Clock with movable hands, clock activity cards, teacher made activity, solaris clock	
	2.Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 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		scale, geometric solids, manipulative materials	

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.		teacher made materials	
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		rulers, teacher made materials	
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 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. 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.		Geometry cabinet, yellow triangles for area, Triangle box, small hexagon box, large hexagon box, rectangle box, blue rectangle box, rulers, measuring tapes,	
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		yellow triangles for area, The history of measurement	
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 × b and a × 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.		Geometry cabinet, yellow triangles for area, Triangle box, small hexagon box, large hexagon box, rectangle box, blue rectangle box, rulers, measuring tapes, teacher chosen manipulatives	
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.		Geometry cabinet, Triangle box, small hexagon box, large hexagon box, rectangle box, blue rectangle box, rulers, measuring tapes, geometric solids and wooden faces	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	3rd Grade Reading Standards for Mathematics: Geometry			
	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		Geometry cabinet, Triangle box, small hexagon box, large hexagon box, rectangle box, blue rectangle box, nomenclature three- part cards	
	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 1/4 of the area of the shape.		nomenclature three part cards, Geometry cabinet, Triangle box, small hexagon box, large hexagon box, rectangle box, blue rectangle box,	